

CRI 830 • Youth Cultural Production • Winter 2018

Professor	Dr. Miranda Campbell
Section/Time/ Classroom	TRS 2019, Tuesdays, 12-3pm
Email	miranda.campbell@ryerson.ca
Phone	X 3519
Office	RCC 313
Office Hours	TBA

Only Ryerson e-mail accounts to be used for communication between faculty and students.

Course Description

Youth Cultural Production will examine the rise of youth creativity as an influencer of the creative industries. The course surveys differences between emerging and established forms of cultural production and investigates how the creative energies of young people might be best supported. Students will base one course project on the study of their choice of a prominent youth working today in the creative industries and will then suggest what lessons might be applied more widely from this study. Additionally, students will develop their own product or service for the growing youth market and exhibit this proposal at an end-of-semester symposium.

Course Objectives

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

- Identify differences between emerging and established directions in the creative industries and define major trends in youth cultural consumption and production (1aP)

- ❑ Analyze media representations of youth and evaluate how these representations contribute to a defining what “youth” means at the societal level; organize these representations thematically in an archive format as a class (1aP; 4cP; 6b+dP)
- ❑ Analyze how cultural and educational policies might support emerging and youth-led creative activities (1aP)
- ❑ Develop their own solutions to supporting and targeting youth creativity through business proposals or other initiatives (1bP; 2bP; 3cP)
- ❑ Lead their peers in a discussion on a topic related to youth cultural production, using a case study to illustrate the topic with practical examples (4aR)
- ❑ Analyze in writing how eminent youth creative workers illustrate broader emerging trends in the creative industries (4bP; 5aP)
- ❑ Understand how social inclusion might be better fostered through supporting youth creativity (10I)

Required Readings and Resources

TBD through class discussion in Week 1

Assignments, Evaluation, Marking

Assignment	Brief Description	Due Date Start of class unless noted	% of Final Grade
#1	Contribution to media archive of representations of youth	February 13	15
#2	Seminar leading	Scheduled by student	15
#3	Seminar essay	Two weeks after seminar presentation date	20
#4	Youth-focused business or initiative: proposal / completed project	March 20 / April 10	5 / 15
#5	Symposium presentation	April 10	15
#6	Weekly quizzes, learning journals and participation	Throughout the term	15

Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L.

❑ Assignment #1

Contribution to media archive of representations of youth

- This course will open by surveying representations of youth in the media and in the creative industries in order to understand common ways of understanding what the social category of “youth” means. As a class, students will collectively decide on categories in representations of youth and construct an archive of these representations. Class time will be allocated to working on this project. The archive will also be exhibited at the end-of-semester symposium. Students will be assessed on the quality of their contributions to the archive and their role in participating in collaborative decision-making process about the structure and presentation of the archive. Students will submit a one-page self-reflection about their contributions.

❑ Assignment #2

Seminar Leading

- In small groups (max 3), students will be responsible for guiding the class discussion in one week of their choice. Students will prepare a 1) case study (an event, incident, occurrence) that illustrates an example of the main ideas from the reading; 2) a presentation of eminent youth creators working in the field connected to the topic and 3) discussion questions for the class on the reading and its application to the case study / eminent youth. Each student in the team should present a different example of an eminent youth, but the case study and discussion questions can be presented collaboratively. Students will be assessed on the appropriateness and thoroughness of their choices of case study / youth and discussion questions.

❑ Assignment #3

Seminar Essay

- This essay is the written form of the seminar leading exercise. Students will write an argument-driven paper that makes connections between the case study and the eminent youth from the seminar leading exercise while also suggesting what lessons might be applied more widely from this youth and case study. Further research on these topics is required. The seminar leading is a group activity, but the essay is an individual activity that should be unique from other students in the group.

❑ Assignment #4

Youth-focused business or initiative

- Through research, students will identify a gap or need in the youth market in the creative industries and propose a product, service, or initiative to address this gap. This project can be geared towards the industry, not-for-profit, or public sectors in the creative industries. Students may choose to complete either a group or an individual project. Projects will be assessed by on their level of innovation, feasibility, and presentation. Final projects can be submitted as written proposal or through an audio-visual means of students' choice.

❑ Assignment #5

Symposium presentation

- Students will present their youth-focused business or initiative at a public symposium. As the focus of this class is on youth-led cultural production, students will be responsible for organizing and promoting this symposium. Class time will be allocated to working on these aspects of the project. Students will be assessed on the quality of their presentations and their contributions to organizing the event. Students will submit a one-page self-reflection about their contributions.

❑ Assignment #6

Weekly quizzes, learning journals and participation

- Expect quizzes or written reflections to take place every class. Class participation means being on time, prepared, and respectfully engaging in class discussion without dominating it. Other forms of class participation include actively taking notes, raising relevant examples, and actively listening to other students.

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;
- Hard copies must be submitted in addition to digital copies on D2L by the due date.
- 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 2016/17 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*