



# MMCS321

## Arts Management Internship

S2 External 2014

*Dept of Media, Music & Cultural Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Guy Morrow

[guy.morrow@mq.edu.au](mailto:guy.morrow@mq.edu.au)

Contact via [guy.morrow@mq.edu.au](mailto:guy.morrow@mq.edu.au)

Y3A 193E

10am to 12pm

Credit points

3

Prerequisites

ARTS210 or MMCS220

Corequisites

ARTS300 or MMCS320

Co-badged status

Unit description

This unit aims to help build and nurture Australia's arts and entertainment industries through giving students practical experience with organisations and companies that facilitate artistic creativity. The unit requires students to complete 100 hours of work placement with an organisation that has a role in facilitating artistic creativity in society. Students must seek out their own placement in conjunction with the convenor of the unit. Students must be supervised onsite and complete various assessment tasks during their placement.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.

Analyse and evaluate local, regional or international communities and organisations.

Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and

potential objections to this point of view.

Prepare problem-solving strategies such as working within limited budgets; working around system blockages, and working to deadlines.

Negotiate with people from a variety of professional backgrounds.

Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Activity and PACE Agreement</u></a>	15%	Before Placement Commencement
<a href="#"><u>iLearn Diary Postings</u></a>	15%	Every Second Week
<a href="#"><u>Placement Report</u></a>	20%	November 14 by 12 midnight
<a href="#"><u>Research Essay</u></a>	50%	November 18 by 12 midnight

### Activity and PACE Agreement

Due: **Before Placement Commencement**

Weighting: **15%**

This assessment task is designed to enable you to demonstrate that you are capable of professional and personal judgment and initiative regarding the complexity, ambiguity and diversity that is generated by the changing environment in which arts practitioners are located. This includes being able to execute the following agreements in a competent and timely manner. You will be assessed in terms of the timeliness and competence you display when working with your chosen organisation to execute the following agreements. Failure to submit either of the following documents will result in you receiving a fail grade for this unit.

#### Memorandum to MMCS321 Students

MMCS321 requires students to identify their own internship site and then submit their materials for approval. Recommendations for internship sites are available from the unit convenor.

Whether planning, creating, or selecting an internship, student interns should be applying certain general principles in order to ensure an optimal experience (see unit learning outcomes). An internship that does not challenge or lead to professional or personal growth will be of little long-term value. If students already have work experience in a particular area but still wish to pursue an internship in a similar area, they should approach the internship from a new perspective, one that will not be a matter of repeating tasks they already have experienced.

#### INSTRUCTIONS FOR STUDENTS:

Students are required to:

- a. Read the frequently asked question (FAQ) outline that you will be emailed and/or download a copy via the unit iLearn site.
- b. Work independently to find a placement. The course convenor has an industry 'ideas list' database that has been accumulated primarily through past placements. You can access this database if you so desire. You can also book a time to consult with the unit convenor concerning your placement.
- c. Once you have found an organisation that is willing to host you for your work placement, you will need to complete the first assessment task. This assessment task is designed to enable you to demonstrate that you are capable of developing negotiating skills with people from a variety of professional backgrounds. This includes being able to execute the following agreements in a competent and timely manner. You will be assessed in terms of the timeliness and competence you display when working with your chosen organisation to execute the following agreements. Failure to submit either of the following documents will result in you receiving a fail grade for this unit.
  1. Email [pace.arts@mq.edu.au](mailto:pace.arts@mq.edu.au) and request a link to your electronic Activity Design Form.
  2. Work with your host organisation to complete the online form.
  3. Give your host organisation a copy of the PACE Handbook and organise for them to sign the appropriate page.
  4. Return a fully executed PACE Handbook to your unit convenor.

Also read the following docs:

5. The PACE Insurance Information form.
  6. The insurance certificates of currency 1 and 2 (these can be provided to the organisation upon request).
  7. The Log Sheet.
- d. All MMCS321 placements will need to be approved by the University before you can proceed.

