

Creative Industries

at The Creative School

Course Number	Course Title	Semester	Year
CRI720	Media Regulation and Communication Policy	Winter	2022
Section	Day of Week	Time	Classroom
n/a	Tuesday	15:00–18:00	Virtual until further notice, and then ENGLG04 PT
Professor	Ryerson Email	Phone	Office & Office Hours
Stephanie Hill	steph.hill@ryerson.ca	Emails preferred	Online Tuesday 14:00-15:00, or by appointment
<i>Only Ryerson emails are to be used for communication between faculty, staff, and students (policy 157). All news and announcements will be posted on class D2L.</i>			

Course Description

This course looks at the institutional and legal structures of media and communication in Canada and internationally. Drawing on texts and perspectives from important thinkers and analysts such as Lawrence Lessig, Marc Raboy, Peter Grant, and Robert McChesny, we will examine the policy frameworks that shape broadcasting, print, digital and internet, music and more. We will also consider various crosscutting communication policy issues such as copyright, production quotas and subsidies and human rights. Recommended only for students in third or fourth year.

Course Details

This course will make use of asynchronous learning (including required reading and videos and recorded presentations), and lectures, either in-person or online, depending on public health guidelines. Students will engage in practical learning about media regulation and policy as well as developing skills in critical thinking, writing, and presentation. The synchronous lectures will focus on reviewing, extending, and applying learning from readings and asynchronous learning.

By the conclusion of this course, students will be able to:

- Identify and describe key elements of Canadian media and communication policy and regulation
- Discuss current events in Canadian media policy and regulation using appropriate theoretical frameworks and context
- Assess policy and regulation and their effects using appropriate theoretical frameworks from law, policy, and government as well as critical traditions
- Communicate this knowledge in oral and written formats, individually and as part of a group

Teaching Methods

This course will make use of the following platforms:

- D2L: Where students can find asynchronous learning material, information on grading, certain course resources and submit certain assignments. The instructor will communicate and post updates and course info through D2L. For questions about using D2L, please consult: [resources for using D2L Brightspace](#).
- Until January 31st, all synchronous learning will be conducted over Zoom and Zoom links will be shared with students. In the event that the university returns to in-person learning, all lectures will be held in person.
- Google suite Apps and google docs may be used for certain activities and evaluations.
- Full participation in this course should be possible for any students who have access to at least the Ryerson [_minimum technology requirement for remote learning](#). Any students who lack one or more elements of this minimum requirement should contact the professor to discuss options ASAP.

Plagiarism Detection and Virtual Proctoring

Turnitin will be used in this class.

Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain

all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Required Readings, Resources & Materials

Course Materials

Required readings:

The following book is required for this course: Bannerman, Sara. (2020). *Canadian Communication Policy and Law*. [Canadian Scholars](#).

- It is available for order/purchase from various online book sellers as a paperback, but can also be purchased in digital form.
- In particular: students can purchase paper and e-book (as EPUB format) copies directly through [the website of the publisher Canadian Scholars](#).
- Indigo, Amazon and many used book re-selling platforms may also stock the paperback copy. If you are ordering the paperback, make sure you have it by Jan 14, 2022.

Various required readings including journal articles, book chapters and essays are required and are available to you on e-reserves through D2L.

Events and software: One course assignment is connected to the DM@X Conference, which takes place early in the semester on January 21-22 on Zoom. See conference information and register at: <https://www.digitalmediaatthecrossroads.com/register.php#register>

The class will include an optional Slack channel for class discussion and events. We will establish community guidelines for using the Slack during class, but please be mindful that these channels are also part of class and fall under Ryerson's Student [Code of Conduct](#). Please help maintain this space as a channel for respectful discussion. If you have any concerns about the Slack channel, please contact the professor.






Note: The University has issued a [minimum technology requirement for remote learning](#). Please note that the course is designed with student participation in mind and that you will be asked to work in groups and present in class. Turning on your webcam is not required (though it is welcome for those who feel comfortable), but access to a microphone is important. If you face any challenges in accessing a microphone, please contact the professor ASAP to arrange accommodations.





Weekly Schedule (Subject to change)

DELIVERY UPDATE FOR WINTER 2022 - As per the message from President Lachemi on Friday December 16th, all classes for Winter will be held virtually until January 30th. Further updates to this as they are released.





