

Introduction

Sophocles, *Antigone*

Stanley Kubrick's *Spartacus* (You can attend the optional screening or view on your own time)

William Shakespeare, *Julius Caesar*

Tour of McIntosh Gallery

Meeting the Staff of the Gallery and the Artists of the Exhibition (Ron Benner & Miriam Jordan)

Elie Wiesel, *Night*

READING WEEK |

Introduction to the Case Study Assignment: *Making the Case for Culture*

Featuring a Group Dynamics Workshop with the Student Success Centre (Rick Ezekiel, Leslie Gloor Duncan)

Coetzee, *Waiting for the Barbarians*

(Final hour session with _____, Director of McIntosh Gallery)

Improvisational Jazz & Group Leadership

(Teaming up with the Western University Writer in Residence for a night of improvisational jazz, with readings on OWL by Gary Barwin)

Arthur Miller, *The Crucible*

(Final hour session on museums and galleries as leaders, with McIntosh's former Director _____)

Toni Morrison, *Beloved*

(Final hour session with _____, Curator of McIntosh Gallery)

Toni Morrison, *Beloved* | Class wrap-up and Exam Review

Public Presentations of your McIntosh Gallery Case Studies in Conron Hall

Public Presentation Dress Rehearsals on April 5th / Leadership Self-Profile #2 due at the English Office on April 13th

sift and assess large amounts of material; develop critical thinking and problem-solving skills in group settings; write and present reports that address the case problem in creative ways, supported by adequate research and reflection.

We will divide the class into 4 groups of 10-15 students. Each group will engage in a structured sequence of meetings with the Director and staff of the McIntosh Gallery. They will use interactive problem-solving strategies and exercises to address real or potential challenges faced by the Gallery (e.g. "How does the McIntosh enhance its public engagement, particularly with a younger, university demographic?"). Your task will be

to research the institutional history, strategic planning, and current programming of the Gallery, become knowledgeable about the problems it faces, and develop a final project proposal that will offer recommendations, initiatives and/or other ideas for future development. Students will consider the following:

- What are their roles and responsibilities of the Gallery's leaders?
- How do they coordinate and manage our cultural lives?
- How are ideas and concepts of leadership apparent in the McIntosh Gallery's mission statement?
- What are the Gallery's challenges? How has its mandate evolved over time?
- How does the Gallery define its "public," "community," "audience"? What opportunities/challenges do these present?
- What constraints does the Gallery face (resources, programming, audience, time, etc.)?
- What are some of the Gallery's projects/initiatives/programs? How do these answer the case problem?
- What leadership role does the Gallery play in promoting arts and culture at Western and elsewhere?
- How does it seek to enhance "the public good"?
- How might the Gallery make itself even more relevant in the future?

what

For English Department regulations governing Term Work, Exams, Faculty Office Hours, Academic Relief (appeals, petitions, complaints), and other matters, please consult "Information for Students" on the Department of English website: