



# MMCS220

## Arts and Entertainment Industries

S1 Day 2019

*Department of Media, Music, Communication and Cultural Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Changes from Previous Offering</u>	16

#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Dr Stefan Solomon

[stefan.solomon@mq.edu.au](mailto:stefan.solomon@mq.edu.au)

Contact via 98506812

10HA 152

Tuesday 10AM-12PM or by appointment

Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

Creativity lies at the core of the contemporary arts and entertainment industries. In this unit, students will explore a number of themes on creativity. At the micro-level, students explore creativity on an individual level. They then consider how individuals work within creative collaborative groups, and how such groups may be administered within the arts and entertainment industries. This is further expanded by considering and investigating creative career options in the arts and entertainment industries.. The unit concludes with discussion of cultural policies and the changing arts business environment.

## 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:

Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.

Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries

Collaborate in ways that involve creative processes, critical thinking, problem solving and

strategy.

Summarise creative and cultural industries literature 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 arts and entertainment industry case studies.

## General Assessment Information

### Late submissions and late submission penalty

“Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.”

Assessment standards in this unit align with the University's grade descriptors, available at: <http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Case Study Analysis</a>	25%	No	March 25, 5pm
<a href="#">Collaborative project</a>	35%	No	May 6, 13, or 20
<a href="#">Creative Careers Research</a>	40%	No	June 3, 5pm

### Case Study Analysis

Due: **March 25, 5pm**

Weighting: **25%**

**Due: Week 5, Monday, March 25, 5pm, via Turnitin**

#### Choose an artist or a creative project as a case study:

For this case study, you must identify and analyse an artist, an artistic work or a creative project within the contemporary arts and entertainment industries. The analysis should define and discuss what is creative about the artist or the project you have chosen while utilising academic discourse and literature to justify your analysis. Discuss the creative processes used within the case and pinpoint its aims and outcomes. Consider and include existing theoretical concepts about creativity when analysing the creative case you choose. Additionally, research and include industry related information in your case study. Compare, analyse and discuss the creative concepts that were effective, or ineffective, and support your analysis and discussion by

providing relevant sources and references. Ensure that you reference sources correctly in APA format. Maximum of 1200 words (including references, at least two of which need to be academic sources)

**For ideas on what to conduct a case study on:**

- An event, such as a music or film festival
- A gallery opening
- A performance
- A collection of published / released works, such as a music album or written work

**For an example of a case study, see:**

Preece, C., Kerrigan, F., O'Reilly, D. (2016). Framing the work: The composition of value in the visual arts. *European Journal of Marketing*, 50(7-8), 1377-1398.

**Assessment criteria:**

- Demonstrated ability to analyse and discuss a creative case study
- Demonstrate an ability evaluate your chosen case study concerning the ways in which the arts and entertainment industries function and are framed
- Demonstrate an ability to form reasoned arguments and a conclusion
- Cited sources using APA referencing
- Clarity of expression in line with expected academic standards

**On successful completion you will be able to:**

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Summarise creative and cultural industries literature 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 arts and entertainment industry case studies.

## Collaborative project

Due: **May 6, 13, or 20**

Weighting: **35%**

**Process and pitch: Collaborate to plan a creative, group project and pitch your project in a professional, industry specific and creative way**

Weighting breakdown: 10% group mark (project pitch), 25% individual mark (individual process reflection)

In this group assessment, you will collaborate with others to think of a creative project within the arts and entertainment industries. You will then work together to design and plan a pitch based on the themes and criteria below. Your pitch must capture and engage others through collaboratively inspired ideas and innovative, creative processes. It must also convey how your creative project relates to industry in a local, national or international context. Your group must choose one of, or a variation of, the following themes:

- An event
- A performance
- An artistic collection of work (such as a music album or collection of artworks)
- A recorded work (such as a music video or film)
- A written work (such as a book or a collection of poetry)

Once you have chosen a theme, you must work together to develop a creative and interesting creative project. You will not be performing or conducting the project; simply 'pitching' it. Students will be grouped for this assessment and groups will be allocated a specific 'pitch deadline' as a due date. Your group (and each individual member of your group) will be asked to briefly discuss your project and individual roles during the Week 7 tutorial. There are different components to this assessment. Please plan and manage your time appropriately in order to submit all components:

- **Project pitch (Group presentation 'pitch' will be held during allocated times within seminars in Week 9 - May 6, Week 10 - May 13, or Week 11 - May 20. Your pitch script must be submitted via Turnitin by 5pm of your pitch date):** You will pitch your project idea or creative exegesis with your group in a professional, industry relevant and creative way. Your pitch must highlight what is creative about your group project, how it engages individual creativity. Your pitch must include the idea itself (and how it was generated), the creative processes required to execute the idea, the industry and related strategies you will use to market the idea and the desired outcome. Discuss who your target audience might be and who you are pitching to (for example, a grant application, a funding panel or a record label). Consider your audience, the immediate arts and entertainment industries and its potential for community and/or global interaction. Each member of your group must also individually present their own contribution to the project. Your pitch must adhere to the following 'brief':
  - One minute group introduction; Up to two minutes for each individual section;  
One minute group conclusion
  - A script of your presentation must be submitted via Turnitin by 5pm of your pitch date
  - You must include academic references and sources in your presentation and script