On successful completion you will be able to:

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## iLearn Diary Postings

Due: **Every Second Week**

Weighting: **15%**

Every second week during your placement, you are required to post a 100 to 200 word diary

entry on the unit iLearn site, as well as at least five responses to other students' posts. In the diary entries you will briefly outline the activities you undertook for your placement that week, and make at least one critical observation about your placement. This may be, for example, a difficulty you faced, or something you learned about the media industry in general; it may also be something you will reflect on later in your End of Placement Report. The purpose of this is to share experiences with your fellow enrolled students and with the unit convenor, and also to encourage ongoing reflection while you are undertaking your placement.

This is also one of the systems that the unit convenor has put in place to monitor and detect when something has gone wrong with your placement. It is therefore of utmost importance that you complete this task. Note that any work place bullying and resulting psychological damage counts. The University has a duty of care for you and therefore this is one of the work placement safety monitoring systems that has been put in place for you. Note however, that this is not the only system, if anything problematic occurs during your placement, you are required to contact the unit convenor immediately on:

02 9850 2199

[guy.morrow@mq.edu.au](mailto:guy.morrow@mq.edu.au)

0413 197 880

On successful completion you will be able to:

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Analyse and evaluate local, regional or international communities and organisations.
- Prepare problem-solving strategies such as working within limited budgets; working around system blockages, and working to deadlines.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## Placement Report

Due: **November 14 by 12 midnight**

Weighting: **20%**

**In 1000 words, your End of Placement Report needs to address the following questions. Provide evidence to substantiate your claims. This task will be assessed with regard to how well you have developed the graduate capabilities, and have met the learning outcomes, for this unit.**

## 1. Discipline Specific Knowledge and Skills

Through your internship, have you demonstrated, where relevant, professional technical competence and an ability to meet professional standards? Have you generated any solutions to problems in the creative industries?

## 2. Critical, Analytical and Integrative Thinking

Have you been able to critique constraints, assumptions and limitations during your placement? Have you been able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world during your placement?

## 3. Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. Have you had the confidence to take the initiative in doing so, within an awareness of your own limitations?

## 4. Creative and Innovative

Have you demonstrated that you are capable of creative thinking and of creating new knowledge during your placement? Have you been imaginative and open to experience and are you capable of innovation at work and in the community?

## 5. Effective Communication

Can you give examples of your capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate?

## 6. Capable of Professional and Personal Judgement and Initiative

Have you demonstrated emotional intelligence and sound interpersonal skills and have you demonstrated discernment and common sense in your professional and personal judgement during your placement? Can you demonstrate that you are capable of risk assessment, and that you are able to handle ambiguity and complexity, enabling you to be adaptable in diverse and changing environments?

On successful completion you will be able to:

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Analyse and evaluate local, regional or international communities and organisations.
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express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.

- Prepare problem-solving strategies such as working within limited budgets; working around system blockages, and working to deadlines.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## Research Essay

Due: **November 18 by 12 midnight**

Weighting: **50%**

This essay involves an engagement with theoretical areas or issues around your placement. It forms the critical analysis part of your internship assessment, where you relate your experience to academic studies you have undertaken in Arts Practice and Management units. Research essays should be 3000 words and need to be word-processed, with normal referencing procedures.

To relate your internship experience to your academic studies, select one or more arts-related processes, topics or theories you have studied in depth and critically discuss or evaluate this/these issue/s in the light of the practical industry work you have completed as part of your internship.

Reference your essay with academic material related to your internship experience. Readings and material from the unit MMCS320 Managing Creativity will be useful here. Additionally, if your internship is in the field of Arts Management related Public Relations, you might link your experience to theories of persuasion. If it is in film, theatre or music, refer to the material you have studied in production and theory subjects in these fields.

If you need an extension this must be agreed on after discussion with the MMCS321 convenor, who may ask for documentation. You must apply for an extension before the assignment due date. Extensions asked for after the due date will not be granted. Penalties will be imposed for late submission of this assignment.

Your Arts Management Internship Research Essay will be assessed on the following criteria:

- a) research underlying your critical evaluation (its extent and focus);
- b) strength of the arguments in your critical evaluation (their logic and supporting research evidence);
- c) efficiency of expression and appropriate language (succinct and focused, academic writing)

style);

d) essay organisation and presentation (its logic and clarity).

On successful completion you will be able to:

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Analyse and evaluate local, regional or international communities and organisations.
- Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## Delivery and Resources

### *Assignment submission*

#### **Electronic Submissions**

Assignments for this unit will be submitted online via the Turn It In/ drop boxes that are available on the home page of the MMCS321 iLearn unit.

