

CRI 410 • *Beggars and Choosers: Government and the Creative Industries*
• Fall 2018

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| Professor | Steve Levitan, BA, JD |
| Section/Time/ Classroom | Tuesdays 12:00 pm – 3:00 pm KHW 061 |
| Email | steve.levitan@ryerson.ca |
| Phone | 647.505.2007 |
| Office Hours | By appointment with instructor. |
| Only Ryerson e-mail accounts to be used for communication between faculty and students. All news (announcements) posted on class D2L. | |

Course Description

This course examines the politics around Creative Industries. It surveys the interests of governments in supporting Creative Industries, the industrial, professional and lobby groups that promote them and the public interest organizations that campaign for alternative structures and resource allocations. Students will develop an understanding of the political tensions and power relations that surround the Creative Industries and the strategies and activities of the various different types of organizations engaged in them.

Course Objectives

By the end of the course, students will be able to:

- Appreciate and navigate through the various ways governments interact with the Creative Industries **(1R/10R below)**
- Research government programs of assistance in creative industries in Canada and abroad. **(1R)**

- Apply economic and political schools of thought to critically evaluate government objectives and policies. **(1R)**
- Develop strategies and tactics to make optimum use of government assistance in creative industries. **(3bI)**
- Effectively make proposals and/or applications to governments for assistance. **(3bR;4R;9bR)**
- Work with lobbyists, industry associations to or directly make policy submissions to government **(3bR;10R)**

Related to the following Creative Industries Educational Goal(s):

(I-introduce, R-Reinforce, M-Master)

1. Critically analyze cultural, economic, legal, political, and technological environments in which the Creative Industries function and recommend how the Creative Industries should best manage interactions with governments in the Canadian and international contexts.
3. Facilitate the works of artists, writers, designers and media makers by...accessing funding and investments
4. Communicate effectively.
9. Develop personal and professional skills applicable on graduation.
10. Act as socially responsible citizens, with integrity and ethics

Required Readings and Resources

Required readings:

- "Global Media Studies", Toby Miller & Marwan M. Kraidy, Polity Press, 2016
- "Understanding the Business of Global Media in the Digital Age", Mikey Lee & Dal Yong Jin, Routledge, 2018
- D2L before each class for announcements and posted readings

Resources:

- CRTC, Heritage Canada, Telefilm Canada, CMF, OMDC and Industry and Tourism Ontario websites, announcements, press releases and reports.
- Canadian Society of Association Executives**
<http://www.csaee.com/Resources/Topics/Advocacy-Government-Relations>
- International Journal of Cultural Policy:**
<https://www.tandfonline.com/loi/gcul20>
- Strategies for Creative Industries: an International Review:**
https://www.tandfonline.com/doi/abs/10.1386/cij.1.2.91_1

Weekly Schedule (Subject to change)

| WEEK ONE | | 4 September |
|---|----------|--|
|  | TOPICS | Description of course and its objectives. Creative Industries, culture and their place in social policy: - economics, unity, nationalism and civic pride, diversity, equality, and moral infrastructure. |
|  | DISCUSS | WW III – conflict moves from the battlefield to the mind |
|  | READINGS | -“Understanding the Business of Global Media in the Digital Age” (“Media in the Digital Age”): Chapters 1&2 -“Global Media Studies”: Chapter 1 |

| WEEK TWO | | 11 September |
|---|----------|--|
|  | TOPICS | Is there a national culture? How is it defined? What is its value? What are its principles? - Constitutions - Freedoms - Philosophies of governance The moral imperative of creators Overview of three schools of thought: - “Media Economics”, “Political Economics of Communications” and “Production Studies |
|  | DISCUSS | Charlie Hebdo, Twitter, Facebook, Google and politics |
|  | READINGS | “Media in the Digital Age” : Chapter 3 “Global Media Studies” : Chapter 3 |