<https://www.ryerson.ca/news-events/news/2021/12/president-mohamed-lachemi-announce-s-a-measured-approach-to-winter/>

Note: In this remote learning format, students should prepare for class by reading the assigned material, taking notes, and identifying questions or points of confusion (~2hrs), working with groups on case study presentations as needed, and preparing individually or in groups for quizzes.





WEEK ONE <i>January 18, 2022</i>		
	TOPICS	Policy and Regulation for the Creative Industries, Introduction to the Course
	DISCUSS	Encountering Policy in the wild
	READINGS	Optional: Freedman, Des. (2008). "Introducing Media Policy" in <i>The Politics of Media Policy</i> . Polity
	SCREENING	Digital Media at the Crossroads (DM@X) Conference, January 21-22 on Zoom. See conference information and register at: https://www.digitalmediaatthecrossroads.com/register.php#register I'll be hosting a watch-along on the class Slack channel, and students are encouraged to drop in to discuss.
	DUE	

WEEK TWO <i>January 25</i>		
	TOPICS	Canada and the policy process
	DISCUSS	Anatomy of attempted policy: Canada's Online Harms Bill. DM@X Debrief
	READINGS	Bannerman Chapters 1 & 2: "Whom do Law and Policy Serve?" And "Introduction to the Canadian Legal System"
	DUE	





WEEK THREE *February 1*

	TOPICS	Intellectual Property
	DISCUSS	
	READINGS	Bannerman, "Intellectual Property" (Chapter 7)
	DUE	Student case study presentation #1; DM@X Report due

WEEK FOUR *February 8*


	TOPICS	Telecommunications Regulation
	DISCUSS	
	READINGS	Bannerman, "Telecommunications Regulation" (Chapter 8)
	DUE	Quiz #1 (the Canadian Legal System and Intellectual Property)




WEEK FIVE *February 15*

	TOPICS	Broadcasting regulation
	DISCUSS	
	READINGS	Bannerman, "Broadcasting Regulation" (Chapter 9)
	DUE	Student case study presentation #2





Study Week – No classes *February 19-25*

WEEK SIX *March 1st*





	TOPICS	Broadcasting Regulation, part 2
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	DISCUSS	
	READINGS	<p>Choose ONE:</p> <p>Davis, C., & Zboralska, E. (2017). Transnational over-the-top media distribution as a business and policy disruptor: The case of Netflix in Canada. <i>The Journal of Media Innovations</i>, 4(1), 4-25.</p> <p>Schnitzer, B. (2019). Netflix: Canadian (Dis) Content. Competing Sovereignties and the Cultural Politics of Cultural Policy. <i>American Review of Canadian Studies</i>, 49(1), 85-104.</p>
	DUE	Student case study presentation #3





WEEK SEVEN *March 8*

	TOPICS	Internet Regulation
	DISCUSS	
	READINGS	Bannerman, "Internet Regulation" (Chapter 10)
	DUE	Student Case Study Presentation #4





WEEK EIGHT *March 15*

	TOPICS	Internet regulation, part 2
	DISCUSS	
	READINGS	<p>Choose ONE:</p> <p>Raboy, M. (2003). Rethinking broadcasting policy in a global media environment. https://www.diva-portal.org/smash/get/diva2:1535660/FULLTEXT01.pdf</p> <p>Klonick, K. (2017). The new governors: The people, rules, and processes governing online speech. <i>Harvard Law Review</i>, 131, 73.</p>
	DUE	Quiz #2 (Telecommunications and Broadcasting)





WEEK NINE *March 22*





	TOPICS	The internet, telecommunications, and broadcasting
	DISCUSS	Three-way debate: Be it resolved that online content is best regulated using new policy tools.
	READINGS	Napoli, P. M., & Caplan, R. (2016). When Media Companies Insist They're Not Media Companies and Why It Matters for Communications Policy. <i>SSRN Electronic Journal</i> . https://doi.org/10.2139/ssrn.2750148 Winseck, D. (2020). Vampire squids, 'the broken internet' and platform regulation. <i>Journal of Digital Media & Policy</i> , 11(3), 241-282.
	DUE	

