MMCS220
Arts and Entertainment Industries
S1 Day 2014
Dept of Media, Music & Cultural Studies

Contents
General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 5
Unit Schedule 11
Policies and Procedures 13
Graduate Capabilities 14

Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Guy Morrow</td>
</tr>
<tr>
<td><a href="mailto:guy.morrow@mq.edu.au">guy.morrow@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via <a href="mailto:guy.morrow@mq.edu.au">guy.morrow@mq.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>12cp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corequisites</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Co-badged status</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit involves a critical and analytical examination of artistic creativity within an industrial context. Through studying this unit, students will gain insights into how to nurture and facilitate artistic creativity. The ground has shifted under arts organisations due to new technologies. What are the opportunities for innovation, growth and renewal? Will theatre and live music survive as economically viable industries because they are not as subject to piracy? The new arts industries that are emerging are intricately tied to a new media ecosystem. This unit will explore the interrelationship between these and will present ideas concerning the future of the Australian arts and entertainment industries.</td>
</tr>
</tbody>
</table>

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Demonstrate creativity in relation to the arts and entertainment industries.
2. Summarise creative industries literature and collaborate with other students in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
3. Interpret and evaluate various arts funding opportunities in order to produce a funding application that is designed to nurture and facilitate groundbreaking artistic creativity.
4. Apply professional and personal judgment and initiative regarding the complexity,
ambiguity and diversity that are generated by the changing arts business environment.

5. Describe the history of creative industries policy and locate arguments within a broad historical context.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Exercise</strong></td>
<td>10%</td>
<td>Wednesday April 2</td>
</tr>
<tr>
<td><strong>Funding Application</strong></td>
<td>20%</td>
<td>Thursday May 8</td>
</tr>
<tr>
<td><strong>Student-led discussion</strong></td>
<td>30%</td>
<td>Week allocated</td>
</tr>
<tr>
<td><strong>Research Essay</strong></td>
<td>40%</td>
<td>Monday June 16</td>
</tr>
</tbody>
</table>

**Reading Exercise**

**Due:** *Wednesday April 2*

**Weighting:** 10%

In 800 words, summarize the arguments contained in the readings that have been set for the first 4 weeks of this unit.

Reading exercise assignments will be examined in relation to the following criteria: 1) Does the assignment demonstrate an adequate familiarity with and communication of the relevant literature covered on the unit so far? 2) Does the assignment clearly identify its aims and achieve these? 3) Is the assignment presented in a competent literary style and with satisfactory referencing?

This Assessment Task relates to the following Learning Outcomes:

- Describe the history of creative industries policy and locate arguments within a broad historical context.

**Funding Application**

**Due:** *Thursday May 8*

**Weighting:** 20%

This task involves interpreting and evaluating various funding opportunities in order to produce a funding application that is designed to nurture and facilitate groundbreaking artistic creativity. Specifically, your task is to draft an application for the Australia Council for the Arts for funding. You will need to envisage an arts activity of your choosing and then apply for funds under one of the grant categories listed on the Australia Council website and in the council’s grants handbook. [http://www.australiacouncil.gov.au](http://www.australiacouncil.gov.au)

You will be given further instructions in your tutorials concerning this project.
This Assessment Task relates to the following Learning Outcomes:

- Demonstrate creativity in relation to the arts and entertainment industries.
- Summarise creative industries literature and collaborate with other students in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
- Interpret and evaluate various arts funding opportunities in order to produce a funding application that is designed to nurture and facilitate groundbreaking artistic creativity.
- Describe the history of creative industries policy and locate arguments within a broad historical context.

**Student-led discussion**

Due: **Week allocated**

Weighting: **30%**

For this assessment task, students will be put into groups in the first two tutorials. Groups will also choose a weekly topic in the first two tutorials. Each student group will lead the discussion for their chosen week. This task requires students to summarise the literature and collaborate with other students in order to evaluate, contrast and defend their own judgements concerning the creative industries. This task does not require a formal presentation, just student-led discussion.

Individual contributions to group presentations will be examined in relation to the following criteria: 1) Does the student demonstrate an adequate familiarity with and communication of the relevant literature in the field? 2) Does the student, as part of the group, clearly identify their aims and achieve these? 3) Does the student make an original contribution to the discussion?

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate creativity in relation to the arts and entertainment industries.
- Summarise creative industries literature and collaborate with other students in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
- Apply professional and personal judgment and initiative regarding the complexity, ambiguity and diversity that are generated by the changing arts business environment.
- Describe the history of creative industries policy and locate arguments within a broad historical context.

**Research Essay**

Due: **Monday June 16**

Weighting: **40%**

2500 words. For your final essay, you will be required to select one question from a list that will be distributed during the second half of the semester. This list will feature questions that draw from ideas that
emerge across the semester so that you can explore these further (and so that you will have played a part in developing the essay question options).

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate creativity in relation to the arts and entertainment industries.
- Summarise creative industries literature and collaborate with other students in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
- Interpret and evaluate various arts funding opportunities in order to produce a funding application that is designed to nurture and facilitate groundbreaking artistic creativity.
- Apply professional and personal judgment and initiative regarding the complexity, ambiguity and diversity that are generated by the changing arts business environment.
- Describe the history of creative industries policy and locate arguments within a broad historical context.

