

# Social Impact of Music Entrepreneurs – MUM1054

Summer B 2025 | Online | Asynchronous

## Instructor:

- Dr. José Valentino Ruiz | [jruiz@arts.ufl.edu](mailto:jruiz@arts.ufl.edu) | “Dr. Ruiz”

## Graduate Teaching Assistants:

- Ana Galdavadze | [galdavadze.a@ufl.edu](mailto:galdavadze.a@ufl.edu)
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- Brandon Markson | [bmarkson@ufl.edu](mailto:bmarkson@ufl.edu)

**Office Hours:** By appointment

**Course Duration:** June 30 – August 8, 2025

## Course Description

This course explores how music entrepreneurs leverage creativity, strategy, and storytelling to address societal issues. Through multimedia content, student-led discussions, and scholarly writing, students will examine impactful case studies of artists and music organizations that have sparked change through ventures, philanthropy, and innovation. The course culminates in publishable editorial projects designed to connect course theory with real-world musical entrepreneurship.

## Course Objectives

By the end of the course, students will:

- Identify and evaluate entrepreneurial strategies used by musicians to generate social impact.
- Analyze multimedia and editorial content on music business and cultural entrepreneurship.
- Develop and present original scholarly editorials on themes of music, business, and societal transformation.
- Apply music entrepreneurship principles to propose creative solutions for contemporary challenges.
- Engage in discussions that foster peer learning, global awareness, and creative problem-solving.

## Course Format

Delivery: 100% Online, Asynchronous

## Weekly Rhythm

- Assignments due: Fridays by 11:59 PM
- Discussions due: Sundays by 11:59 PM

## Course Components and Grading Matrix

Course Title: *Social Impact of Music Entrepreneurs – MUM1054*

Semester: Summer B 2025

Component	# of Submissions	Weight	Description
Weekly Discussions	13	40%	Thematic prompts provided weekly. Students will respond with a thoughtful post tied to the week's theme. No word count or peer replies required. Designed to encourage personal reflection and critical engagement.
Weekly Assignments	6	30%	Weekly exercises include reflections, comparative analyses, or creative planning activities. Each aligns with course readings and media.
Editorial Project #1	1	15%	Midterm scholarly editorial (800–1200 words) applying course theory to a real-world issue. Drafted for potential publication.
Editorial Project #2	1	15%	Final editorial project (800–1200 words) synthesizing course insights into an original, publishable piece. Capstone of the course.

### Week 1 (June 30 – July 6)

#### Theme: What Is Music Entrepreneurship for Social Good?

- **Video & Reading:**
  - **Media Journal of Creative Economy and Industry-Based Education:** What's It Like to Be a Champion? Creating a Latin Grammy-Winning Children's Album Through Educational Innovation and Global Collaboration
  - **Journal of Strategic Creativity, Systems, & Relations:** Rhythms of Diplomacy: How Dizzy Gillespie and Tito Puente Forged Strategic Cultural Relations Through Jazz and Latin Music
- **Assignment 1:** Reflective Essay
- **Discussions:** 1 & 2

### Week 2 (July 7 – July 13)

#### Theme: Global Cultural Entrepreneurs

- **Video & Reading:**
  - **The Vanguard: A Media Journal of the Arts, Enterprise, and Global Culture:** Felices Días: Creating a Hope-Driven Flamenco Album Amid a Global Catastrophe
  - **Journal of Migratory & Intercultural Entrepreneurship:** Reframing Arts Entrepreneurship: A Call to Center Fragile-Sector Innovation in Higher Education
  - **Journal of Undergraduate Research:** Unveiling the Cultural and Entrepreneurial Potential of Música Popular Brasileira
- **Assignment 2:** Global Comparison Activity
- **Discussions:** 3 & 4

### Week 3 (July 14 – July 20)

## Theme: The Entrepreneurial Story in Music

- **Videos & Readings:**
  - **Praxis Media Series:** From Visualization to Realization: Reframing Performance and Entrepreneurship in Arts Education
  - **Journal of Community Entrepreneurship, Leadership, & Innovation:** Bridges of Breath: Inspiration, Identity, and Entrepreneurial Calling in the Creative Arts
  - **Creativity & Commerce Journal:** Rethinking the Role of Social Media for Creative Entrepreneurs
  - **Creativity & Commerce Journal:** Why One Job is No Longer the Dream: Rethinking Success Through Diversified Creative Enterprise
- **Assignment 3:** Write Your Own Blog Editorial
- **Discussions:** 5 & 6
- **Editorial Project #1 Due** (July 19)

## Week 4 (July 21 – July 27)

### Theme: Music, Wellness, and Financial Innovation

- **Video & Reading:**
  - **Media Journal of Creative Economy and Industry-Based Education:** Entrepreneurial Wisdom at the Keyboard: A Conversation with Lannie Battistini on Adaptability, Purpose, and Musical Vocation
  - **Fflat Books' Music Business & Creative Enterprise Leadership:**
    - Helpful Financial Literacy Advice for Creative Entrepreneurs
    - Confidence Is Not Arrogance: Why We Must Stop Silencing the Driven
    - Navigating Betrayal in the Music Industry: 10 Preventative Measures for a Life of Peace
  - **Creativity & Commerce Journal:** The Unseen Struggles of Entrepreneurship: Suffering, Neglect, Loneliness, and Overwhelmingness as Inevitable Companions
- **Assignment 4:** Micro-Business Plan Assignment
- **Discussions:** 7 & 8

