

SOCC47H3: Creative Industries

Professor:

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Why did jazz quartets emerge in the early 1940s, and why did rock & roll emerge in 1955? Why do fashion models need to work for clothes in order to earn a living? Why did Thai restaurants pop up across Canada in the early 2000s, and why are Korean restaurants doing so today? When did TV shows become “art”? How do comedians regulate joke theft? Why do all movie tickets cost the same? This is a course about the creation, production, and distribution of culture. While you’re probably familiar with analyzing and evaluating media content as *texts* (e.g. was that a good book? Was this movie better or worse than that movie?), in this course we will be focusing on the *contexts* (i.e. the social, cultural, and economic relations) in which culture is created, produced, and distributed.



Required Texts

All required readings are available on our course Quercus page (you’re welcome!)

Goals and Objectives

*Students will be able to display comprehension of the intersection of the sociology of culture, economic sociology, and organizational sociology as they relate to the creation and production of culture.

*Students will be able to apply theories from these subfields to real-world settings and examples.

*Students will leave the course with an analytic “tool-kit” for studying creative industries and their related markets.

Student Expectations

- Students **will** attend all scheduled meetings on time and prepared.
- Students **will not** falsify illness or injury to themselves, family, or friends if attendance is missed.
- Students **will** complete the readings assigned before class and to a level in which they would feel comfortable leading a group discussion.
- Students **will not** skip the reading, skim the reading, or give up on the reading if they find it initially confusing.
- Students **will** respect each other, and our collaborative learning environment in the course.
- Students **will not** plagiarize.

Assignments and Grade Breakdown:

Reading Quizzes – 10%: Every week at exactly 12 minutes after the hour there will be a reading quiz administered through <https://kahoot.it/>. Students will enter their **first name (as it is on their student ID) and first initial** as their ID (failure to correctly enter your information will result in a zero score). The lowest score from the semester will be dropped.

Research Paper Proposal – 5%: For your research paper you will first submit a proposal. See resources on our course blackboard page for details.

Research Paper First Draft– 15%: You will then submit a first draft of the paper. See resources on our course page for details.

Research Paper Final Draft– 15%: You will then submit a final draft. See resources on our course page for details.

Mid-Term Exam -25%: This will be a mix of multiple choice, fill-in-the-blank, and short answer questions. Some will involve definitions and others will involve paragraph-style answers that ask you to demonstrate understanding of the

material. We will spend time preparing for the exam in class, and we'll go over sample questions along the way to make sure you understand its format.

Final Exam: -30% The final exam has the same format as the midterm exam.

University of Toronto: What Grades Mean

All grading in this course abides by the University of Toronto's grading policy. Fractional final grades will be rounded up from the tenths column (\geq). Save for this standardized adjustment grades will under no circumstances be changed for being "close." The standard grade cut-points can be found at <http://www.writing.utoronto.ca/advice/general/grading-policy>.

In-Class Expectations

Mere "participation" – how much you do or don't talk, sit up or fall asleep – isn't really what most of us want from our students. Instead, most of us hope to see students accept our invitation to "the life of mind" by adopting a "scholarly attitude." Having a "scholarly attitude" involves developing intellectual curiosity and a genuine engagement with the ideas presented in the course. Students with a scholarly attitude take the student role seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, bringing unsolicited materials to share that are directly relevant to the topics being covered, come early and/or stay late to raise their own questions about the material, and generally go above and beyond the requirements of the course. Students who lack a scholarly attitude passively complete the readings and responses, occasionally engage in other activities during lecture (playing with phones, texting, daydreaming, and so on), and are primarily concerned with obtaining a particular grade in the course. Having a "scholarly attitude" is rewarded in many small and large ways.

Cellphones and Laptops in Class

Cellphones should be turned off or to vibrate. When facing the board laptops allowed to the furthest left side of the room. If there are no more seats available all the way to the left, please sit one-row over. If you are using a laptop and there are still seats to your right, I will ask you to move over.

The reason for this policy is because a wealth of research suggests that both directed and non-directed laptop use in post-secondary education significantly weakens student performance. The effect is large enough to drop the user's grade from a B+ to a B-. For directed use, the speed of typing on a laptop prevents students from processing and adjudicating main points in the note-taking process, thereby weakening their knowledge acquisition and retention. Hand-writing your notes is better for your grasp and retention of material.

Assorted Policies having to do with Email

Email is a good tool for information or a question that requires two or less sentences to communicate, and two or less sentences to answer. For anything longer than this please speak to me during the break, before or after class, or during office hours. Email the TA with any questions about the course. Questions that are not emailed to the TA will either be forwarded to the TA or deleted. Questions that are answered in the syllabus will be responded to with the word "syllabus." Your emails will be responded to within 48 hours, not including weekends. If your question has not been responded to in 48 hours, please forward it to me after that period. Do not expect a response outside of normal business hours (e.g. a question emailed on Friday night will be responded to by the end of the working day on Tuesday).