WEEK TEN *March 29*

	TOPICS	Freedom of expression, censorship, and the internet
	DISCUSS	Essay topics
	READINGS	Bannerman, "Freedom of Expression and Censorship" (Chapter 3)
	DUE	Student Case Study Presentation #5

WEEK ELEVEN *April 5*

	TOPICS	Cultural policy and arts funding in Canada
	DISCUSS	
	READINGS	Choose ONE : Bourcheix-Laporte, M. Digital cultural industrialism and the arts: A critical look at Creative Canada and the Canada Council for the Arts' Digital Strategy Fund. In <i>Canadian Cultural Policy in Transition</i> (pp. 182-197). Routledge. Sirois, G., Casemajor, N. & Bellavance, G. Cultural Participation through Digital Technology: A Puzzling Issue for Cultural Governance. In Jonathan Paquette (ed). <i>Canadian Cultural Policy in Transition</i> . London; New York: Routledge.
	DUE	

	TOPICS	The Future of Media and Communication Regulation in Canada
	DISCUSS	Last Minute Essay Clinic
	READINGS	
	DUE	Essay Due April 14th Quiz #3: Internet regulation, Freedom of Expression

Final Exam / Essay	<i>none</i>
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Assignments, Evaluation, Marking

Evaluation

Late assignments will be deducted 5% per day. Excused absences from quizzes or group presentations will be replaced with a make-up option. Unexcused absences will result in a zero. If you anticipate a conflict with the date of a quiz or presentation please contact the professor as soon as possible.

The first assessment results or other grades will be returned to students by February 11, 2022

Assignment	Brief Description	Due Date Start of class unless noted	% of Final Grade
#1	DM@X Panel Report: Students will prepare a 500-750 word report or 4-6 minute recording on a DM@X panel of their choice. The report will include: a short summary of the panel, a description of the policy issues invoked by the panel, and a personal reflection on the implications of the panel.	February 1, 2022	15%
#2	Quizzes The course will assess students' understanding of the policy and regulation described in the textbook with regular quizzes (conducted through D2L) in lieu of a midterm or final exam. Quizzes will be focused on a factual understanding of the laws and	February 8, March 15, April 5	25%

	regulations, with a minority of questions on interpretation.		
#3	<p>Essay:</p> <p>Students will prepare a 1500-2000 word (6-8 double spaced pages) essay that examines the interactions between communication and media policy and a particular case or industry, changes in technology, or proposed changes to the policy environment. The essay will include at least 5 academic references and will make proper use of non-academic citations as needed.</p> <p>Essay prompts include:</p> <ol style="list-style-type: none"> 1. Using one of the frameworks introduced in <i>Canadian Communication Policy and Law</i>, assess the relationship between a creative industry, creator, or product and a relevant policy or law. How is that industry, creator, or product served by policy and regulation? 2. Using the history of a particular policy or regulation, answer the question, how has the policy responded to changes in technology? 3. What is at stake in changing or not changing an existing media policy regulation? Choose a policy or regulation and compare and contrast a proposed change to the policy or regulation. What will the proposed change accomplish? What, if anything, might be lost in the change? <p>[if you have your own idea for an essay prompt, please email or speak to me directly]</p>	April 14, 2022	25%
#4	Group Case Study Presentation	Ongoing	20%
#5	Participation and engagement	Ongoing	15%

Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

❑ **DM@X Panel Report**

- Students will prepare a 500-750 word report or 5 minute video or audio report on a DM@X panel of their choice. The report will include: a short summary of the panel, a description of the policy issues or questions invoked by the panel, and a personal reflection on the student's impression of the panel and its implications for media and communication in Canada.
- ***This assignment will be assessed on the following dimensions:*** accuracy, insight, clarity of writing

❑ **Policy and Regulation Quizzes**

- The course will assess students' understanding of the policy and regulation examined in the course with regular quizzes (conducted through D2L) in lieu of a midterm or final exam. Quizzes will be focused on a factual understanding of the laws and regulations, with a minority of questions on interpretation, and will include primarily multiple choice and short answer questions.
- This assignment will be assessed based on students' performance on the quizzes.

❑ **Creative Industry or Product Essay**

Students will prepare a 1500-2000 word (6-8 double spaced pages) essay that examines the interactions between communication and media policy and a particular case or industry, changes in technology, or proposed changes to the policy environment. The essay will include at least 5 academic references and will make proper use of non-academic citations as needed.