## Week 5 (July 28 – August 3)

### Theme: Cultural Identity and the Artist's Mission

- **Video & Reading:**
  - **National Association for Music Education:** The C.O.N.N.E.C.T. Framework: Face-to-Face Networking for College Students
  - **Creativity & Commerce Journal:** Navigating the Shifting Seas of Music Entrepreneurship: Why Strategic Content Creation Is a Game-Changer
  - **Creativity & Commerce Journal:** Leveraging User-Generated Content for Fan Engagement in Classical and Jazz Music
- **Assignment 5:** Cultural Case Study
- **Discussions:** 9 & 10

## **Week 6 (August 4 – August 8)**

### **Theme: Your Mission-Driven Project**

- **Video & Reading:**
  - **Creativity & Commerce Journal:** From Mainstream to Micro-Niche: The Music Industry's Role in Shaping Art and Identity in a Digital Era
  - **National Association for Music Education:** The Four Rs of Music Education
- **Reading:** "The Four Rs of Music Education"
- **Assignment 6:** Strategic Blueprint
- **Discussions** 11, 12, 13
- **Editorial Project #2** (Final) Due August 8

### **Readings and Media**

All readings, videos, and podcast content will be available on Canvas and primarily sourced from peer-reviewed journals. Additional media will include exclusive interviews, documentaries, and teaching segments by the instructor and guests.

### **Final Deliverables: Scholarly Editorial Projects**

You'll write two scholarly editorial articles (800–1200 words each) suitable for submission to Creativity & Commerce Journal. These will be guided by rubrics and one-on-one feedback sessions with your instructor and/or TAs.

### **Course Policies and Procedures**

This section outlines important policies for the course, including attendance, accommodations, grading, evaluations, communication, academic integrity, and lecture recordings. Students are expected to review and adhere to these policies to ensure a successful academic experience.

**Attendance**

Requirements for class attendance and make-up work are consistent with university policies. Please consult: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### **Participation & Engagement**

Although asynchronous, active participation is essential. Students are expected to:

- Log in at least three times per week
- Complete all assignments on time
- Contribute thoughtfully to discussion forums

Consistent engagement ensures the development of your voice in the course community.

### **Accommodations for Students with Disabilities**

Students who experience learning barriers and seek accommodations should contact the Disability Resource Center. Begin the process here: <https://disability.ufl.edu/get-started/>

Please share your official accommodation letter with the instructor as early as possible in the semester to ensure appropriate arrangements.

## **Grading Policy**

Grading follows UF's official grading scale and policies. For details, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

## **Course Evaluation**

Students are expected to provide professional and respectful feedback through GatorEvals. For guidance on providing constructive feedback, visit: <https://gatorevals.aa.ufl.edu/students/>

Evaluation access will be available through:

- The GatorEvals link in your Canvas course
- Your UFL email
- Direct login at: <https://ufl.bluer.com/ufl/>
- Evaluation results summaries can be accessed here: <https://gatorevals.aa.ufl.edu/public-results/>

## **Communication and Technical Support**

- For general course questions, use Canvas messaging or discussion boards.
- For private concerns, contact Dr. Ruiz at [jruiz@arts.ufl.edu](mailto:jruiz@arts.ufl.edu). Please allow 24–48 hours for a response on weekdays.

Technical issues should be reported to the UF Help Desk:

- Website: <https://helpdesk.ufl.edu>
- Phone: 352-392-4357

Students are responsible for ensuring their devices, internet connection, and software are functional for accessing Canvas and submitting assignments.

Honor Code and Academic Integrity

## **All UF students are bound by the Honor Pledge:**

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit, the following pledge is implied or required: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’”

The Honor Code and Student Conduct Code can be reviewed at: <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Students with questions about academic integrity should contact the instructor or graduate teaching assistants for clarification.

## **Recording Class Lectures Policy**

Students may record video or audio of class lectures only for the following purposes:

- Personal educational use
- In connection with a university complaint
- As evidence in legal proceedings

Any other use, including publication, is prohibited without written consent from the instructor.

“Publish” means to share or upload recordings to any platform—social media, websites, third-party services, or print media.

Violations of this policy may result in civil action and disciplinary sanctions under UF Regulation 4.040.

## **Campus Resources**

### **Health and Wellness**

**U Matter, We Care:** Email [umatter@ufl.edu](mailto:umatter@ufl.edu) or call 352-392-1575

Website: <https://umatter.ufl.edu>

**Counseling and Wellness Center:** 352-392-1575

Website: <https://counseling.ufl.edu>

**Student Health Care Center:** 352-392-1161

Website: <https://shcc.ufl.edu>

### **University Police Department:**

Emergency: 911

Non-emergency: 352-392-1111

Website: <https://police.ufl.edu>

**UF Health Shands ER / Trauma Center:** 352-733-0111

Location: 1515 SW Archer Road, Gainesville, FL

Website: <https://ufhealth.org/emergency-room-trauma-center>

GatorWell Health Promotion Services: 352-273-4450

Website: <https://gatorwell.ufsa.ufl.edu>

## **Academic Resources**

### **E-learning Technical Support:**

352-392-4357 or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

Website: <https://elearning.ufl.edu>

**Career Connections Center (Reitz Union, Suite 1300):**

352-392-1601

Website: <https://career.ufl.edu>

**Library Support:**

Phone: 866-281-6309 | Email: [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com)

Website: <https://uflib.ufl.edu>

**Teaching Center (1317 Turlington Hall):**

Phone: 352-392-2010 or 352-392-6420

Website: <https://teachingcenter.ufl.edu>

**Writing Studio:**

Daytime: 2215 Turlington Hall

Evening: Library West Room 339

Phone: 352-846-1138

Website: <https://writing.ufl.edu/writing-studio>

**Office of the Ombuds:**

Website: <https://ombuds.ufl.edu>

**Student Complaint Procedure (Enrollment Services):**

Website: <https://registrar.ufl.edu/complaint>