#### To submit an assignment:

1. Go to the MMCS321 iLearn site.
2. Click on the relevant Turn It In assignment name.
3. Click on the **Submit Paper** tab.
4. Select **Student Name**.
5. Enter a **Submission Title**.
6. Select **Submission Part** if there are multiple parts available.
7. Click **Browse** and select the file you would like to submit.
8. Click **Add Submission**.

### *Examination*



There is no examination for this unit.

*Extensions and special consideration*

Students will be required to adhere to the following Special Consideration Policy.

### **Special Consideration Policy**

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

### **Applying for Special Consideration**

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: [http://www.arts.mq.edu.au/current\\_students/undergraduate/admin\\_central/special\\_consideration](http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration).

### **INTERNSHIP PLACEMENT AGREEMENT**

Internships are designed to help students make the link between theoretical and methodological studies by learning to apply what they have learnt in a practical situation, and to give internship providers the opportunity to work with a current undergraduate student with a background in media production. They involve a three-way partnership between the university, the placement provider and the student. Participation involves specific responsibilities for each party, as set out below.

### **RESPONSIBILITIES OF MACQUARIE UNIVERSITY**

The University is responsible for the development and implementation of Participation Units. The University agrees to:

- (a) Provide third party public liability and personal accident insurance coverage for Students undertaking a Participation Activity;
- (b) Provide a contact person who will liaise with the Organisation throughout the duration of the Student's Participation Activity;
- (c) Monitor and evaluate the quality of the Participation Activity;
- (d) Ensure the proposed Participation Activity, where appropriate, passes through the University's ethics clearance procedure prior to commencement;

- (e) Provide the Organisation with information regarding the Participation Units, including objectives and assessment requirements;
  - (f) Provide pro-formas for the agreed Participation Activity reports (where required);
  - (g) Ensure that Students engaged in a Participation Activity with the Organisation sign an undertaking in the form set out in the Participation and Community Engagement Partnership Agreement;
  - (h) Provide consent forms for criminal record or any other checks required by the Host Organisation prior to the Student's commencement in the Participation Activity;
- and
- (i) Take exclusive responsibility for the discipline of the Student; and overall responsibility for assessing the academic performance of the Student in the unit.

## **RESPONSIBILITIES OF THE ORGANISATION**

The Organisation is responsible for agreeing to the specification of the Participation Activity and the ongoing supervision of the Student during the activity.

It agrees to:

- (a) Comply with the occupational health and safety laws of the state or territory where the Participation Activity will be undertaken;
- (b) Conduct orientation for the Student about the Organisation: informing them about occupational health & safety requirements; emergency procedures; expected standards of dress and presentation; confidentiality privacy; and ethical guidelines etc;
- (c) Provide sufficient resources/facilities for the Student to undertake the Participation Activity, including supervision by the person listed in the Schedule in the Participation and Community Engagement Partnership Agreement;
- (d) Advise the University and the Student of any clearances that the Organisation deems necessary for the Participation Activity and ongoing supervision of the Student(s);
- (e) Ensure that the Student is aware and where practical, notify the Student of any relevant privacy, confidentiality, ethical or other requirements attaching to, or copyright, design or other intellectual property interests in, any records, documents, works, materials, artefacts, exhibits, models displays or any other objects in the custody of the Host Organisation to which the Student is given access for the purpose of preparing and completing the Participation Activity;
- (f) Provide reports as specified in the relevant Participation Unit on the Student's performance in the participation activity;
- (g) Acknowledge, where possible, the Student's role in authoring any Materials and any use made by the Organisation of those Materials; and
- (h) Agree that the University unit convenor may view the Participation Activity and/or Materials for the purposes of assessing the Student's performance in the unit.

## RESPONSIBILITIES OF THE STUDENT

The Student is responsible for completing the Participation Unit and for adhering to the systems that the unit convenor has put in place to monitor and detect when something has gone wrong. Note that any work place bullying and resulting psychological damage counts. The University has a duty of care for each student and therefore you will need to complete assessment task number 2, as this is one of the ways in which your placement is monitored. Furthermore, if anything problematic occurs during your placement, you are required to contact the unit convenor as soon as possible on:

02 9850 2199

[guy.morrow@mq.edu.au](mailto:guy.morrow@mq.edu.au)

0413 197 880

In addition, you are required to attend the first class for this unit as this is when the unit convenor will go through the Work Health and Safety issues relating to MMCS231 work placements.