Delivery and Resources

ASSIGNMENT SUBMISSION

Electronic Submissions

Assignments for this unit are to be submitted online via the Turn It In/Grademark software that can be accessed through the MMCS220 iLearn unit.

To submit an assignment:

1. Go to the MMCS220 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.

READINGS:

The readings for this unit are electronically available via e-reserve and/or the unit iLearn site. A complete reading list is available below.
READING LIST

Week 1:
Topic: Defining the Arts and Entertainment Industries

Reading 1:

Reading 2:

Additional Reading:

Week 2:
Topic: What is Artistic Creativity? How is it different to other forms of creativity?

Reading 1:

Reading 2:

Reading 3:

Additional Reading:

Week 3:
Topic: The Rise of the Creative Class?
Reading 1:

Reading 2:

Reading 3:

Additional Reading:

Links:
http://www.creativeclass.com/richard_florida/multimedia_showcase#Authors_at_Google_presents_Richard_Florida_2
http://www.creativeclass.com/
http://www.creativeclass.com/_v3/whos_your_city/

Week 4:
Topic: What Can Managers Do for Creativity? Brokering Creativity in the Creative Industries

Reading 1:

Reading 2:

Reading 3:

**Week 5:**

**Topic: Australian Indigenous Performing Arts and Policy**

**Reading 1:**


**Reading 2:**


**Additional Reading:**


**Week 6:**

**Topic: The Concentric Circles Model of the Cultural Industries**

**Reading 1:**


**Reading 2:**


**Reading 3:**


**Week 7:**

**Topic: The Future of Museums in the Digital Age**

**Reading 1:**


**Reading 2:**


**Additional Reading:**


**Week 8:**

**Topic: Pitchfork: Birth of an Indie Music Mega-Brand**

**Reading 1:**


**Reading 2:**


**Reading 3:**


**Week 9:**

**Topic: The Power Balance Revisited: Authors, Publishers and Copyright in the Digital Sphere**

**Reading 1:**


**Reading 2:**


**Additional Reading:**

Week 10:

Topic: Australian Philanthropy and the Arts: How Does It Compare?

Reading 1:

Reading 2:

Reading 3:

Week 11:

Topic: Do You Really Expect to Get Paid? An Economic Study of Professional Artists in Australia

Reading 1:

Reading 2:

Week 12:

Topic: The Effectiveness of Creativity Training

Reading 1:

**Reading 2:**


**Additional Reading:**


**Week 13:**

**Topic:** Creative Industries after the First Decade of Debate

**Reading 1:**


**Reading 2:**


**Reading 3:**


**Unit Schedule**

<table>
<thead>
<tr>
<th>WEEKLY SCHEDULE:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 7</td>
</tr>
<tr>
<td>Week 8</td>
</tr>
<tr>
<td>Week 9</td>
</tr>
<tr>
<td>Week 10</td>
</tr>
<tr>
<td>Week 11</td>
</tr>
<tr>
<td>Week 12</td>
</tr>
<tr>
<td>Week 13</td>
</tr>
</tbody>
</table>
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:


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/](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 Enquiry Service

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

Equity 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.

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

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

• Demonstrate creativity in relation to the arts and entertainment industries.
• Summarise creative industries literature and collaborate with other students in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
• Describe the history of creative industries policy and locate arguments within a broad historical context.

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

• Demonstrate creativity in relation to the arts and entertainment industries.
• Summarise creative industries literature and collaborate with other students in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an
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

• Summarise creative industries literature and collaborate with other students in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
• Interpret and evaluate various arts funding opportunities in order to produce a funding application that is designed to nurture and facilitate groundbreaking artistic creativity.
• Describe the history of creative industries policy and locate arguments within a broad historical context.

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

• Demonstrate creativity in relation to the arts and entertainment industries.
• Interpret and evaluate various arts funding opportunities in order to produce a funding application that is designed to nurture and facilitate groundbreaking artistic creativity.
• Apply professional and personal judgment and initiative regarding the complexity, ambiguity and diversity that are generated by the changing arts business environment.

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**

- Summarise creative industries literature and collaborate with other students in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
- Interpret and evaluate various arts funding opportunities in order to produce a funding application that is designed to nurture and facilitate groundbreaking artistic creativity.
- Describe the history of creative industries policy and locate arguments within a broad historical context.

**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 outcome**

- Apply professional and personal judgment and initiative regarding the complexity, ambiguity and diversity that are generated by the changing arts business environment.

**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 outcome**

- Interpret and evaluate various arts funding opportunities in order to produce a funding application that is designed to nurture and facilitate groundbreaking artistic creativity.

**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 outcome**

- Apply professional and personal judgment and initiative regarding the complexity, ambiguity and diversity that are generated by the changing arts business environment.

**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 outcomes**

- Demonstrate creativity in relation to the arts and entertainment industries.
- Apply professional and personal judgment and initiative regarding the complexity, ambiguity and diversity that are generated by the changing arts business environment.
- Describe the history of creative industries policy and locate arguments within a broad historical context.