| WEEK THREE | | 18 September |
|---|---------|--|
|  | TOPICS | What is government in Canada? Constitution; jurisdictions; Statutes, Treaties and Regulations; Regulatory bodies; Agencies and Crown Corporations; Politicians; Lobbyists, Special Interest Groups & Associations; the Press; Think Tanks; the Private Sector |
|  | DISCUSS | Jobs v. Culture |

| WEEK FOUR | | 25 September |
|---|----------|--|
|  | TOPICS | What is in a government's toolbox? <ul style="list-style-type: none"> - Grants - Tax incentives/benefits - Licenses - Commissioning of work, public art, monuments - Education, outreach, propaganda - Recognition and honours |
|  | DISCUSS | Google and Facebook, privacy, politics, news |
|  | READINGS | "Media in the Digital Age" : Chapter 5 "Global Media Studies" : Chapter 4 |

| WEEK FIVE | | 2 October |
|---|------------|--|
|  | TOPICS | Quiz#1 The Canadian Experience <ul style="list-style-type: none"> - History - The two solitudes - Initiatives by sectors: publishing, broadcasting, telecom, film, cable, internet, the fine arts |
|  | DISCUSS | What if we just left it all alone? |
|  | READINGS | "Financialization and the "Crisis of the Media": The rise and fall of (some) media conglomerates in Canada" : Dwayne Winseck |
|  | DUE | Quiz #1 |

9 October : Study Week – No Classes

WEEK SIX *16 October*

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|  | TOPICS | <p>How are the key objectives of government policy arrived at? What tools work best and why?</p> <ul style="list-style-type: none"> - The creative process - Market issues - The political imperative - The short term - The long tail |
|  | DISCUSS | Melanie Jolie and Netflix |
|  | READINGS | <p>“Media in the Digital Age” : Chapter 1 “ Global Media Studies”: Introduction & Chapter 1</p> |

WEEK SEVEN *23 October*

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|  | TOPICS | <p>Drilling down: Associations, lobbyists, special interest groups</p> <ul style="list-style-type: none"> - How they are formed - How they are organized - How they work with their members - How they work with government - Applicable government rules, procedures and controls |
|  | DISCUSS | <p>What motivates politicians:</p> <ul style="list-style-type: none"> - what’s right, popular or what will get them elected? |
|  | READINGS | |

WEEK EIGHT *30 October*

| | | |
|---|------------|--|
|  | TOPICS | <p>Student presentations:</p> <ul style="list-style-type: none"> - Survey of creative industry policies in different countries: - Australia, UK, China, Israel, Brazil, Iran, France, USA, etc. |
|  | DUE | Student presentations |

WEEK NINE *6 November*

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|---|------------|--|
|  | TOPICS | <p>What policies and/or programs have worked best in Canada and why?</p> <ul style="list-style-type: none"> - Economically - Culturally - Francophone and Anglophone <p>What has not worked as it should and why?</p> |
|  | DISCUSS | <i>Flashpoint, Good Cop Bon Cop, A Handmaid's Tale</i> |
|  | READINGS | <p>"Global Media Studies": Chapter 7</p> <p>"Global Media Studies" : Chapter 9</p> |
|  | DUE | Essay: Detailed description, justification and analysis of Canadian Government policy in a particular sector of the Creative Industries |

WEEK TEN *13 November*

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|---|--------|--|
|  | TOPICS | <p>Quiz #2</p> <p>The future:</p> <ul style="list-style-type: none"> - Technology: opportunities and hazards - Strategy v. Tactics - Cultural stewardship - Global Trends <p>The challenge of moving government views and involvement</p> |
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|  | DISCUSS | Risk: Safety and protection v. stimulation and attention |
|  | READINGS | "Media in the Digital Age": Chapter 6 |
|  | DUE | Quiz #2 |

WEEK ELEVEN *20 November*

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|  | TOPICS | Student Presentations: Policy proposal to a branch of government in a chosen Canadian creative industry. |
|  | DISCUSS | TBA |
|  | DUE | Student presentations |