Students are also required to:

- (a) Complete all the assessment tasks required for the Participation Unit,
- (b) Complete appropriate health checks and any other clearances deemed necessary by Macquarie University and or the Organisation;
- (c) Meet the time commitment required to undertake the Participation Activity;
- (d) Complete the tasks involved in the Participation Activity in a diligent and professional manner;
- (e) Maintain high standards of behaviour and personal presentation throughout the Participation Activity;
- (f) Abide by and cooperate with the Organisation with respect to all the rules, requirements, and procedures of the Organisation, including (without limitation) those dealing with occupational health and safety, equal employment opportunity, security, criminal record and child protection legislation checks and confidentiality;
- (g) Take due care in handling of materials and objects;
- (h) Participate in the required classes and assessment tasks for the Participation Unit;
- (i) Refer any problems or concerns that cannot be readily dealt by me and/or Host supervisor to my Macquarie University supervisor or other appropriate University staff member as soon as possible;
- (j) Acknowledge the Organisation's role in hosting me in the Participation Activity in any documentation I prepare which is based on or incorporates or refers to materials produced during the course of the Participation Activity;
- (k) Not use the materials in any manner which is in breach of the requirements concerning confidentiality, privacy, ethics or intellectual property notified to me by the Organisation and/or Macquarie University;

(l) Assign all intellectual property in any materials including but not limited to reports, data, presentations, programmes, designs, diagrams, drawings produced by me during the Participation Activity to the Organisation from the time of its creation or development. This assignment will come into effect from the date on which I commence the Participation Activity or the date upon which the relevant rights come into existence where the material or any part of it is created after I commence the Participation Activity; and

(m) Give the Organisation all reasonable assistance to facilitate any application for any formal protection of these materials and shall sign, execute and deliver any documents, forms and papers required to be produced or obtained in connection with any such application at the Organisation's sole cost and expense.

Required and recommended texts and/or materials

## READING LIST

The following recommended readings are electronically available via e-reserve: <http://www.library.mq.edu.au/borrowing/ereserve>

### **Topic: Not a Dirty word: Arts Entrepreneurship and Higher Education**

#### **Reading 1:**

Bridgstock, R (2012) 'Not a dirty word: Arts entrepreneurship and higher education', *Arts & Humanities in Higher Education*, 12(2–3) 122–137.

#### **Reading 2:**

Bilton, C (2010) 'Manageable Creativity', *International Journal of Cultural Policy*, vol. 16, no. 3: 255-269.

#### **Additional Reading:**

Bendixen, Peter (2000) 'Skills and Roles: Concepts of Modern Arts Management', *International Journal of Arts Management*, v2n3, Spring.

Evrard, Y and Colbert, F (2000) 'Arts Management: A New Discipline Entering the Millennium', *International Journal of Arts Management*, v2n2, Winter.

### **Topic: Pixar Case Study**

#### **Reading 1:**

Catmull, Ed (2008), 'How Pixar Fosters Collective Creativity', *Harvard Business Review*, September.

## Reading 2:

Terri R. Kurtzberg (2005) Feeling Creative, Being Creative: An Empirical Study of Diversity and Creativity in Teams, *Creativity Research Journal*, 17:1, 51-65.

## Additional Reading:

Csikszentmihalyi, M (1997) 'The Flow of Creativity' in *Creativity: Flow and the Psychology of Invention*, New York: Harper Collins: 107-126.

Sawyer, K. (2007), *Group Genius: The Creative Power of Collaboration*, New York: Basic Books: 3-57.

## Topic: Artist Entrepreneurship: A Conceptualization of Entrepreneurial Curiosity and Construct Development

### Reading 1:

Jeraj, M and Antoncic, B (2013) 'A Conceptualization of Entrepreneurial Curiosity and Construct Development: A Multi-Country Empirical Validation', *Creativity Research Journal*, 25:4, 426-435.

