

(From Explorations to) Outlooks

Aligning your aesthetic vision with entrepreneurial action

Responsible institution

University of Arts, Crafts and Design (Konstfack); 9 credits

Course director and developer

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Course duration

February – May 2020

The context: art entrepreneurship

Entrepreneurship is a self-reliant movement that involves the organization of long-term processes, activities, and behaviours that aim to create new economic activities, but contribute to entrepreneurs and individuals who share it far beyond economic profit. Entrepreneurship is revealed as the discovery, realization and integration of abilities that contribute to personal growth and the growth of relationships within which individuals achieve a life orientation. It is associated with the inner moral outlook and self-understanding of the entrepreneur no less than her financial aspirations. It is, in other words, a self-organized and goal directed phenomenon which is taken to achieve a broad range of human ends in the pursuit of a personal vision (e.g., political, aesthetical, social, etc.). And in the context of the Arts, it is a means to the ends of the artistic vision.

Our aim

The overall goal of the course is to help students develop a greater understanding of themselves (of the sources of their value driven agency) and a core set of skills needed for aligning personal, i.e., aesthetic-ethical and design-related, vision with entrepreneurial goals and actions. Thus, the course is constructed to provide students with a core set of theoretical perspectives and practical tools that can serve them in pursuing their own personal vision through entrepreneurial acts (whether these acts are in the business, civic/social, or political domains).

Pedagogical approach

While most approaches to entrepreneurship education (in the arts and outside of it) take a practical managerial or business approach to the subject, more often than not seeing it from the perspective of the firm, the course *Outlooks* is designed to offer a complementary human-centred approach to art entrepreneurship, where it is seen as an ethical-aesthetical endeavour through which individuals contribute to their own well-being, as well as the well-being of others. In this regard the new course reflects a rather unique pedagogical approach to art entrepreneurship which combines *developmental* with *action-oriented* practices.

Content

The course carefully examines both philosophical and practical concerns that are essential to art students in their artistic and entrepreneurial attempts. For instance, a common challenge for many potential art entrepreneurs is the inability to move from thought to action, from envisioning the art project and planning for its execution to actual implementation of it in the material world of the market. This creates a very concrete challenge: if we don't know what motivate us and others, and how to regulate our behaviours, we have very little capacity to manage ourselves and others in accordance with our aesthetic values and life aspirations.

Using this framework, the course will discuss issues of particular importance to art students: developing a vision and unravelling our background picture of ethical and aesthetical intuitions, motivating ourselves and others, and learning to regulate ourselves towards entrepreneurial action, etc. are some of the topics covered in length during the course.

Student expectations

We expect you to be prepared to challenge yourself and come ready for each class. You are warmly encouraged to read the recommended books and other recommended material, whether these are articles, questions for reflection, or book material. It is a key prerequisite for making learning more effective.

Book assignment

Your book assignment is to read: Dweck, Carol. *Mindset: The new psychology of success*. Random House Digital, Inc., 2006. Dweck is a world-renowned Stanford University psychologist. The book covers in a powerful clarity decades of research on achievement, personal growth, and success. Dweck unfolds in her book a truly ground-breaking idea – that our capacity to achieve personal growth in our life is directly related to the type of perspective we take on life or to what she calls our self-implicit theories (or mind-sets).

We believe this book to be an interesting complement and very relevant reading for the course; both from a theoretical and a practical perspective. You should prepare a 2 page analysis (times new roman 12 points, single space, and no more than 1000 words) focusing on:

1. how Dweck's theory is related to art and entrepreneurship;
2. how can we develop a growth-oriented mind-set in our life;

When focusing on these two questions you should seek to offer an in-depth analysis, integrate material covered in the course (e.g., motivation, well-being, and team dynamics), and offer critical reflections on your own solutions.

Personal development design project

Your personal learning project follows and deepens your work in Explorations 3 and 4 (see Explorations syllabus for more information). It is thus almost entirely constructed to be a self-organized and self-planned learning activity. You will hence set a personal goal you have identified as important to your design project and wish to work on and you will make plans and implement your goal during the course.

The project includes the following parts:

1. Presentation of purpose and motives for choosing your project, your expectations, and your plans for achieving the goal you set to yourself (when will you do what? where? with whom? etc.)
2. Having made an initial progression with your project, you will submit a semi-report where you describe the progression you have made so far, and get feedback on that.
3. Finally, prepare a final presentation on the journey you have undertaken, to be delivered at the end of the course to the course participants.

Structure and modules overview

The course Outlooks is divided into a sequence of 11 lectures or workshops (three of which overlap with Explorations 3 and 4):

- Introduction to Explorations and Outlooks (Feb 3; Ingrid and Nadav)
- Entrepreneurship, Ethics, Aesthetics, and Personal Growth (Feb 5)
- Motivation A & B (Feb 10)
- Students Project Proposal (February 18; Ingrid and Nadav)
- Entrepreneurial Art Finance A: Timotheus (March 16)
- Entrepreneurial Art Finance B: Timotheus (March 18)
- Identity, Myth, and Moral Vision (March 30)
- Self-regulation A & B (April 1)
- Entrepreneurship & Well-being (April 20)
- Rhetoric and Presentation Skills (April 22)
- Final Presentation (May 15; Ingrid and Nadav)

Schedule

The exact time for each session is available on the general course syllabus and the course web. The deadlines for the mid-term and final reports are to be found in the Explorations syllabus. The deadline for the book assignment is April 30.

Questions and Supervision

During the course's duration, students will have an opportunity to meet one on one with the course director every Thursday between 12pm and 15pm. In order to facilitate a smooth allocation of time we ask you to book such meetings in advance. The meetings will take place at SSES premises on Saltmätargatan 9 (Scholar's Room).

Otherwise, questions about the course's content, lectures, assignment etc., could also be e-mailed directly to nadav.shir@hhs.se