

Western University Faculty of Information and Media Studies

MIT 2153B-001 THE ENTERTAINMENT INDUSTRIES

Winter 2019

Tuesdays: 11:30 – 12:30, Thursdays: 10:30 – 12:30, AHB1B02

Dr. Paul A. Aitken

Office Hours: *by appointment* on Thursdays 12:30 – 13:30 FNB 4050

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COURSE DESCRIPTION

Popular culture is shaped by industrial complexes such as the major film studios and music labels, the video games business, comic book publishing, radio and television networks, Internet Service Providers, and Silicon Valley technology companies. This course examines such cultural industries, considering the role of audiences and fans, and the myths and realities of creative cultural work.

COURSE GOALS

- To appreciate and understand the complexity of institutions and actors that make up the entertainment industries in the Anglo world;
- To understand the how our lived lives impact and are impacted by the commercial/industrial production of culture;
- To develop the ability to discuss the history and development of the entertainment industries;
- To appreciate the role that critical theory approaches can play in fostering a critical and potentially transformative engagement with the products of the entertainment industries;
- To refine your ability to research and communicate ideas through formal and informal discussions and written assignments.

PREREQUISITES / ANTIREQUISITES

If necessary, please ensure that you have either the requisites for this course or written special permission from your Dean to enroll in this course. If not, you will be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COURSE MATERIALS

Information about course materials will be provided by the instructor.

CLASS POLICIES

Late Assignments and missed tests or exams.

If you do not submit an assignment on or before its due date or if you miss a test or exam ***you will receive a grade of zero.*** Exceptions will only be granted if accompanied by an official accommodation. Do not ask for special accommodations unless you can support these with documentation.

Back Up Your Work.

You are responsible for ensuring that all of your coursework is backed up. Services such as Dropbox or Google Drive are just a few “cloud storage” options. You can copy your data to a USB stick, burn a CD or DVD, email it to yourself, or even print it! “Computer issues” will not be accepted as a valid reason for missing any course assignments.

Office Hours

Office hours are not “drop in,” they are by appointment. Before coming to my office hours students are required to *email me by the **Friday*** before my office hour to note their intention to attend and with the specific reasons for their visit. This way, I have time to prepare and can give your questions and concerns the attention they deserve before meeting with you.

Devices

Do not use laptops in this class (unless you have official accommodations from SDC). They are distracting both for you and those around you. Take notes in the traditional way and transcribe them later. This will help you retain information. You will also be able to give the course material your full attention and participate in class discussions. Keep your mobile phones off.

Audio Recording/Online Streaming/Video Calling/Photography

Audio recording, online streaming, video calling, photography, and other such means of “capture” are ***absolutely prohibited*** in this class without express written accommodations.

Electronic Communication

1. Communicate with me *only* through your @uwo.ca email account. Do not use the OWL messaging system or your personal email.
2. Do not expect immediate responses to your emails.
3. Include a descriptive subject. Not “Course Question,” “Help,” etc. Include the course number and section.
4. Use a salutation: “Hello Professor,” “Hello Paul,” etc. are appropriate; “Hey,” “Wassup?,” and similar are not.
5. Use proper grammar, spelling, sentence and paragraph structure and punctuation. Use capital letters where conventionally appropriate (i.e. at the beginning of sentences), use spaces where conventional (i.e. after punctuation), do not use “text speak” (abbreviations, acronyms, etc.)

6. Be polite: say please and thank-you.
7. Sign off your email with your first and last name and student number.
8. Do not email with enquiries about a due date on that (potential) due date.
9. Do not email with questions about an assignment within the week that the assignment is due.
10. Do not email with enquiries of a technical nature. “This won't open on my laptop,” “I can't download...” are not problems that I can solve

METHODS OF EVALUATION

Test (February 28)	35%
Written Assignment (April 9)	30%
Final Exam (TBA)	35%

Test & Exam (35% each, Feb. 28 and TBA)

The test and exam will include multiple choice and short answer questions. They will be cumulative from the first class and include material from the course readings, lectures, and videos viewed in class. The first test will take place during class time and be 1h 50m in duration, the exam will take place during the final exam period.

Written Assignment (30%, April 9)

Each student will choose a topic from/related to material and concepts covered in the course and present summaries and analyses of three (3) scholarly sources in the topic area. The paper should introduce the topic and indicate why you are interested in this topic. The summaries will be followed by a paragraph of reflection. The introduction, summaries, and final paragraph should each be approximately 250 words.

Course topics include, broadly: media industry economics, representation of gender/class/race, labour and work in the cultural industries, ideology, nationalism, network technologies, and journalism, among others. You do not need to have your topic approved by me.

NOTE: do not write your assignment about Disney and representation. If you are interested in the topic of representation in children's programming, find something different to research than Disney.

The paper *does not require a thesis statement* and is intended only to introduce you to the process of conducting and presenting research in written format.

The assignment must *not* include sources from the course reading list and *must* include three *scholarly* sources related to the chosen topic.

The introductory paragraph should indicate your interest in the topic. Why have you chosen it? Are there scholarly and personal reasons why you find yourself drawn to this topic?

In the final paragraph you should take a moment to reflect on their findings: indicate any thoughts or ideas you now have as a result of the research. Have there been any changes in the

way you think about the topic? Are there specific areas of the research that have piqued your interest?

The completed assignment will be between 1250 - 1500 words (approx. 5 pages), not including the works cited, in 12-point font, and double-spaced. It must include proper citations and a works cited in the MLA style. The works cited is not included in the page count. All sources and ideas referenced in the paper must appear in the works cited, this includes any A/V material that is referenced. If you are not familiar with MLA style, it is your responsibility to learn about it. You must include the word count at the bottom of the last page of writing (before the works cited).

Assignments that do not cite properly will not receive very good marks. Papers that do not include a works cited will receive a zero.

A “scholarly source” has been published for scholarly consumption in a publication that is not usually supported by commercial advertising. Newspaper and magazine articles, blog posts, books written by prominent business people and celebrities, and so forth are not acceptable. Neither are publications that appear to be a part of a wider promotional strategy (i.e. biographies, autobiographies, etc.). *If you doubt whether or not a source is a scholarly one, please forward me the details and I will help you determine this.*

Assignments must be submitted in hard copy. Do not include a title page. Do not include a fancy plastic folder (I'll keep it!).

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2019

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.