### Reading 2:

Hausmann, A (2010) 'German Artists Between Bohemian Idealism and Entrepreneurial Dynamics: Reflections on Cultural Entrepreneurship and the Need for Start-Up Management', *International Journal of Arts Management*, v12 n2, Winter.

### Reading 3:

Dany Louise, *The Guardian How to be an Arts Freelancer in 2013*

<http://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2013/jan/23/how-to-be-arts-freelancer-2013>

## Additional Reading:

'Human Creativity: The Starting Point of Innovation' in *The Innovator's Toolkit: 10 Practical Strategies to Help You Develop and Implement Innovation*, Harvard Business Press Books (2009).

## Links:

### Self-Start Workshop

<http://www.gipca.uct.ac.za/wp-content/uploads/2013/07/Self-Start-Workshop-Prof-Elizabeth-Bradley-and-Anne-Mundell-Part-1.mp3>

<http://www.gipca.uct.ac.za/wp-content/uploads/2013/07/Self-Start-Workshop-Prof-Elizabeth-Bradley-and-Anne-Mundell-Part-2.mp3>

### **Topic: Creative Conflict**

#### **Reading 1:**

Kurtzberg, T and Teresa Amabile, T (2001), 'From Guilford to Creative Synergy: Opening the Black Box of Team-Level Creativity', *Creativity Research Journal*, 13:3-4: 285-294.

#### **Reading 2:**

Morrow, G (2013) 'The Psychology of Musical Creativity: A Case Study of Creative Conflict in a Nashville Studio', Colombo, B (ed.) *The Psychology of Creativity*, Nova Science Publishers: Hauppauge, New York.

#### **Reading 3:**

Roger Martin (2009) 'Choices, Conflict and the Creative Spark' in *The Opposable Mind: Winning Through Integrative Thinking*, Harvard Business School Publishing: Boston.

#### **Additional Reading:**

Ming-Huei, C (2006) 'Understanding the Benefits and Detriments of Conflict on Team Creativity Process,' *Creativity and Innovation Management*, vol. 15, no.1.

Baucus, M, Norton, W, Baucus, D, and Human, S (2008) 'Fostering Creativity and Innovation without Encouraging Unethical Behavior,' *Journal of Business Ethics* 81: 97–115.

Amason, A, Thompson, K, Hochwarter, W, and Harrison, A (1995) 'Conflict: An Important Dimension in Successful Management Teams' in *Organizational Dynamics*, vol. 24, no. 2.

Denti, L (2012) 'Conflict in Teams – Does it Stimulate Creativity and Innovation?' 6<sup>th</sup> September, Innovation Management, Viewed 30<sup>th</sup> January 2013,

< <http://www.innovationmanagement.se/2012/09/06/conflict-in-teams-does-it-stimulate-creativity-innovation/>>

### **Topic: How to Kill Creativity**

#### **Reading 1:**

Amabile, T (1998) 'How to Kill Creativity', Harvard Business Review, September-October: 77-87.

#### **Reading 2:**

Beghetto, R (2005) Does Assessment Kill Student Creativity?, *The Educational Forum*, 69:3: 254-263.

#### **Additional Reading:**

Mumford, M (2003) Where Have We Been, Where Are We Going? Taking Stock in Creativity Research, *Creativity Research Journal*, 15:2-3, 107-120.

#### **Additional Viewing:**

Sir Ken Robinson: Schools kill creativity

[http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity.html](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html)

Sir Ken Robinson: Changing education paradigms

[http://www.ted.com/talks/ken\\_robinson\\_changing\\_education\\_paradigms.html](http://www.ted.com/talks/ken_robinson_changing_education_paradigms.html)

Sir Ken Robinson: Bring on the learning revolution!

[http://www.ted.com/talks/sir\\_ken\\_robinson\\_bring\\_on\\_the\\_revolution.html](http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html)

### **Topic: Creativity and the Role of the Leader**

#### **Reading 1:**

Scratchley, L and Hakstian, R (2001) The Measurement and Prediction of Managerial Creativity, *Creativity Research Journal*, 13:3-4, 367-384.

#### **Reading 2:**

Amabile, T and Khaire, M (2008), 'Creativity and the Role of the Leader', *Harvard Business Review*, October.