This assignment is an opportunity to apply questions from the course to a subject or a question that you are interesting in. Essay prompts include:

1. Using one of the frameworks introduced in Canadian Communication Policy and Law, assess the relationship between a creative industry, creator, or product and a relevant policy or law. How is that industry, creator, or product served by policy and regulation?
 2. Using the history of a particular policy or regulation, answer the question, how has the policy responded to changes in technology?
 3. What is at stake in changing or not changing an existing media policy regulation? Choose a policy or regulation and compare and contrast a proposed change to the policy or regulation. What will the proposed change accomplish? What, if anything, might be lost in the change?
- You may propose your own idea for an essay prompt. If you wish to do so, please email or speak to me directly well in advance of the essay deadline.

This assignment will be assessed on the following dimensions:

- Appropriateness: the paper uses appropriate literature for its research questions and topics of analysis

- Insight and argument: the paper draws insights and arguments that are distinct from its source material, using evidence and synthesizing arguments to identify and defend a clear point of view.
- Organisation and structure: the paper is logically organized and written with the reader in mind. This is assessed based on the presence/absence of a clear thesis statement and good use of topic sentences, among other things.
- Effort: proofreading, proper citation, clear writing

❑ **Group Case Study Presentation**

- Throughout the semester, students will prepare as a group one short (10-15 minute) case study presentation on a class topic (for example, how copyright supports or fails to support oral traditions). Presentations will include: a summary of the chosen case, application of relevant course concepts to explain the case's relationship to questions of regulation and policy, and discussion questions for the class.
- This assignment will be assessed on the accuracy of the case description, the appropriate application of course concepts, and the clarity of the presentation.

❑ **Participation and Engagement**

- Participation will be appraised over the course of the semester. Participation will be assessed based on attendance, speaking in class (during debates and discussions, for example), collegial efforts such as class note-taking, arranging group work, and contributing to class documents. A self-assessment near the end of the course will provide students an opportunity to address mitigating circumstances and identify room for growth.

Handing in Papers Late Policy Other Relevant Information

- Religious or cultural observations accommodations must be requested by the end of the second week of the term.
<https://www.ryerson.ca/humanrights/religious-cultural-observances/>
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per *Senate Policy #61*.
- Grades are posted on the D2L. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;

- Check with your individual professor to see if they require hard copies or not of the assignments.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented.
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.
- The unauthorized use of intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, presentation materials used in and out of class, lab manuals, course packs, and exams.
- **Students are expected to show respect for their fellow students:**
 - Arrive on time (before 10 minutes after the hour). Be ready to start.
 - Do not indulge in side conversations in class. Disruptive students will be asked to leave. We reserve the right to adjust a student's overall mark if they interfere with their colleagues' learning.
 - Please minimize eating in class as much as possible. Coffee or water are fine.

University Policies

Students are reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

Students should refer online to for specific information with respect to the following policies:

- [Policy #60](#): *Academic Integrity*
- [Policy #61](#): *Student Code of Non-Academic Conduct*
- [Policy #135](#): *Final Examinations*
- [Policy #157](#): *Ryerson's E-mail Accounts for Official Communication*
- [Policy #159](#): *Academic Accommodation of Students with Disabilities*
- [Policy #166](#): *Course Management*
- [Policy #167](#): *Academic Consideration*
- *And all other course outline policies:*
<https://www.ryerson.ca/senate/course-outline-policies/>

Important Resources Available at Ryerson

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Library Online Workshops](#).
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

Please note that the Provost/ Vice President Academic and Dean's approved a COVID-19 statement for Fall 2020/Winter 2021/Fall 2021/Winter 2022 related to academic consideration. This statement has been built into the Online Academic Consideration System and is also on the [Senate website \(www.ryerson.ca/senate\)](#):

Policy 167: Academic Consideration for Fall 2020/Winter 2021/Fall 2021/Winter 2022 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate [Policy 167: Academic Consideration](#).

Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In the absence is more than 3 days in duration and/or is for a final exam/final assessment, documentation is required. For more information please see Senate [Policy 167: Academic Consideration](#).

- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- [Ryerson COVID-19 Vaccination Policy](#)
- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor](#), [using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).

