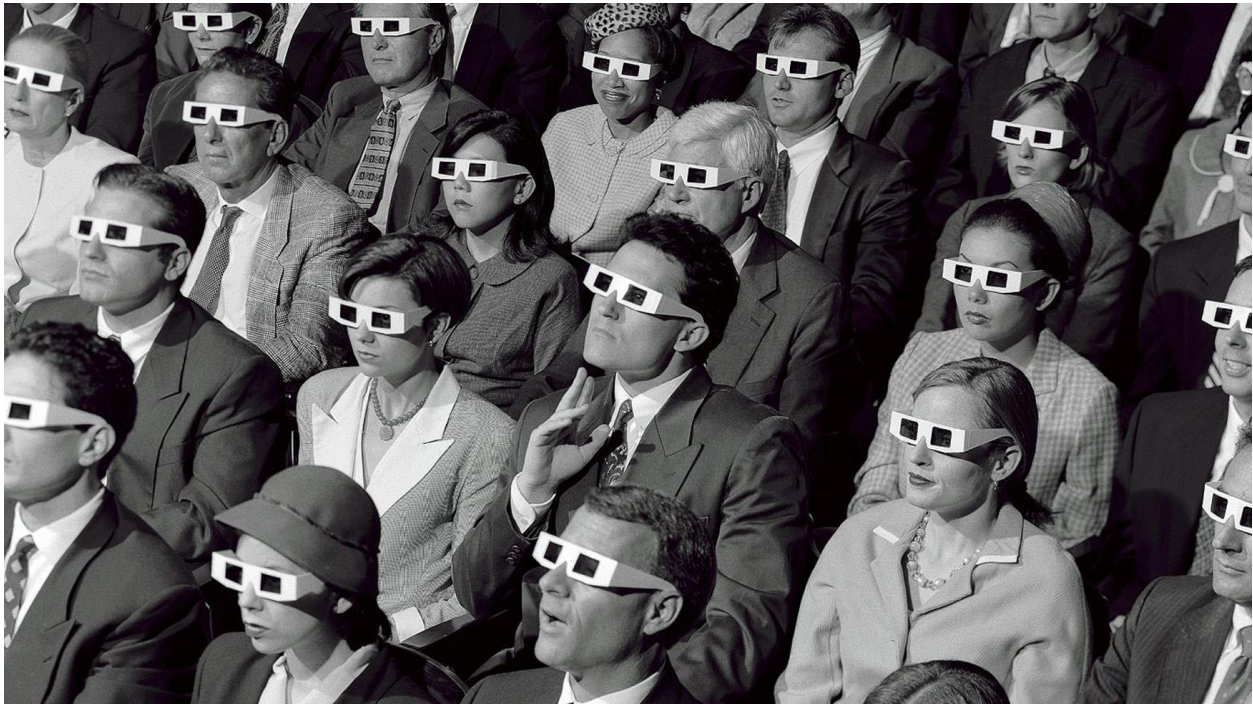


MIT 2153A (001):
Entertainment Industries and Popular Culture
Fall 2018
Faculty of Information and Media Studies



Instructor

Dr. Atle Mikkola Kjosén
akjosén2@uwo.ca

Lecture times

Tuesdays 3:30 - 5:30 PM
Thursdays 9:30 - 10:30 AM

Office hours/ location

Thursdays 2- 5 pm/ FNB 4118

Lecture location

FNB 1250

Course Description

What is 'entertainment'? What is 'popular culture'? What is the relationship between entertainment and popular culture? This course will answer these seemingly obvious questions by highlighting the role of industrial complexes and commercial interests centered on audiences and the attention economy. Doing so, the course will examine how the entertainment industry subsumes culture and turns it into an expression of a specifically capitalist culture-as-entertainment.

Course objectives

Students who complete this course should know the following:

- The relationship between culture and entertainment
- How culture has been subsumed by capitalism into becoming an industry and how this subsumption conditions how culture-as-entertainment is produced, distributed, and consumed.
- What an audience is and how audiences have evolved in the 20th and 21st centuries
- Why the entertainment industry is an attention economy
- Various theories and concepts with which to analyze 21st-century entertainment industries.

Course assignments

Mid-Term Exam (30%), October 16 (Tuesday)

The mid-term will be a mix of short-answer questions and essays. The essay question(s) will be provided a week in advance of the exam.

Discussion papers (30%)

You will write two discussion papers each worth 15%.

Discussion paper 1 is due Tuesday September 25

- This paper will ask you to discuss Horkheimer and Adorno's theory of the culture industry and apply it to a case study; the instructor will provide you with a choice of cases.
- You may write about a case study of your choice, but consult with your instructor first.

Discussion paper 2 is due Tuesday November 20.

- This paper will ask you to discuss material from one week out of weeks 8-11.