#### **Additional Reading:**

Mark A. Runco & Selcuk Acar (2012) Divergent Thinking as an Indicator of Creative Potential, *Creativity Research Journal*, 24:1, 66-75.

Kilgour, M. (2006), 'Improving the Creative Process: Analysis of the Effects of Divergent Thinking Techniques and Domain Specific Knowledge on Creativity', *International Journal of Business and Society*, Vol 7 no 2, 79-107.

Martins, E. C and Terblanche, F (2003), 'Building Organisational Culture that Stimulates Creativity and Innovation', *European Journal of Innovation Management*, Vol 6, No 1, 64-74.

#### **Links:**

**Stanford University's Entrepreneurship Corner**

**Mark Zuckerberg on Entrepreneurial Thought Leadership**

<http://ecorner.stanford.edu/authorMaterialInfo.html?mid=1506>

### **Topic: Beasts of the Southern Wild Case Study**

#### **Reading 1:**

Sawyer, K (2003) 'Jamming in Jazz and Improv Theater' in *Group Creativity: Music, Theater, Collaboration*, Lawrence Erlbaum Associates: New Jersey.

#### **Required Viewing:**

How Benh Zeitlin Made Beasts of the Southern Wild

**The Oscar nominee for Best Director transformed filmmaking as he assembled a new myth out of Hurricane Katrina**

<http://www.smithsonianmag.com/arts-culture/how-benh-zeitlin-made-beasts-of-the-southern-wild-135132724/>

[http://www.earthisland.org/journal/index.php/elist/eListRead/true\\_story\\_behind\\_beasts\\_of\\_the\\_southern\\_wild/](http://www.earthisland.org/journal/index.php/elist/eListRead/true_story_behind_beasts_of_the_southern_wild/)

Making of Beasts of the Southern Wild - Part I

<http://www.youtube.com/watch?v=7OUM1Yy6gIM>

**Court 13**

<http://court13.com/about/>

**The Creators Project**

<http://thecreatorsproject.vice.com/about>

### **Topic: Creativity and Positive Arousal in Negotiations**

#### **Reading 1:**

Schei, V (2013) Creative People Create Values: Creativity and Positive Arousal in Negotiations, *Creativity Research Journal*, 25:4, 408-417.

#### **Reading 2:**

Amabile, T, Fisher, C and Pillemer, J (2014) 'IDEO's Culture of Helping', *Harvard Business Review* 92, nos. 1-2 (January–February 2014): 54–61.

#### **Additional Reading:**

Kelley, T and Littman, J (2005) 'Introduction: Beyond the Devil's Advocate' in *The Ten Faces of Innovation: IDEO's Strategies for Defeating the Devil's Advocate and Driving Creativity Throughout Your Organization*, Double Bay: New York.

#### **Link:**

IDEO

<http://www.ideo.com/>

### **Topic: Metaphorical Thinking, Artscience, and Creativity in the Post-Google Generation**

#### **Reading 1:**



Edwards, D (2008) 'Idea Translation in Cultural Institutions' in *Artscience: Creativity in the Post-Google Generation*, Harvard University Press: Boston.

**Reading 2:**

Sanchez-Ruiz, M, Santos, M and Jiménez, J (2013) 'The Role of Metaphorical Thinking in the Creativity of Scientific Discourse', *Creativity Research Journal*, 25:4, 361-368.

**Additional Reading:**

Le, P and Masse, D and Paris, T (2013) 'Technological Change at the Heart of the Creative Process: Insights From the Videogame Industry', *International Journal of Arts Management*, v15 n2, Winter.

**Topic: The Cognitive Neuroscience of Creativity**

**Reading 1:**

Sawyer, K (2011) 'The Cognitive Neuroscience of Creativity: A Critical Review', *Creativity Research Journal*, 23:2, 137-154.

**Reading 2:**

Robert Weisberg (2010) 'The Study of Creativity: from Genius to Cognitive Science,' *International Journal of Cultural Policy*, 16:3, 235-253.