WEEK TWELVE *27 November*

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|---|---------|---|
|  | TOPICS | Guest speakers debate a current issue in the creative industry and the response of governments – existing or proposed |
|  | DISCUSS | Open discussion among class and guest speakers. |

Assignments, Evaluation, Marking

| Assignment | Brief Description | Due Date Start of class unless noted | % of Final Grade |
|------------|---|---|------------------|
| #1 | Quiz #1: Multiple choice + true/false | 2 October | 15% |
| #2 | Student Presentation #1: Government policies and programs in the creative industries in an assigned country | 30 October | 15% |
| #3 | Essay: Analysis of Canadian Government policy in a particular sector of the Creative Industries | 6 November | 20% |
| #3 | Quiz #2: Multiple choice + true/false, comprehensive | 13 November | 20% |
| #4 | Student Presentation #2: Policy Proposal | 20 November | 15% |
| #5 | Class Participation | All term | 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.

Quiz #1

- A short multiple choice and true/false test on material covered in class up to the date of the Quiz

❑ **Presentation #1**

- Individual students or groups of ideally 4 or less students each, as determined and created by instructor, will make a presentation to the class of 10-15 minutes duration describing the significant instruments, measures and programs in the creative industry of a country to be assigned by instructor and their major underlying policy reasons. Students will be assessed on the quality of research, comprehensiveness of the material, analysis of the policy and clarity of the presentation.

❑ **Essay**

- Students will choose a program, measure or instrument of Canadian government policy in a creative industry, describe the policies behind it, the way it works, the intended result and critically analyze its effectiveness.
- Essays will be assessed on: the accuracy and detail of the research; the insight into the underlying policy; the clarity of description of the program, measure or instrument and its functionality; and basic writing and grammatical form.

❑ **Quiz #2**

A short multiple choice and true/false test on material covered in class up to the date of the Quiz.

❑ **Presentation #2**

Individual students or groups of ideally 4 or less students each, as determined and created by instructor, will make a presentation to the class of 10-15 minutes duration describing a problem, issue or challenge faced by a creative industry and recommend a government initiative which may be any one or combination of: program, measure or instrument.

Assessment will be based on: the identification of the problem, issue or challenge; the appropriate policy justifying government intervention; the applicability of the proposal; and the clarity of the presentation.

❑ **Class Participation**

Students will be assessed on their attendance and participation in class discussions.

Handing in Papers / Late Policy / Other Relevant Information

- It is the student's responsibility to contact the professor or the Academic Manager, Student Affairs (Paula) or the Student Affairs Assistant (Angella) promptly concerning any situation that may have an adverse impact upon his/her academic performance as soon as the issue becomes known. Please note that when a student formerly requests consideration on health grounds the University requires a Health Certificate of letter from an appropriate health professional to be submitted to the School (in this case, Paula or Angella). The form can be found <http://www.ryerson.ca/senate/forms/medical.pdf>
- Any considerations for academic accommodation for religious reasons must be requested by the end of the second week of the term.
- 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.
- Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. Students who do not want their work submitted to this service must, by the end of the second week, consult with the instructor to make alternate arrangements.
- 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.
- **Show respect for your 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 he/she interferes with their colleagues' learning.
- ❑ NO eating in class. Coffee or water are fine.

Computers and other electronic devices are allowed in class to take notes, mark up lecture slides and do quick internet searches of relevant materials. But students on Facebook or Youtube or watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online (ryersoncreative.ca) to the 2018/19 Creative Industries Student Handbook for specific information with respect to the following policies:

- *Policy #60: Student Code of Academic Conduct*
- *Policy #61: Student Code of Non-Academic Conduct*
- *Policy #134: Undergraduate Academic Consideration and Appeals.*
- *Policy #157: Ryerson's E-mail Accounts for Official Communication*
- *Policy #159: Academic Accommodation of Students with Disabilities*