Late Work Policy

Late work without a medical exemption form from the registrar that has been filled out by your medical professional will, in all cases, be docked 1/2 grade (e.g. "A" to "A-") for each 24 hour period it is late, and starting at the time it is due.

Turnitin

Students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Writing Standards

Writing is an important skill that can be used to communicate effectively. As is the case with any skill, one gets better with practice. The UTSC Writing Centre is an excellent resource available to every UTSC student. I suggest that students

make use of this valuable resource. Please look at the link:

http://www.utoronto.ca/courses/calendar07/Writing_at_U_of_T_Scarborough.html#

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>).

AccessAbility Services

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please approach AccessAbility Services as soon as possible and keep me in the know about how this develops. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations at 416-287-7560 416 or email ability@utsc.utoronto.ca. The sooner you let them know your needs, the quicker you can obtain help in achieving your learning goals in this course. The AccessAbility website is <http://www.utoronto.ca/~ability/>.

Feedback on our Course

I value and seek your feedback on our course. To that end, I will distribute a mid-term evaluation near the halfway point of the course to hear from you anonymously. This assists me in making any necessary adjustments in my teaching practice for the rest of our time together.

Possible Changes to the Syllabus

Every class is a bit different. As a result, unforeseen problems may emerge, and we may have to adjust the syllabus as we go. Over the term the syllabus may change. Make sure you are staying up to date on our course site.

On Grading Curves:

Although typically not done, the professor reserves the right to curve final grades upwards or downwards based on historic curves and averages.

Statement of Acknowledgement of Traditional Land

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Date	Assignments	Due
Sep 3 Welcome to the Course	N/A	
Sep 10 The Commerce of Art, The Art of Commerce	<p>Academic: Peterson, Richard A., & Anand, N. 2004. "The Production of Culture Perspective." <i>Annual Review of Sociology</i>, 30, 311-334.</p> <p>Peterson, Richard. 1990. "Why 1955? Explaining the Advent of Rock Music." <i>Popular Music</i> 9(1): 97-116.</p> <p>Popular: Felten, Eric. 2013. "How the Taxman Cleared the Dance Floor" March 17, 2013, <i>The Wall Street Journal</i>.</p> <p>Listen: Book Riot's <i>Annotated</i>: "Saving Shakespeare" March 19, 2018 https://goo.gl/LBi9bA</p>	
Sep 17 What to do When Nobody Knows Anything	<p>Academic: Bielby, W. T., & Bielby, D. D. 1994. "All Hits Are Flukes": Institutionalized Decision Making and the Rhetoric of Network Prime-Time Program Development. <i>American Journal of Sociology</i>, 99(5), 1287-1313.</p> <p>Popular: Lindbergh, Ben, and Rob Arthur. 2018. "When do TV Shows Peak?" July 31. <i>TheRinger.com</i></p> <p>Cieply, Michael. 2014. "Life and Near Death of a Miramax Script." December 24, <i>The New York Times</i>.</p> <p>Listen: Harvard Business School's <i>The Business</i>: "Making Big Bets: How Blockbuster Strategies Work" Feb 12, 2015 https://goo.gl/6FfBF3</p>	Assignment #1 (paper proposal) submitted on Quercus
Sep 24 The Ups and Downs of Being an Artist	<p>Academic: Sgourev, S. V., & Althuisen, N. 2014. "Notable" or "Not Able" When Are Acts of Inconsistency Rewarded? <i>American Sociological Review</i>, 79(2), 282-302.</p> <p>Popular: Kaufman, Leslie. 2014. "Chasing Their Star, on YouTube." February 1, <i>The New York Times</i>.</p> <p>Tierce, Merritt. "I Published my Debut Novel to Critical Acclaim -and Then I Promptly Went Broke" <i>Marie Claire</i>, Sep. 16, 2016.</p> <p>Listen: KRCW's <i>The Business</i>: "John M. Chu and Kevin Kwan on the Crazy Gamble of 'Crazy Rich Asians.'" Aug 13, 2018 https://goo.gl/pjeGTU</p>	
Oct 1 A Worm's Eye View	<p>Academic: Becker, Howard S. 1974. "Art as Collective Action." <i>American Sociological Review</i> 39(6): 767-776.</p> <p>Popular: Matson, Andrew. "This Beat's for You: The Making of Drake's 'Furthest Thing'" NPR's <i>The Record</i>. Oct. 2, 2013.</p> <p>Allen, Emma. "How the Upright Citizens Brigade Improvised a Comedy Empire." <i>The New Yorker</i>. Sep. 5, 2016.</p> <p>Listen: <i>Song Exploder</i>: "The Roots 'It Ain't Fair (feat. Bilal)" Jan 3, 2018 https://goo.gl/EBqp8n</p>	
Oct 8 Midterm Exam	In-Class Midterm	
Oct 22 A Bird's Eye View	<p>Academic: Bourdieu, P. 1983. "The Field of Cultural Production, or: The Economic World Reversed." <i>Poetics</i>, 12(4-5), 311-356.</p> <p>Popular: Schraf, Sarah. 2016. "The Campaign to Make You Eat Kimchi." July 26, <i>Priceonomics.com</i></p> <p>Harris, Mark and Kyle Buchanan. 2016. "Is There Even Such Thing as 'Oscar Bait?'" <i>New York Magazine</i> Oct 31.</p> <p>Listen: <i>Planet Money</i>: "Episode #650: The Scariest Thing in Hollywood" Sep 11, 2015 http://goo.gl/BM7NAq</p>	
Oct 29 Fabricating Authenticity	<p>Academic: Hahl, O. 2016. "Turning Back the Clock in Baseball: The Increased Prominence of Extrinsic Rewards and Demand for Authenticity." <i>Organization Science</i>, 27(4), 929-953.</p> <p>Popular: Francis, Lam and Eddie Huang. "Is it Fair for Chefs to Cook other Cultures' Foods?" June 5, 2012, <i>Gilt Taste</i>.</p> <p>Butler, Oobah. "I Made My Shed the Top-Rated Restaurant on TripAdvisor." <i>Vice</i> December 6, 2017.</p> <p>Listen: <i>Planet Money</i>: "Episode #764: Pub in a Box" April 12, 2017 https://goo.gl/1XQm8M</p>	Assignment #2 (first draft of paper) submitted on Quercus