**Links:**

Todd Sampson's Redesign My Brain Season 1 Episode 1 - Make Me Smarter

<http://www.youtube.com/watch?v=uuFXmq5vVGE>

Todd Sampson's Redesign My Brain Season 1 Episode 2 - Make Me Creative

<http://www.youtube.com/watch?v=kmH-85yDu8w>

**The Brain that Changes Itself**

<http://www.normandoidge.com/normandoidge.com/MAIN.html>

**Topic: Design Thinking**

**Reading 1:**

Lockwood, T (2009) 'Notes on the Evolution of Design Thinking: A Work in Progress' in *Design Thinking: Integrating Innovation, Customer Experience, and Brand Value*, Allworth Press: New York.

**Reading 2:**

Thomke, S and Feinberg, B (2009), 'Design Thinking and Innovation at Apple', *Harvard Business School*.

**Links:**

## Design Thinking: Thoughts by Tim Brown

<http://designthinking.ideo.com/>

## Design Thinking Blog

<http://www.designthinkingblog.com/http://www.designthinkingblog.com/tag/david-kelley/>

### Topic: Does the Creative Potential of Managers Help to Attract and Retain Artistic Talent?

#### Reading 1:

Xavier Caroff & Todd Lubart (2012) Multidimensional Approach to Detecting Creative Potential in Managers, *Creativity Research Journal*, 24:1, 13-20

#### Reading 2:

Scapolan, A and Montanari, F (2013) 'How to Attract and Retain Artistic Talent: The Case of an Italian Ballet Company', *International Journal of Arts Management*, v16 n1, Winter.

### Topic: Cultural Policy: Are Arts Events a Good Way of Augmenting the Economic Impact of Sport?

#### Reading 1:

Snowball, J (2013) 'Are Arts Events a Good Way of Augmenting the Economic Impact of Sport? The Case of the 2010 FIFA World Cup and the National Arts Festival in South Africa', *International Journal of Arts Management*, v16 n1, Winter.

## Unit Schedule

### FREQUENTLY ASKED QUESTIONS (FAQ)

#### 1. Do we have to find our own placement?

Yes – (see memorandum below for more details). You should work independently to find a placement. The course convenor has an industry 'ideas list' database that has been accumulated primarily through past placements. You can access this database if you so desire. You can also book a time to consult with the unit convenor concerning your placement. Once you have found an organisation that is willing to host you for your work placement, you will need to complete the first assessment task. This assessment task is designed to enable you to demonstrate that you are capable of developing negotiating skills with people from a variety of professional backgrounds. This includes being able to execute student and placement agreements in a competent and timely manner. You will be assessed in terms of the timeliness and competence you display when working with your chosen organisation to execute the following agreements.

If you can't find one yourself, think about where you would like to be working and look at relevant companies to approach and contact them. We encourage you to find something you really want to do. If you can't find something, or if you are finding that no-one is responding, then contact the convenor.

**2. How many hours do we have to work?**

100 hours during the timeframe of S2, which works out at approx. 1 day per teaching week.

**3. How do we split the 100 hours?**

You can negotiate that with your host organisation and their requirements.

**4. What is deadline for handing in the Student Proposal Form/Activity Design Form?**

If you submit the form any later than Week 5, you will find it more difficult to accommodate the 100 hours, so it is recommended that you secure your placement earlier in the semester. If you are struggling to sort out a placement, it is essential to contact the convenor to discuss problems you are facing.

**5. What if my internship doesn't work out with my placement?**

This could happen due to a restructure of the organisation, or a change in supervisor, if you find that you aren't learning anything or if there are human resource issues. Your convenor should be alerted to these issues in advance so that the problems can either be resolved or an alternative sought. But please make sure you discuss any potential issues with your convenor and also suggest that the supervisor makes contact too. We will help you find a second placement where you can do the balance of the hours.

**6. How is my internship assessed? Does my supervisor have a role in how I am assessed?**

There are four assessment tasks. Look at the unit guide or iLearn for assessment task details.

Your supervisor will send the convenor a brief report at the end of the placement but this will not impact on your academic performance.

**7. What happens if I haven't completed my 100 hours by the end of the semester?**

Your final essay must be handed in on the due date even if you haven't completed the hours, and you are still required to complete the hours in order to pass.

If you are finding it difficult to complete the hours, please contact the convenor as early as possible to find a solution.

**8. Am I covered by insurance for my internship?**

Yes. If you are officially enrolled in the unit and you are undertaking the internship in the timeframe in which the unit runs (see forms on iLearn).