The question(s) for these discussion papers will be provided two weeks prior to the due date. The question will ask you to either: (1) research a provided case study and discuss it with reference to theory and concepts covered in the foregoing weeks; OR (2) read an article or watch a video and discuss it with reference to theory and concepts covered in the foregoing weeks.

Detailed descriptions of the assignments will be uploaded to OWL closer to the due dates.

On the Thursdays prior to the due dates of the discussion periods, there will be no class, but writing/researching clinics instead where your instructor will help you with how to write your paper, construct arguments, use of evidence, and so on. These writing clinics are optional.

Participation (10%), ongoing

Based on attendance and the caliber of student contributions reflecting knowledge of readings and engagement with lecture content and discussion with peers.

Final exam (30%), date TBA.

The final will be a mix of short-answer questions and essays. The essay question(s) will be provided a week in advance of the exam or last day of the class.

Grading

All assignments will be graded per the MIT grading guidelines (see the last page of this course outline). Students should make themselves familiar with these standards as they prepare assignments.

Students will receive graded work worth no less than 15% at least 3 days prior to the deadline for withdrawal without academic penalty. This year, the date by which students are to have received at least 15% of their grade in a first semester

course is **November 9, 2018**. Students can find details about this academic policy here: http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf.

Please note, students who receive academic accommodation for the assignments on which these grades are based may not receive feedback in time to meet this deadline.

Students are responsible for ensuring that they are aware of the grades they have received in their courses.

For your own protection, always keep the original of your assignments and hand in a

photocopy. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of the assignment.

Required readings

- There is no textbook.
- All readings will be provided via OWL.
- For pedagogical reasons, I may change course texts as I see fit. You will be informed of such changes with at least a week's notice.
- Lecture slides will be added to OWL on a weekly basis.

Schedule

Some Thursdays will be devoted to in-class screenings of TV episodes or documentaries in preparation for the following week's lecture content and for holding writing clinics.

Week 1 - Sept. 6

Introduction and expectations of the course

Week 2 - Sept. 11 and 13

What is entertainment and culture? What is the entertainment industry?

- Storey: "What is popular culture?" (1-15)
 - Sayr & King: "Entertainment Everything" (3-8, 10-14, 15-21),
 - McKee, "The Aesthetic System of Entertainment"
 - McKee et. al. "Defining entertainment: an approach"
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Week 3 - Sept. 18 and 20

The subsumption of culture

- Horkheimer and Adorno: "The culture industry"
 - (94-98, 104-110)
 - Adorno, "On Popular Music"
 - Storey: Marxisms (59-62, 64-72)
 - Economist: "Music feuds can be a lucrative marketing tool"
 - Sayr & King: "The Music Industry: 360⁰ deals" (158-162).
-

Thursday: writing clinic

Week 4- Sept. 25 and 27

What is an audience?

- Sayr & King: Understanding Entertainment Audiences (49-52, 60-61,63-64,67-69, 75-77)

- John Chaney-Lippold, “A New Algorithmic Identity”

Discussion paper 1 due

Thursday: *Media effects*

- Sayr & King: Entertainment Effects (110-114, 121-124, 125-126)
- (University of Twente, Mass media key words)
 - “Hypodermic needle theory”
 - “Agenda Setting Theory”
 - “Two-step flow theory”
 - “Cultivation theory”
- Stuart Hall: “Encoding/Decoding” (90-103)
- Mirrless: “*Avatar* is global entertainment media”

Week 5 - Oct. 2 and 4

The attention economy/ how audiences are produced

- Sayr & King: “The Attention Economy” (143-145, 148-152, 156-158)
- Rose: “The Attention Economy 3.0”
- Elieen R. Meehan: “Ratings and the Institutional Approach: The Third Answer to the Audience Commodity Question”
- Seamus Kirst: “What Are Nielsen Ratings And How Are They Calculated?”
- Brian Barrett: “Netflix's Grand, Daring, Maybe Crazy Plan to Conquer the World”

Thursday: Mid-term review

Week 6 - Oct. 9 and 11

Reading week

Week 7 - Oct. 16 and 18

Mid-term (Tuesday)

Thursday: In class screening of *Community* episode “Digital Exploration of Interior Design” and/or episode of *Project Runway*.

Week 8 - Oct. 23 and 25

Product placement and branded entertainment

- Simon Hudson and David Hudson: “Branded Entertainment: A New Advertising Technique of Product Placement in Disguise?”
- Kaylene Williams et. al.: “Product Placement Effectiveness: revisited and renewed”

Thursday: In-class screening of *(Un)Real* episode “TBD”

Week 9 - Oct. 30

Working in the culture industry/producing Entertainment: Reality TV

- David Hesmondhalgh: *The Cultural Industries* (66-71, 77-85 205-210)

- Michael Heinrich: “The Value of the Commodity Labor-Power, Surplus Value, and Exploitation”
- Tanner Mirrless: “Reality TV’s Low-Wage and No-Wage Work”
- Erik Hedegaard: “Snookie: America’s No. 1 Party Girl”

Thursday: in-class screening of episode of *Ainori* or *Ex on the Beach UK*.

