MECO847
The Creative Industries
S1 Day 2017

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff
Unit Convenor
Dr Guy Morrow
guy.morrow@mq.edu.au
Contact via guy.morrow@mq.edu.au
Y3A 165G
Tuesday 2-4pm

Credit points
4

Prerequisites
Admission to MCrelIndMFJ or MCrMedia or MCrInd

Corequisites

Co-badged status

Unit description
This unit concerns artistic creativity within an industrial context. Students will gain critical insights into the structure and function of the global creative industries sector and develop an understanding of the emerging creative and cultural industries arising within a new media ecosystem. This unit will explore the interrelationship between these and will present insights into the future of the Australian arts and entertainment industries in an increasingly globalised context. The unit examines individual artist-led enterprise models, the individual within collaborative groups, the management of creative groups within the creative industries, as well as government policy directed toward the development of the creative industries in local and international contexts.

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 an understanding of the structure and dynamics of the creative 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. Identify the major themes, issues and debates relating to the creative and cultural
industries.

4. Apply concepts to specific creative industries case studies.

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

6. Interpret and evaluate various funding opportunities in order to produce a funding application that is designed to nurture and facilitate ground breaking artistic creativity.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1</td>
<td>20%</td>
<td>No</td>
<td>Week 3–11</td>
</tr>
<tr>
<td>Assessment Task 2</td>
<td>30%</td>
<td>No</td>
<td>Week 3–11</td>
</tr>
<tr>
<td>Assessment Task 3</td>
<td>10%</td>
<td>No</td>
<td>April 10</td>
</tr>
<tr>
<td>Assessment Task 4</td>
<td>40%</td>
<td>No</td>
<td>Friday June 2 by 12 midnight</td>
</tr>
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### Assessment Task 1

**Due:** **Week 3–11**  
**Weighting:** **20%**

At their turn, each student will lead a 30 minute discussion on an assigned topic. The discussion will focus on a text assigned by the teacher (in the unit readings) that describes a particular creative industries theme and concepts related to that theme. Each student will be required to read the text before class, and the student leading the discussion will bring out key elements of the text for everyone to discuss. The class will then collectively evaluate the arguments of the text.

The schedule for the assessment task will be determined during the first seminar session.

In order to complete the task successfully, the student leading the discussion **must submit a bullet point list** of the key elements (max. 10) they have identified in the text. A hard copy of the list must be submitted in class.

**Assessment criteria:**

You will assessed on your ability to identify major themes and concepts relating to the creative industries and on your ability to relate these to the structure and dynamics of creative industries phenomena.

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate an understanding of the structure and dynamics of the creative industries.
• Identify the major themes, issues and debates relating to the creative and cultural industries.

Assessment Task 2

Due: Week 3–11
Weighting: 30%

At their turn, each student will present a case study of a creative industries phenomenon in class. The 20 minute presentation outlines the structure and dynamics of the phenomenon (for example a crowdfunding project, a pop-up vintage shop, or a community arts festival) and locates it within the cultural history of the phenomenon. The presentation will also make reference to relevant creative industries debates and propose key concepts with which the phenomenon can be evaluated and studied.

The schedule for the assessment task will be determined during the first seminar session.

Assessment criteria:

The presentations will be assessed on the description of the structure and dynamics of creative industries phenomenon as well as on the larger historical and cultural spectrum provided. They will also be assessed on the references made to key debates and the validity of the proposed concepts.

This Assessment Task relates to the following Learning Outcomes:

• Demonstrate an understanding of the structure and dynamics of the creative 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.
• Identify the major themes, issues and debates relating to the creative and cultural industries.
• Apply concepts to specific creative industries case studies.
• Describe the history of creative industries policy and locate arguments within a broad historical context.

Assessment Task 3

Due: April 10
Weighting: 10%

Part 1

Students will work in groups to produce a crowd funding application for an artistic project. The group project draws on literature and case studies covered in class and groups will present the results in class on April 10. Groups are expected to contextualise their project in relation to other
funding models and policies, and to reflect on the industrial context of the artistic project they are applying funding for.

**Part 2**

50% of the grade for this task will be allocated to an 800-word individual essay that analyses the creative processes involved in the group work.

**Assessment criteria for part 1:**

Assessment will be based on the group's ability to collaborate and to reflect on the funding of artistic projects within an industrial context. Emphasis will also be on the reflection of other funding opportunities and the location of crowdfunding within this spectrum.

**Assessment criteria for part 2:**

The essays will be assessed based on the student's ability to identify, critique and analyse the collaborative processes involved in producing the group crowdfunding proposal. Assessment will also focus on the student's demonstrated understanding of group creativity, as well as the processes involved in, and the history of, crowd funding. In addition, assessment will be based on the student's ability to apply concepts to the phenomenon discussed.

This Assessment Task relates to the following 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 funding opportunities in order to produce a funding application that is designed to nurture and facilitate ground breaking artistic creativity.

**Assessment Task 4**

**Due:** Friday June 2 by 12 midnight  
**Weighting:** 40%

Drawing on the unit readings and the in class presentations, students will write a 2500 word essay on a chosen creative industries theme. Essay topics will be discussed, refined and sealed in class on Friday, June 2. Each student must be present then and submit a hard copy of the outline of their topic.

The outline should include a brief description of the theme and relevant research contexts, main research questions, and a list of 3-5 references (peer-reviewed journal articles, book chapters or books). The outline must be 250-500 words.

The 2500 word essay is a formal essay which will require clear referencing and appropriate research. Students must make use of at least 5 academic sources in the essay.

