

Concept of the Intellectual Lab in Cultural Studies

Title of the Intellectual Lab	<i>The Hipster City is Born. Cultural Production of St Petersburg in the 2000s</i>		
ECTS workload	2		
Total indicative study hours	Directed Study	Self-directed study	Total
	16	12	28
Lab Overview	<p><i>The lab's research is aimed at mapping cultural scene of St Petersburg in the 2000s. Russia didn't avoid the influence of global cultural trends such as policies of creativity ('creative industries,' 'creative city,' 'creative class'), that started with the UK and North America before spreading all around the world. Although those policies were not properly introduced in the Russian Federation by its government, in the 2000s the language and ideologies of creativity were adopted by local cultural producers themselves, mostly in the private sector. Multiple private enterprises combined forms of cultural production (exhibitions, concerts, festivals, screenings) with various live-style activities (bars, fashion retail, coffeeshops). The new cultural agents have not only reshaped the city scape, but helped the groups of cultural active youth to unite in pre-social networks era. The project will combine in-depth interviewing, data science and archival research.</i></p>		
Intended Learning Outcomes (ILO)	<p>Collaboration Students are able to resolve a conflict and to cooperate with group members and take advantage of a group decision as an effective problem-solving activity.</p> <p>Communication Students are able to communicate in impactful ways and to find a well-suited communication channel in varied social, business and economic cases and environment.</p> <p>Creativity Students are able to develop available tools and methods and to apply them for certain cases and challenges. Students can improve projects and concepts by the force of innovative ideas and trend-setting intentions.</p> <p>Critical thinking Students are able to analyze social, business and economic cases through various perspectives and to come to independent decisions based on comprehensive review. Students are able to develop social 'diplomatic' skills that enable them to talk to, and interview people of diverse social origin and identity.</p>		
Learning Resources, methods, assessment			
№	Tasks of the Case		
1	To develop methodological tools for the study ('cultural categories')		

2	Data collection (interviews + database + mapping)
3	Final presentation + written report
Assessment Tools	<ol style="list-style-type: none"> 1. Rules and Criteria of Peer-Review 2. Rules and Criteria of Tutor Assessment (Annex 1) Final grade = Peer review (50%) + Academic Mentor Assessment (50%)
Readings & Learning Resources	<p>Hewison, R. (2014). <i>Cultural capital: The rise and fall of creative Britain</i>. Verso Books.</p> <p>Kuleva, M. (2018). Cultural administrators as creative workers: the case of public and non-governmental cultural institutions in St. Petersburg. <i>Cultural Studies</i>, 32(5), 727-746.</p> <p>McRobbie, A. (2018). <i>Be creative: Making a living in the new culture industries</i>. John Wiley & Sons.</p>
Online Support for the Course	<i>LMS, zoom</i>
Facilities, Equipment and Software	
Academic Mentor	Margarita Kuleva
Lab Tutor(s)	The suggested tutors: Tatyana Tretyakova, Artiom Antoniuk, Julian Sunley, an MA student (Comparative Literature)

Intended Learning Outcomes (ILO) Delivering

Assessment Criteria for Tutors	Collaboration	Communication	Creativity	Critical Thinking
Excellent	Demonstrate effective cooperation with group members, able to support group discussion and have a proactive and initiative role, demonstrate the high appreciation of task's coordination among group members.	Demonstrate engaged and influencing communication with group members and tutor, understanding and respectfulness of different viewpoints, tactful and reasoned explanation of the own standpoint. Able to answer and interpret all questions in detailed and clear way.	Demonstrate the excellent level of understanding of problematic aspects and core items, able to propose original and detailed solutions and methods and look for unconventional approaches, involve flexible approaches in the process of studying the problems and cases.	Answer is fully related to the topic and strongly argued. Alternative and opponent views are critically estimated. Demonstrate excellent evaluation and analysis of various sources of information. The presentation of the own opinion has reasonable logical and complex base.
Good	Demonstrate cooperation with group members, able to participate and support group discussion and appreciation of task's coordination among group members.	Demonstrate engaged communication with group members and tutor, understanding and respectfulness of different viewpoints and tactful explanation of the own standpoint. Able to answer and interpret all questions.	Demonstrate the high level of understanding of problematic aspects and core items, able to propose original solutions and methods and look for unconventional approaches.	Answer is fully related to the topic and argued, but doesn't include critical estimation of alternative views. Demonstrate high-quality evaluation of various sources of information. The presentation of the own opinion has reasonable base.

Satisfactory	Demonstrate feeble cooperation with group members, participation in group discussion only upon request and appreciation of task's coordination among group members.	Communicate with group members and tutor upon the request, but try to understand different viewpoints and explain the own standpoint. Able to answer the majority of questions.	Demonstrate the satisfactory level of understanding of problematic aspects and core items, attempts to propose original solutions and methods.	Answer is generally related to the topic. Demonstrate satisfactory evaluation of the several sources of information and analysis. Presentation of the own opinion is discursive.
Fail	Cannot cooperate with group members and participate in group discussion. Unable to understand the value of task's coordination among group members.	Cannot communicate with group members and tutor and don't work toward the understanding of different group member's viewpoints. Unable to minimize the inconvenience and answer questions.	Demonstrate the lack of understanding of problematic aspects and core items, unable to propose original solutions and methods.	Answer is barely related to the topic, fail to evaluate the sources of information; fail to discuss and analyze practices and perspectives; fail to argue in favor of own opinion.