Week 10 - Nov. 6 and 8

The “Self” as labour and other untraditional entertainment labour

- Lazzarato: “Immaterial Labour”
- Virno: *The Grammar of the Multitude* (52-66)
- Hearn: “Meat, Mask, Burden”
- Susie Khamis et. al.: “Self-branding, ‘microcelebrity’ and the rise of Social Media Influencers”
- Laura Parker: “The Cult of PewDiePie”

Thursday: in-class screening of *Atlanta*, “Nobody Beats the Beebs”

Week 11 - Nov. 13 and 15

Ideology

- Storey: “Gender and Sexuality; Race, Racism, Representation”
- Amy Long: “Diagnosing Drama: Grey’s Anatomy, Blind Casting, and the Politics of Representation”
- Weaver: “The Role of Actors’ Race in White Audiences’ Selective Exposure to Movies”
- Friend: “[Donald Glover Can’t Save You](#)”
- Hall, “Encoding/decoding” (re-read)

Thursday: writing clinic

Week 12 - Nov. 20 and 22

Shopping as entertainment

- Underhill: “A-Z Retail Tricks to make you shop”
- Selections from Moss: *Shopping as Entertainment*
- Selections from Shaw *Shopping: Social and Cultural Perspectives*

Discussion paper 2 due

Thursday: in-class screening of e-sports production (*Overwatch* and/or *Fortnite Summer Skirmish*)

Week 13 - Nov. 27 and 29

Esports/Twitch streaming as entertainment industries (Guest Lecture by Charlotte Panneton)

- Readings TBA.

Thursday: no class

Week 14 - Dec. 4 and 6

Final review (no class Thursday)

Policies

Communication

- Students may contact me in class, during office hours or through email.
- If my office hours conflict with your schedule, please do not hesitate to ask for an appointment (at least 48 hours before the desired meeting time).

Email

- Students are required to periodically check their Western email account for messages from the instructor and TA.
- Students are responsible for ensuring that their email account is working properly, including making sure it is not full.
- I will respond within 48hrs to most email inquiries.
- To questions that can be answered by checking the syllabus or OWL, I will reply with “Please check the syllabus and/or OWL”
- Please send inquiries that can be answered with a simple “yes/no” or max with a sentence or two. For inquiries that require more thorough responses, please come to my office hours.

Electronic Devices

- Laptops are banned unless you have accommodation.
- Students may not use cell phones in class and must turn them off or put them on silent prior to the start of each lecture.
- I reserve the right to ask students to leave the classroom if their use of electronic devices is disruptive.

Attendance

You are expected you attend all class lectures. Although I post my lecture slides to OWL, they are not a substitute for the lecture. You should

therefore ensure to borrow notes from another student if you miss a class. I am also happy to discuss in depth any content you may missed during office hours but NOT over email.

Late Paper Policy/Extensions

I am more than willing to give extensions on papers (for whatever reason), but only if the request is made in good time prior to the assignment deadline. In other words, do not ask for extensions the day before it is due. If your paper is late and you have not asked for an extension, they will receive a penalty of 3% per day (including weekends). If papers are more than a week late, I will not accept it.

Make-Up Tests and Exams

There are none, except for those students who fall under the areas of documented medical illness and compassionate grounds. Travel schedules, employment, etc. will NOT count as legitimate reasons for missing or rescheduling an exam.

NOTES FROM THE FIMS DEAN'S OFFICE

Fall 2018

Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Accommodation Policies

Students with disabilities work with Services for Students with Disabilities (SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

Medical Consideration

Students seeking academic consideration on medical grounds for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Counselling

office of their home Faculty and provide documentation in the form of a [Student Medical Certificate](#). It will be the Dean's Office that will determine if consideration is warranted.

For work worth **less than 10% of the final grade**, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on consideration for medical illness, see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request. Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Counsellors with valid documentation.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

FIMS Undergraduate Grading Policy

The MIT, MPI and MTP programs now have the following class average policy:

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwocom/mentalhealth/>

SUPPORT SERVICES – LINKS

Office of the Registrar:

www.registrar.uwo.ca

Student Development Centre:

www.sdc.uwo.ca

Psychological Services:

www.sdc.uwo.ca/psych

Services for Students with Disabilities:

www.sdc.uwo.ca/ssd

Accessibility Information:

www.accessibility.uwo.ca/

Writing Support Centre:

www.sdc.uwo.ca/writing

Learning Skills Services:

www.sdc.uwo.ca/learning

Indigenous Services:

<http://indigenous.uwo.ca/>

International and Exchange Student Centre: www.sdc.uwo.ca/int

Career Centre at Western:

www.success.uwo.ca/careers/

Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines of Academic Appeals for FIMS Students

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor. For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee. Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

If the Committee decides that the grounds for appeal have been met, the following steps will be taken:

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.