- **Individual process reflection (Process reflections are due on the Friday, 5pm, after your group pitch, via Turnitin. Week 9 - May 10, Week 10 - May 17, or Week 11 - May 24):** Reflect on your group project progressively throughout the session (approximately 700 words) and on the final pitch (approximately 300 words) you presented. Discuss the process, planning and actions that your group used. Incorporate seminar content and any relevant literature in your discussion. Describe how you contributed to the group process and construct your reflection progressively (for example, start writing notes and reflections early in the process and add to these each week). Your reflection must also discuss the outcome of your pitch and include your thoughts on how it was conducted, what went well and what can be improved. Finally, consider how the group project relates to you as an individual and to your own career path. Discuss what you have learned and how this may be applied to your own creative practice or career development.
  - Max 1000 words (references included)
  - You must include two academic references in your writing

Assessment criteria:

- Evidence of artistic intent or objective
- Demonstration of original ideas and critical thinking
- Evidence of proposed funding
- Demonstration of local, national or international context
- Overall structure, cohesiveness and APA referencing
- Demonstration of reflection, creative processes and problem solving
- Clarity of expression in line with expected academic standards including APA referencing

On successful completion you will be able to:

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
- Summarise creative and cultural industries literature 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.

## Creative Careers Research

Due: **June 3, 5pm**

Weighting: **40%**

### **Creative careers research: An individual research project**

**Due: Week 13, Monday, June 3, 5pm, via Turnitin**

In this assessment, you will explore and investigate careers in the arts and entertainment industries. Research your chosen industry and include relevant national and/or international contexts. Describe your industry and its position within arts and entertainment. Once you have chosen your industry field, choose a minimum of two creative roles that interest you and discuss the ways in which these roles may align with your personal interests and goals. Discuss the potential of these roles. Describe the creativities within these roles and reflect on the career strategies required for these roles. Utilise unit readings, industry related literature (such as job networks, organisations and relevant associations), seminar content and readings to support your discussion. You must include at least three academic sources and frame these sources as relevant to your analyses of the industry and roles.

- Maximum of 2200 words (including references)
- A minimum of two creative roles within an industry field of your choice

Assessment criteria:

- Demonstrated industry context
- Demonstrated analysis and the relevance of each role
- Demonstrated role requirements
- Demonstrated analysis of multiple creativities
- Inclusion of data related to the relevant industry and to chosen roles
- Evidence of reflective and critical thinking
- Academic writing skills and appropriate, consistent APA referencing

On successful completion you will be able to:

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries
- Summarise creative and cultural industries literature 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 arts and entertainment industry case studies.

## Delivery and Resources

### CLASSES

MMCS220 Arts and Entertainment Industries will feature a one-hour lecture that will take place on Mondays 11AM-12PM in [10HA \(10 Hadenfeld Ave\) T1 Theatre](#). From Week 2 onwards, the unit will also feature a one-hour tutorial following the lecture; students are required to attend one of the following tutorials, each of which will take place on Mondays in [10HA \(10 Hadenfeld Ave\) 184 Dance Studio](#): 12PM-1PM; 2PM-3PM; 3PM-4PM.

### ASSIGNMENT SUBMISSION

- **Submissions for all written assessments or assessment components** - Written assessments (or the written components of an assessment, such as Assessment 2 - Collaborative project script and reflection) for this unit are to be submitted online via Turnitin which can be accessed through the MMCS220 iLearn.

## Unit Schedule

### UNIT READINGS & WEEKLY TOPICS

Please find the listed weekly readings via the Macquarie University library, or access them through Leganto on the MMCS220 iLearn site. These will be used in discussion during tutorials and it is expected that you will utilise relevant readings in your written assessments. Additional recommended readings will also be listed on iLearn, with supplementary materials added as the semester progresses.

Please be advised that this schedule is subject to revision; refer to the MMCS iLearn site for any updates to this schedule.

#### Week 1, February 25 - Art and Entertainment: what's the difference?

- McKee, A., Collis, C., Nitins, T., Ryan, M., Harrington, S., Duncan, B., Carter, J., Luck, E., Neale, L., Butler, D. and Backstrom, M. (2014). Defining entertainment: An approach. *Creative Industries Journal*, 7(2), 108-120.

#### Week 2, March 4 - Developing Creative Careers

- Bridgstock, R. (2005). Australian artists, starving and well-nourished: what can we learn from the prototypical protean career? *Australian Journal of Career Development*, 14(3), 40-48.

