

Аннотация

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|--|--|------------------------|-------|
| Название дисциплины | Креативные индустрии и городские трансформации | | |
| Образовательная программа | Политология и мировая политика | | |
| Тип дисциплины | По выбору | | |
| Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты) | Социология; Качественные методы | | |
| Объем з.е. | 4 | | |
| Объем в часах | Aудиторная работа | Самостоятельная работа | Всего |
| | 32 | 120 | 152 |
| Краткое описание курса | Курс представляет собой введение в основные методики сбора и анализа данных. | | |
| Образовательные результаты по дисциплине | <p>ULO – 6: Able to do research, including the problem analysis, setting goals and objectives, defining the research subject, selecting research methods including its quality control</p> <p>ULO – 7: Able to work in team</p> <p>ULO – 9: Able to think critically and interpret the experience (personal and of other persons), relate to professional and social activities</p> <p>PLO – 2: Student is capable of choosing research methods appropriate for resolving the professional tasks.</p> <p>PLO – 4: Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field.</p> | | |
| Краткое содержание дисциплины | Цель курса - обзор основных методов и приемов, связанных с качественными социологическими исследованиями, касающимися как сбора, так и анализа данных. Курс дает студентам навыки и уверенность в практическом применении всех изученных методов и проведении собственных исследований в соответствии с их академическими интересами. | | |
| Образовательные технологии | Семинары | | |
| Формы контроля | Домашнее задание, экзамен | | |
| Литература | <p><u>Основная</u></p> <ul style="list-style-type: none"> • McRobbie, Angela. Be Creative : Making a Living in the New Culture Industries, Polity Press, 2016. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4353616 <p><u>Дополнительная</u></p> | | |

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|---------------|--|
| | <ul style="list-style-type: none">• Andersson, D., Andersson, Å. E., & Mellander, C. (Eds.). (2011). Handbook of Creative Cities. Cheltenham, UK: Edward Elgar Publishing. doi: https://doi.org/10.4337/9780857936394• Florida, R. (2014). <i>The rise of the creative class--revisited: Revised and expanded</i>. Basic Books (AZ). https://library.books24x7.com/toc.aspx?bookid=49938• Gerhard U., Hoelscher M., Wilson D. (2017) Inequalities in Creative Cities https://link.springer.com/book/10.1057%2F978-1-349-95115-4#about |
| Преподаватель | Маргарита Кулева, старший преподаватель, mkuleva@hse.ru |

Course Syllabus

| Title of the course | | Creative Industries and Urban Change | | | | | | |
|--|--|---|----------------|---------------------|---------------------|-------|--|--|
| Title of the Academic Programme | | Political Science and World Politics | | | | | | |
| Type of the course | | Optional | | | | | | |
| Prerequisites | | Sociology; Qualitative Methods | | | | | | |
| ECTS workload | | 4 | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | Total | | |
| | | 32 | | 120 | | 152 | | |
| Course Overview | | Drawing from classical and contemporary literature on urban studies, social and political sciences, cultural sociology and geography, the course offers an overview of cultural institutions, policies and practices as a tool for urban change and development. A special emphasis is made on creative city politics and its recent criticism. | | | | | | |
| Intended Learning Outcomes (ILO) | | As a result of the course seminar, students will be able to (1) understand and critically discuss topics related to culture and urban development and (2) will improve their skills in evaluation and development of tools and techniques of urban politics. | | | | | | |
| Teaching and Learning Methods | | <ul style="list-style-type: none"> - Reading of original research papers - Classroom group discussion - Development of research design - Film screenings and art-based methods | | | | | | |
| Content and Structure of the Course | | | | | | | | |
| № | Topic / Course Chapter | Total | Directed Study | | Self-directed Study | | | |
| | | | Lectures | Tutorials | | | | |
| 1 | Introduction to critical cultural studies | 38 | 4 | 4 | 30 | | | |
| 2 | Creative industries as city politics | 38 | 4 | 4 | 30 | | | |
| 3 | Creativity and Identity | 38 | 4 | 4 | 30 | | | |
| 4 | Resilience studies and critique of advanced capitalism | 38 | 4 | 4 | 30 | | | |
| Total study hours | | 152 | 16 | 16 | 120 | | | |
| Indicative Assessment Methods and Strategy | | Students are expected to fulfill homework assignments and participate in class discussion, and to present a mini-project as oral exam. The cumulative grade consists of 0,5*class participation + 0,5* homework assignments. The final grade for the course is 0,7*class participation & homework assignments + 0,3 oral exam | | | | | | |