- *At Ryerson, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable.*
 - [Ryerson Mental Health and Wellbeing](#)

If support is needed immediately, you can access these outside resources at anytime:

- **Distress Line** — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- **Good2Talk**- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

For more information on CI Academic Policies & Procedures and links to resources please see: <https://www.ryerson.ca/creativeindustries/academic-advising/>

Course Objectives

Course Learning Outcomes

By the conclusion of this course, students will be able to:

- Identify and describe key elements of Canadian media and communication policy and regulation
- Discuss current events in Canadian media policy and regulation using appropriate theoretical frameworks and context
- Assess policy and regulation and their effects using appropriate theoretical frameworks from law, policy, and government as well as critical traditions
- Communicate this knowledge in oral and written formats, individually and as part of a group

Introduction (I) Reinforcement (R) Proficiency (P)	By the end of this course, students will be able to:	And in doing so will fulfil the following program learning outcome (at least in part):
/	Discuss current events in Canadian media policy and regulation using appropriate theoretical frameworks and context	Contribute productively to the Creative Industries
	Assess policy and regulation and	LO 1a- critically analyze and synthesize knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function,

	their effects using appropriate theoretical frameworks from law, policy, and government as well as critical traditions	LO 1b- recommend how Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental and technical spheres and work confidently with industry, government and community organizations in the Canadian and international contexts;
	Identify and describe key elements of Canadian media and communication policy and regulation	<p>Facilitate the work of artists, writers, designers and media makers by</p> <p>LO 3a- apply an integrated knowledge of creative and production processes (both individual and system-base to facilitate the work of artists, writers, designers and media makers</p> <p>LO 3b- develop strategies to access funding and investments; to facilitate the work of artists, writers, designers and media makers,</p> <p>LO 3c- recognizing and responding to future challenges and opportunities in their sectors including technological change to facilitate the work of artists, writers, designers and media makers,.</p>
	<p>Assess policy and regulation and their effects using appropriate theoretical frameworks from law, policy, and government as well as critical traditions</p> <p>Communicate this knowledge in oral and written formats</p>	<p>Communicate</p> <p>LO 4a- verbally communicate within and to creative enterprises, academia and industry effectively and persuasively</p> <p>LO 4b- in written form, communicate within and to creative enterprises, academia and industry effectively and persuasively</p> <p>LO 4c- communicate by preparing and conducting presentations using a range of appropriate media, within and to creative enterprises, academia, and industry effectively and persuasively</p>
	Assess policy and regulation and their effects using appropriate theoretical frameworks from law, policy, and government as well as critical traditions	<p>Conduct research relevant to cultural and industry issues,</p> <p>LO 5a- formulate appropriate research questions and conceptual frameworks; employing appropriate data collection techniques</p> <p>LO 5b- apply appropriate quantitative tools and methodologies and/or</p> <p>LO 5c- apply appropriate qualitative tools and methodologies</p>

	Communicate this knowledge in oral and written formats, individually and as part of a group	Implement and manage projects LO 6a- problem-solving - implement and manage projects requiring LO 6b- team building - implement and manage projects requiring LO 6c- negotiation - implement and manage projects requiring LO 6d- collaborative work practices - implement and manage projects requiring
	Assess policy and regulation and their effects using appropriate theoretical frameworks from law, policy, and government as well as critical traditions	Apply skills and knowledge LO 7a- critically evaluate the aesthetic quality of creative works LO 7b- apply fundamental business and management skills within organizations and as entrepreneurs, LO 7c- integrate an aesthetic sensibility and business acumen to the practical realities of production, promotion, and distribution of commercial or noncommercial cultural products with an understanding of the theoretical and historical underpinnings of one or more creative industry sectors; LO 7d -Recognize when more information is required to address the limits of one’s own knowledge, abilities, and analyses and determine appropriate next steps
	Discuss current events in Canadian media policy and regulation using appropriate theoretical frameworks and context	Autonomy, Professional Capacity, and Social Responsibility LO 8a-Develop a personal plan for continuing development of professional skills and flexible ongoing career paths LO 8b -act as socially responsible citizens with integrity and strong ethical mores LO 8c -Work towards creating diverse and inclusive cultural opportunities accessible to all