#### Week 3, March 11 - Conceptualising Creativity

- Csikszentmihalyi M. (2014). Society, culture, and person: A systems view of creativity. *The Systems Model of Creativity: The collected works of Mihaly*



*Csikzentmihalyi*. 69-85. Dordrecht, Springer.

- McIntyre, P. (2012). Reconceptualising creativity. *Creativity and Cultural Production: Issues for Media Practice*. 69-85. New York, Palgrave Macmillan.

#### **Week 4, March 18 - Creativity and Commerce**

- Negus, K. and Pickering, M. (2008). Industry. *Creativity, Communication and Cultural Value*. 46-67. London, SAGE Publications.

#### **Week 5, March 25 - Cultural Gatekeeping**

- De Roeper, J. (2008). Serving Three Masters: The Cultural Gatekeeper's Dilemma. *The Journal of Arts Management, Law, and Society*, 38(1), 51-70.

#### **Week 6, April 1 - Entrepreneurship and Management in the Music Industry**

- Kolb, B. (2015). Finding your entrepreneurial inspiration. *Entrepreneurship for the Creative and Cultural Industries*. 5-58. London and New York, Routledge.

#### **Week 7, April 8 - Marketing**

- Colbert, F. and St-James, Y. (2014). Research in Arts Marketing: Evolution and Future Directions. *Psychology and Marketing*, 31(8), 566-575.

#### **Week 8, April 29 - Portfolio careers in the arts and the changing nature of work**

- Throsby, D. and Zednik, A. (2011). Multiple job-holding and artistic careers: some empirical evidence. *Cultural Trends* 20(1), 9-24.

#### **Week 9 , May 6 - Copyright and Ethics**

- Hesmondhalgh, D. (2009). The digitalisation of music. In Pratt, A.C. and Jeffcutt, P. (Ed.), *Creativity, Innovation and the Cultural Economy* (pp. 57-73). London, Routledge.

#### **Week 10, May 13 - The Film Industry**

- McIntyre, P. and Kerrigan, S. (2014). Pursuing extreme romance: change and continuity in the creative screen industries in the Hunter Valley. *Studies in Australasian Cinema* 8, 133-149.

#### **Week 11, May 20 - Cultural Policy and the Creative Class**

- Hesmondhalgh, D. and Pratt, A.C. (2005). Cultural industries and cultural policy. *International Journal of Cultural Policy* 11(1), 1-13.

#### **Week 12, May 27 - Creative Cities**

- Foord, J. (2009). Strategies for creative industries: an international review. *Creative Industries Journal* 1(2), 91-113.

## Week 13, June 3: Creative careers research submission

# Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### Additional information

#### Late Submissions

- **Late Submission Penalty**

*“Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for*

*assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.*

*No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.”*

## **Media, Music, Communication and Cultural Studies (MMCCS) Website**

[https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/department\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](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>

## **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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## **IT Help**

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## **Graduate Capabilities**

### **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 an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries
- Identify the major themes, issues and debates relating to the creative and cultural industries.
- Apply concepts to specific arts and entertainment industry case studies.

## **Assessment tasks**

- Collaborative project
- Creative Careers Research

## **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**

- Summarise creative and cultural industries literature in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.

## **Assessment tasks**

- Case Study Analysis
- Collaborative project

## **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

- Summarise creative and cultural industries literature 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.

## Assessment task

- Creative Careers Research

## 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 an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
- Summarise creative and cultural industries literature 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 arts and entertainment industry case studies.

## Assessment tasks

- Case Study Analysis
- Collaborative project
- Creative Careers Research

## 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 an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
- Summarise creative and cultural industries literature 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 arts and entertainment industry case studies.

## **Assessment tasks**

- Case Study Analysis
- Collaborative project
- Creative Careers Research

## **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**

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Demonstrate an ability to be creative in generating ideas relating to the arts and entertainment industries
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
- Summarise creative and cultural industries literature in order to evaluate, contrast and

defend personal judgments concerning artistic creativity within an industrial context.

- Apply concepts to specific arts and entertainment industry case studies.

## **Assessment tasks**

- Case Study Analysis
- Collaborative project
- Creative Careers Research

## **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**

- Demonstrate an understanding of the structure and dynamics of contemporary arts and entertainment industries.
- Collaborate in ways that involve creative processes, critical thinking, problem solving and strategy.
- Summarise creative and cultural industries literature in order to evaluate, contrast and defend personal judgments concerning artistic creativity within an industrial context.
- Apply concepts to specific arts and entertainment industry case studies.

## **Assessment tasks**

- Case Study Analysis
- Collaborative project
- Creative Careers Research

## **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 concepts to specific arts and entertainment industry case studies.

## Assessment task

- Collaborative project

## 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

- Apply concepts to specific arts and entertainment industry case studies.

## Assessment task

- Collaborative project

## Changes from Previous Offering

This unit is now offered as a combination of a one-hour lecture and a one-hour tutorial, as opposed to a two-hour seminar.