**Memorandum to MMCS321 Students**

MMCS321 requires students to identify their own internship site and then submit their materials

for approval. Recommendations for internship sites are available from the unit convenor.

Whether planning, creating, or selecting an internship, student interns should be applying certain general principles in order to ensure an optimal experience (see unit learning outcomes). An internship that does not challenge or lead to professional or personal growth will be of little long-term value. If students already have work experience in a particular area but still wish to pursue an internship in a similar area, they should approach the internship from a new perspective, one that will not be a matter of repeating tasks they already have experienced.

### **INSTRUCTIONS FOR STUDENTS:**

Students are required to:

- a. Read the frequently asked question (FAQ) outline that is above.
  - b. Work independently to find a placement. The course convenor has an industry 'ideas list' database that has been accumulated primarily through past placements. You can access this database if you so desire. You can also book a time to consult with the unit convenor concerning your placement.
  - c. Once you have found an organisation that is willing to host you for your work placement, you will need to complete the first assessment task. This assessment task is designed to enable you to demonstrate that you are capable of developing negotiating skills with people from a variety of professional backgrounds. This includes being able to execute the following agreements in a competent and timely manner. You will be assessed in terms of the timeliness and competence you display when working with your chosen organisation to execute the following agreements. Failure to submit either of the following documents will result in you receiving a fail grade for this unit.
    1. Email [pace.arts@mq.edu.au](mailto:pace.arts@mq.edu.au) and request a link to your electronic Activity Design Form.
    2. Work with your host organisation to complete the online form.
    3. Give your host organisation a copy of the PACE Handbook and organise for them to sign the appropriate page.
    4. Return a fully executed PACE Handbook to your unit convenor.
- Also read the following docs:
5. The PACE Insurance Information form.
  6. The insurance certificates of currency 1 and 2 (these can be provided to the organisation upon request).
  7. The Log Sheet.
- d. All MMCS321 placements will need to be approved by the University before you can proceed.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Analyse and evaluate local, regional or international communities and organisations.
- Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

#### Assessment tasks

- Activity and PACE Agreement
- iLearn Diary Postings
- Placement Report
- Research Essay

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally

and socially.

This graduate capability is supported by:

## **Learning outcome**

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.

## **Assessment task**

- Research Essay

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Analyse and evaluate local, regional or international communities and organisations.
- Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.
- Prepare problem-solving strategies such as working within limited budgets; working around system blockages, and working to deadlines.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## **Assessment tasks**

- Placement Report
- Research Essay

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Analyse and evaluate local, regional or international communities and organisations.
- Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.
- Prepare problem-solving strategies such as working within limited budgets; working around system blockages, and working to deadlines.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## **Assessment tasks**

- Placement Report
- Research Essay

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Analyse and evaluate local, regional or international communities and organisations.
- Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.
- Prepare problem-solving strategies such as working within limited budgets; working around system blockages, and working to deadlines.



- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## **Assessment tasks**

- Activity and PACE Agreement
- Placement Report
- Research Essay

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Analyse and evaluate local, regional or international communities and organisations.
- Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.
- Prepare problem-solving strategies such as working within limited budgets; working around system blockages, and working to deadlines.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## **Assessment tasks**

- Activity and PACE Agreement
- Placement Report
- Research Essay

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.
- Prepare problem-solving strategies such as working within limited budgets; working around system blockages, and working to deadlines.
- Negotiate with people from a variety of professional backgrounds.
- Communicate in various mediums to various audiences, such as colleagues, managers, clients, and the general public.

## **Assessment tasks**

- Activity and PACE Agreement
- iLearn Diary Postings
- Placement Report
- Research Essay

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse and evaluate local, regional or international communities and organisations.
- Negotiate with people from a variety of professional backgrounds.

## **Assessment tasks**

- Activity and PACE Agreement
- iLearn Diary Postings
- Placement Report
- Research Essay

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Apply disciplinary theory to real world practice, and explore the strengths and limitations of current theory and practice in real world contexts.
- Identify and reflect on alternative theories, arguments, and options in order to form, express and defend a point of view on a topic, and appreciate the limitations and potential objections to this point of view.
- Negotiate with people from a variety of professional backgrounds.

### Assessment tasks

- Activity and PACE Agreement
- Placement Report
- Research Essay