
Student: Eva Michaelides

Course: Intensive: Art Business

Lead Instructor: Mitra Khorasheh

Co-Instructor: Olha Khonich

Course Description: This course provided an insider's look at New York's vibrant contemporary art market through galleries, auction houses, museums, and studio visits. A special emphasis was placed on the role and function of the art gallery, and the important role galleries play in the artist's career. Students gained an understanding of both primary and secondary art markets in New York and were introduced to other globally important art markets in China, Latin America, Southeast Asia, and Africa. The course delved into the recent evolution of blockchain, NFTs, and digital art commerce and examined how art institutions have adapted their business strategies for an increasingly virtual world. The class also explored the potential for myriad business innovations in the ever-changing art industry.

Students went on site visits to the various businesses that deal in contemporary art and engaged with prominent artists, gallerists, and auction house specialists. The series of lectures and tours throughout the city and its immediate surroundings identified the key personalities and most influential venues that contributed to the rich, varied dialogue around contemporary art and its trade. This class also addressed the relationships between the marketplace and the not-for-profit sector with a focus on museums—a notable facet of New York's cultural landscape.

I. Intellectual Curiosity

ENGAGEMENT

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| <input checked="" type="checkbox"/> Excellent | The student was fully immersed in the course and proactively contributed to personal and group intellectual development by offering ideas and asking thoughtful, probing questions of others. |
| <input type="checkbox"/> Good | The student participated in the course by offering some ideas; however, Faculty would have liked to hear the student's voice more. The student's contributions are valuable! |
| <input type="checkbox"/> Developing | The student's participation was limited. Faculty advise the student to offer ideas and ask more questions in the future. |
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DESIRE FOR LEARNING

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| <input checked="" type="checkbox"/> Excellent | The student displayed a strong desire for learning and demonstrated exceptional commitment to the course material by completing optional activities during the independent study module. |
| <input type="checkbox"/> Good | The student demonstrated a desire for learning the core curriculum and completed the required assignments. |
| <input type="checkbox"/> Developing | The student needs to demonstrate more desire to learn to achieve success in completing required assignments. Faculty advise the student to develop more academic rigor and a goal-oriented mindset. |
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II. Academic Preparation

PREPARATION

<input checked="" type="checkbox"/> Excellent	The student was always prepared for assignments and projects, impressing Faculty with the student's strong commitment to the course.
<input type="checkbox"/> Good	The student was mostly prepared for assignments and projects; the student could better demonstrate commitment to the course by reviewing the required readings more closely and contributing more often during class discussions.
<input type="checkbox"/> Developing	The student needs to prepare better for assignments and projects. Faculty encourage the student to review the course syllabus more closely and be sure to submit all projects on time.

TIME MANAGEMENT

<input checked="" type="checkbox"/> Excellent	The student demonstrated strong time management skills in creating and preparing assignments and the final project, resulting in fully realized work.
<input type="checkbox"/> Good	The student demonstrated satisfactory time management skills preparing assignments and the final project; however, the student's work could benefit from additional refinement as a result of improving these time-management skills.
<input type="checkbox"/> Developing	The student had challenges with time management in creating and preparing assignments and the final project, resulting in partial work. Faculty advise that the student focus on developing time management skills.

III. Collaboration

LISTENING

<input checked="" type="checkbox"/> Excellent	The student actively listened when others spoke, then incorporated or built off others' ideas to deepen their own understanding of a topic.
<input type="checkbox"/> Good	The student listened when others spoke; however, the student also demonstrated moments of preoccupation. Faculty advise the student to listen more actively.
<input type="checkbox"/> Developing	The student displayed limited attention. Faculty encourage the student to pay closer attention and to listen more attentively when others are speaking.

ETIQUETTE

<input checked="" type="checkbox"/> Excellent	The student personally and actively helped contribute to building a positive learning environment and supported their peers in the classroom.
<input type="checkbox"/> Good	The student contributed to a positive learning environment. Faculty advise the student to focus more on supporting their peers in the classroom.
<input type="checkbox"/> Developing	The student displayed occasional preoccupied behavior during class. Faculty advise the student to focus on creating positive and supportive peer interactions.

GROWTH

<input checked="" type="checkbox"/> Excellent	The student was open to constructive criticism, integrating feedback in order to make their work even stronger and showing maturity beyond their years.
<input type="checkbox"/> Good	The student was open to constructive criticism, and Faculty encourage the student to better integrate this feedback in order to make their work even stronger.
<input type="checkbox"/> Developing	Faculty advise the student to explore opportunities to better integrate feedback into their work.

IV. Final Project

For the final project, students curated independently or in a group a hypothetical exhibition for a New York-based commercial art gallery of their choice. They were asked to present a virtual or analog floor plan of

the show; a 250–500-word press release that indicates the concept, the venue, duration of the exhibition, curatorial scope, and description of the exhibition and artwork; an exhibition checklist/pricelist; the artist(s) bio(s) and CVs; a press/media kit for the exhibition and create an exhibition budget in Excel (optional). The exhibitions were presented on the final day of the course.

Eva gained a lot from this course; it was obvious that she is passionate about the art world and its commercial side. She asked questions in the lecture a few times but was generally quiet and would take extensive notes to increase her knowledge and understanding. She submitted each homework assignment on time and often had interesting perspectives on the prompts. Eva was a pleasure to have in the course, and I have no doubt that she will succeed in whatever study domain she wants to undertake!

Eva worked with a peer for her final project to co-curate a group exhibition titled *Someone Else's Symptoms*. Their exhibition theme focused on female issues of fertility and motherhood. Eva cleverly paired and selected artwork from various emerging and mid-career artists to fit in with their theme. Her oral presentation skills are excellent – Eva is very articulate and well-spoken, and she clearly demonstrated her curatorial theme, artwork selection, floor plan, and description of works very enthusiastically. Her selection of artwork was extremely sophisticated and grounded her exhibition thematically.

Situating her exhibition in a female-run Brooklyn experimental project space clearly demonstrates her extensive research and knowledge gained from the course. Eva was a frequent contributor to our class discussions and to our on-site presentations. She loved any site visits that included works of art, such as Sotheby's and Bonhams, where she could be seen running through spaces to take pictures of the works and their informational plates. Eva is a deep thinker, apparent in her submitted work, final project, and probing questions throughout the course. She is sophisticated and mature and was a pleasure to have in class.