| Readings / Indicative Learning Resources | <p><u>Mandatory</u></p> <ul style="list-style-type: none"> McRobbie, Angela. Be Creative : Making a Living in the New Culture Industries, Polity Press, 2016. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4353616 <p><u>Optional</u></p> <ul style="list-style-type: none"> Andersson, D., Andersson, Å. E., & Mellander, C. (Eds.). (2011). Handbook of Creative Cities. Cheltenham, UK: Edward Elgar Publishing. doi: https://doi.org/10.4337/9780857936394 Florida, R. (2014). <i>The rise of the creative class--revisited: Revised and expanded</i>. Basic Books (AZ). https://library.books24x7.com/toc.aspx?bookid=49938 Gerhard U., Hoelscher M., Wilson D. (2017) Inequalities in Creative Cities https://link.springer.com/book/10.1057%2F978-1-349-95115-4#about | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------|-----|-------|--|---|----|---|---|----|---|---|---|-----------|---|----|--------------|---|----|------------------------|---|---|--------------------------|---|----|
| Indicative Self- Study Strategies | <table border="1"> <thead> <tr> <th>Type</th><th>+/-</th><th>Hours</th></tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td><td>+</td><td>12</td></tr> <tr> <td>Assignments for seminars / tutorials / labs</td><td>+</td><td>20</td></tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td><td>-</td><td>-</td></tr> <tr> <td>Fieldwork</td><td>+</td><td>25</td></tr> <tr> <td>Project work</td><td>+</td><td>25</td></tr> <tr> <td>Other (please specify)</td><td>-</td><td>-</td></tr> <tr> <td>Preparation for the exam</td><td>+</td><td>10</td></tr> </tbody> </table> | Type | +/- | Hours | Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | + | 12 | Assignments for seminars / tutorials / labs | + | 20 | E-learning / distance learning (MOOC / LMS) | - | - | Fieldwork | + | 25 | Project work | + | 25 | Other (please specify) | - | - | Preparation for the exam | + | 10 |
| Type | +/- | Hours | | | | | | | | | | | | | | | | | | | | | | | |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | + | 12 | | | | | | | | | | | | | | | | | | | | | | | |
| Assignments for seminars / tutorials / labs | + | 20 | | | | | | | | | | | | | | | | | | | | | | | |
| E-learning / distance learning (MOOC / LMS) | - | - | | | | | | | | | | | | | | | | | | | | | | | |
| Fieldwork | + | 25 | | | | | | | | | | | | | | | | | | | | | | | |
| Project work | + | 25 | | | | | | | | | | | | | | | | | | | | | | | |
| Other (please specify) | - | - | | | | | | | | | | | | | | | | | | | | | | | |
| Preparation for the exam | + | 10 | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Support for the Course | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials | | | | | | | | | | | | | | | | | | | | | | | | |
| Facilities, Equipment and Software | VGA projector, blackboard | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Instructor | Margarita Kuleva, lecturer at Sociology Department, mkuleva@hse.ru | | | | | | | | | | | | | | | | | | | | | | | | |

Annex 1

Course Content

Classes 1-2

Introduction to critical cultural studies

Basic in sociology of culture and critical cultural studies. How to apply political and social theory to culture. Marx, Adorno, CCCS, Becker, Bourdieu.

Classes 3-4

Creative industries as city politics

A critical history of 'policies of creativity' in the UK and US. The cases of Barcelona and Bilbao. Russian context. Creative city, creative industries, creative class.

Classes 5-6

Creativity and Identity

City branding. Fashion and cultural capitals. Local identities and global markets. Bottom-up and top-down approaches.

Classes 7-8

Resilience studies and critique of advanced capitalism

Critiques of creative industries. Creative labour studies. Gentrification. Art and politics: activist projects in London and Berlin.

Annex 2

Assessment Methods and Criteria

Assessment Methods

| Types of Assessment | Forms of Assessment | Modules | | | |
|----------------------------|----------------------------|----------------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 |
| Formative Assessment | Test | | | | |
| | Essay | | | | * |
| | Report/Presentation | | | | |
| | Project | | | | |

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|----------------------------------|--|--|--|--|---|
| | In-class Participation | | | | * |
| | Other (write appropriate control forms for the course) | | | | |
| Interim Assessment (if required) | Assignment (e.g. written assignment) | | | | |
| Summative Assessment | Exam | | | | * |

Assessment Criteria

In-class Participation

| Grades | Assessment Criteria |
|----------------------|--|
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions. |

Written Assignments (Essay and final exam)

| Grades | Assessment Criteria |
|--------------------|--|
| «Excellent» (8-10) | The text is coherent and structured; analysis follows a theoretical framework and research program; research findings are explicit and correspond with a research question; the implemented analysis is deep, convincing and logical; the main arguments are relevant for the theoretical framework, empirical results are discussed in theoretical terms; the writing is accurate, written in academic English. |
| «Good» (6-7) | The text is coherent and structured; the analysis follows theoretical framework and |

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| | research program; the research findings are explicit and correspond with a research question; an analysis undertaken needs more work: arguments are not logical/relevant to the theory; empirical and theoretical parts do not correspond at the level of conclusions; the writing may contain some mistakes, but more or less adequate. |
| «Satisfactory» (3-5) | The answer structure is not clear; the analysis undertaken is not following the research program; the analysis is not employed at all or very shallow; no methodological reflexion; poor writing. |
| «Fail» (0-2) | An answer wasn't provided; plagiarism; data was faked (at least one of the interviews, observations, etc.) |

Assignment examples.

Seminar – in class participation

‘next seminar will be devoted to creative industries. Your assignment for this class is the following:

- 1) Read a short text on creative industries by the British Council [https://creativeconomy.britishcouncil.org/guide/what-..](https://creativeconomy.britishcouncil.org/guide/what-)
- 2) Read Chapter 2 from Angela McRobbie's book 'Be Creative' (the book is attached)
- 3) Please research a project by Calvert Forum on creative cities in Russia <http://creativecapitalindex.com>

Then divide into three teams:

- a) The Florida team: please present the project in a positive way. Try to sell it to us. Show the importance of creative industries for the economy and people of Russia.
- b) The McRobbie team: please take a critical look at the project.
- c) The Yuri Dud' team: please provide a list of sharp questions for both of the teams.

Each team is to present for 20 min’

Essays:

Both mid-term essay and final exam should have IMRaD structure (Introduction, Methodology, Results and Discussion). Essays can both based on empirical material or theoretical. At least three source from the course content should be used.

The mid-term essay is up to 2500 words, final exam – 6000 words.

Recommendations for students about organization of self-study

Recommendations for written work

The following qualities will be assessed in your written work:

- Coherence: your analysis should follow your research program and be implemented in correspondence with a chosen framework;
- Quality and depth of analysis;
- Methodological reflexivity;
- Quality of data collected and methodological tools developed;
- Quality of your writing (text structure, typos, grammar, and spelling).

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.