<p>Nov 5 Insiders and Outsiders</p>	<p>Academic: Reilly, P. 2018. No Laughter among Thieves: Authenticity and the Enforcement of Community Norms in Stand-Up Comedy. <i>American Sociological Review</i>, 0003122418791174. Popular: Nathanson, Jon. "Why Movie Critics Hate Tyler Perry" Nov 1, 2013, <i>Priceonomics.com</i> Hickey, Walt. 2014. "The Dollar-and-Cents Case Against Hollywood's Exclusion of Women." April 1, <i>FiveThirtyEight.Com</i>. Listen: <i>Sage Sociology</i>: "ASR: Insiders, Outsiders and the Struggle for Consecration in Cultural Fields: A Core-Periphery Perspective" May 6, 2014 https://goo.gl/5By2Uc</p>	
<p>Nov 12 Stacking the Deck</p>	<p>Academic: Selections from Rossman, Gabriel. 2012. <i>Climbing the Charts</i>. Princeton, NJ: Princeton University Press. Popular: Powell, Austin. 2018. "Inside the booming black market for Spotify Playlists" <i>The Daily Dot</i> March 12 Hickey, Walt. 2016. "Men are Sabotaging the Online Reviews of TV Shows Aimed at Women." May 18, <i>Fivethirtyeight.com</i>. Listen: FiveThirtyEight's <i>What's the Point</i> "#18: That's Just, Like, Your Opinion, Man." https://goo.gl/NDnLP9</p>	
<p>Nov 19 Pricing the Priceless</p>	<p>Academic: Mears, Ashley. 2011. "Pricing Looks: Circuits of Value in Fashion Modeling Markets," in Aspers & Beckerts <i>The Worth of Goods</i>: Oxford University Press. Popular: Thompson, Derek. 2012. "Why Do All Movie Tickets Cost the Same?" January 3, <i>Atlantic Magazine</i>. Weingarten, Gene. 2007. "Pearls Before Breakfast" April 8, <i>Washington Post</i>. Listen: <i>Planet Money</i>: "Kid Rock Takes on the Scalpers" June 27, 2013 http://goo.gl/71rdJU</p>	
<p>Nov 26 Why Nobody Knows Anything</p>	<p>Academic: Salganik, Matthew J, and Duncan J Watts. 2008. "Leading the Herd Astray: An Experimental Study of Self-fulfilling Prophecies in an Artificial Cultural Market." <i>Social Psychology Quarterly</i> 71(4): 338-355. Popular: LaPorte, Nick. 2015. "An Oral History of How 'Game of Thrones' Went from Crazy Idea to HBO's Biggest Hit." April 10, <i>Fastcompany.com</i> Goldenberg, David. 2016. "The First "My Big Fat Greek Wedding" was the Blockbuster Nobody Saw Coming." March 23, <i>Fivethirtyeight.com</i> Listen: <i>Revisionist History</i>: "Episode 07: Hallelujah" https://goo.gl/A7jnWa</p>	<p>Assignment #3 (second draft of paper) submitted on Quercus</p>