Submission is via TURNITIN - no hard copy submissions.
Assessment criteria:

The essays will be assessed based on the student's ability to identify major themes relating to the creative industries as well as their ability to refer to and summarise key debates. Assessment will also focus on the student's demonstrated understanding of the structure and historical context of their chosen topic. In addition, assessment will be based on the student's ability to apply concepts to the phenomenon discussed.

This Assessment Task relates to the following Learning Outcomes:

• Demonstrate an understanding of the structure and dynamics of the creative 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.
• Identify the major themes, issues and debates relating to the creative and cultural industries.
• Apply concepts to specific creative industries case studies.
• Describe the history of creative industries policy and locate arguments within a broad historical context.

Delivery and Resources

READING LIST

The following readings are electronically available via the library's e-reserve.

http://www.mq.edu.au/about/campus-services-and-facilities/library

This unit concerns the creative industries. Creativity lies at the core of the educational design for this unit, both in terms of the subject matter, and the way in which this unit is designed to manage your creativity.

Ultimately I believe that students such as yourself should be educated in ways that will enable you to adapt to change and be creative in generating new ideas. To this end, the assessment tasks are designed to cultivate the immense diversity of undergraduate students' talents and interests, and to dissolve the divisions between academic, peer-reviewed research, and project-based learning activities.

THEME A - Definitions

Topic A:

Defining the creative and cultural industries
Reading a:

Reading b:

Reading c:

Reading d:

Reading e:

Reading f:

Topic B:
Defining cultural production

Reading a:

Reading b:

Reading c:

Reading d:
**Reading e:**

**Reading f:**

**Reading g:**

**Topic C:**
Art versus commerce

**Reading a:**

**Reading b:**

**Reading c:**

**Reading d:**

**Reading e:**

**THEME B - Copyright and ethics**

**Topic D:**
Copyright and creative commons

**Reading a:**
Reading b:

Reading c:

Reading d:

Reading e:

Reading f:

Topic E:
Ethics in the arts: Music industries case study

Reading a:

Reading b:

Reading c:

Reading d:

Reading e:

Reading f:
**Reading g:**

**Topic F:**
Advertising, coolness, and the creative and cultural industries

**Reading a:**

**Reading b:**

**Reading c:**

**Reading d:**

**Reading e:**

**THEME C - Working in the creative and cultural industries**

**Topic G:**
What’s it like to work in the creative and cultural industries?

**Reading a:**

**Reading b:**
Reading c:

Reading d:

**Topic H:**
Gatekeeping in the creative and cultural industries

Reading a:

Reading b:

Reading c:

Reading d:

Reading e:

**Topic I:**
Portfolio careers in the arts

Reading a:

Reading b:
Bridgstock, R (2005) ‘Australian artists, starving and well-nourished: What can we learn from the

**Reading c:**

**Reading d:**

**Reading e:**

**Reading f:**

**Topic J:**
The film industries

**Reading a:**

**Reading b:**

**Reading c:**

**Reading d:**

**Reading e:**

**Reading f:**
THEME D - Cultural policy

Topic K:
Cultural policy

Reading a:

Reading b:

Reading c:

Reading d:

Reading e:

Reading g:

Reading h:

Topic L:
China Case Study

Reading a:

Reading b:
Morrow, G, and Li, F (2016) ‘China’s music industries: Top down in the bottom up age’,

**Reading c:**


**Reading d:**


**Reading e:**


## Unit Schedule

<table>
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<tr>
<th>2-hour seminar</th>
<th>Monday</th>
<th>4:00pm</th>
<th>6:00pm</th>
<th>4 Western Rd (W5C) 234 Tutorial Rm</th>
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This unit features a weekly seminar throughout the semester. We will be meeting in room **W5C 234** and will then be moving to the **MUSE building** to work in smaller groups and to make use of the collaborative learning spaces there. We will be using ideas from the following book in the seminars:

**MAKE SPACE: THE BOOK**

http://dschool.stanford.edu/makespace/

## 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/

**Results**

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in *eStudent*. For more information visit ask.mq.edu.au.

**Additional information**

- **Please note** that while late submissions for this unit are permitted, a 10% penalty per day will apply for late submissions.

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

**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) 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

**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.
Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate an understanding of the structure and dynamics of the creative 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 concepts to specific creative industries case studies.
- Describe the history of creative industries policy and locate arguments within a broad historical context.
- Interpret and evaluate various funding opportunities in order to produce a funding application that is designed to nurture and facilitate ground breaking artistic creativity.

**Assessment tasks**

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3
- Assessment Task 4

**PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:
Learning outcomes

• Demonstrate an understanding of the structure and dynamics of the creative 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.
• Identify the major themes, issues and debates relating to the creative and cultural industries.
• Apply concepts to specific creative industries case studies.
• Describe the history of creative industries policy and locate arguments within a broad historical context.

Assessment tasks

• Assessment Task 1
• Assessment Task 2
• Assessment Task 3
• Assessment Task 4

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

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.
• Identify the major themes, issues and debates relating to the creative and cultural industries.
• Apply concepts to specific creative industries case studies.
• Describe the history of creative industries policy and locate arguments within a broad historical context.

Assessment tasks

• Assessment Task 1
• Assessment Task 2
PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcome**

- 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.

**Assessment tasks**

- Assessment Task 2
- Assessment Task 3
- Assessment Task 4

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

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.
- Apply concepts to specific creative industries case studies.
- Interpret and evaluate various funding opportunities in order to produce a funding application that is designed to nurture and facilitate ground breaking artistic creativity.

**Assessment tasks**

- Assessment Task 2
- Assessment Task 3
- Assessment Task 4
PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

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 funding opportunities in order to produce a funding application that is designed to nurture and facilitate ground breaking artistic creativity.

**Assessment tasks**

- Assessment Task 2
- Assessment Task 3
- Assessment Task 4