**Carleton University**

**Winter 2024**

**Bachelor of Global and International Studies**

**GINS 4090 A:**

***Diversification and Representation within Globalized Cultural Industries***

**Prerequisites:** Fourth-year Honours standing in B.G.In.S.

**Tuesdays / 11:35am – 2:25 p.m.**

**Format: In-person**

**Instructor: John Coleman, Ph.D.**

**Email:** [johncoleman3@cunet.carleton.ca](mailto:johncoleman3@cunet.carleton.ca)

**Office: Dunton Tower 2120**

**Office Hours: Tuesdays, 3:00-4:00pm**

**Brightspace Course Page**

**Course outline subject to change before first class**

**I. Course description**: This seminar introduces students to influential ideas in critical theory about contemporary trends underpinning and emerging from diversification in the cultural industries. We will approach these ideas from the perspective of cultural production’s globalized infrastructure and reach. Scheduled readings, meeting discussions, and assignments will focus on: the practice of publishers and media firms searching for new artists and producers of unrecognized acclaim; contemporary diversity initiatives making cultural production more inclusive but also limiting for marginalized artists and authors; debates about opening access to cultural production through making education more accessible; perspectives emerging from humanist and economic interests in favour of diversification in the cultural industries; what specifically constitutes “diversification,” from varying the identities of characters in works to shuffling media company workforce demographics; and the discourses of marketing and promotions – used to globally circulate cultural products – which help to frame the reception of artists and their works in different markets and contexts. We will also read and discuss literary and cultural texts by postcolonial and diasporic creators whose narratives manifest and critique the experiences people can have while waging a political statement through cultural expression.

**II. Preclusions:** None.

**III. Learning Outcomes:**

The purpose of this course is for students to:

* Be introduced to critical theory about contemporary trends underpinning and emerging from diversification in the cultural industries
* Be introduced to relevant foundational ideas in postcolonial literary and cultural theory, critical race studies, and literary and cultural sociology
* Learn about the dynamics of globalized cultural production
* Advance and hone academic research, writing and communication skills

**IV. Texts:**

All required texts will be available on Ares or as a link on the course calendar. The scheduled dates for all of our required readings and activities are on the course calendar.

**V. Course Calendar:**

|  |  |  |
| --- | --- | --- |
| Date | * Readings and Activities | Due |
| January 9 | * Introduction to the course * Course Outline |  |
| January 16 | * Danuta Kean, Introduction to *Writing the Future* * Aria Akbar, “Diversity in publishing – still hideously middle-class and white?” * *Minorities in Publishing* [Episode 85: Jael Richardson](https://minoritiesinpublishing.libsyn.com/episode-85-live-recording-at-techforum-with-jael-richardson) |  |
| January 23 | * Sarah Brouillette, “Postcolonial Writers and the Globalized Literary Market Place” * Claire Squires, “Too Much Rushdie, Not Enough Romance? The UK Publishing Industry and BME (Black Minority Ethnic) Readership” in *Postcolonial Audiences: Readers, Viewers and Reception* * Anamik Saha, “The Rationalizing/Racializing Logic of Capital in Cultural Production” |  |
| January 30 | * Lynnette Hunter and Rebecca O’Rourke, “The values of community writing” * Mark Banks, “Talent, Merit and Arts Education * Simone Murray, selected chapter(s) from *Mixed Media: Feminist Presses and Publishing Politics* |  |
| February 6 | * Clare Barker and Stuart Murray, selected chapter(s) from *The Cambridge Companion to Literature and Disability* * Nathalie op de Beeck, [“Disability Representation in Publishing”](https://www.publishersweekly.com/pw/by-topic/new-titles/adult-announcements/article/92829-disability-representation-in-publishing.html) |  |
| February 13 | * Sonya Dyer, [*Boxed In: How cultural diversity policies restrict black artists*](https://www.a-n.co.uk/research/boxed-in-the-scope-of-diversity-policies-from-the-radical-80s/) * Munira Mirzam. “Aims and contradictions of cultural diversity policies in the arts: a case study of the Rich Mix Centre in East London.” |  |
| February 19-23 | * Winter Break. No classes. |  |
| February 27 | * Anamik Saha, [“Diversity initiatives don’t work, they just make things worse: the ideological function of diversity in the cultural industries”](http://mediadiversified.org/2017/02/16/diversity-initiatives-dont-work-they-just-make-things-worse-the-ideological-function-of-diversity-in-the-cultural-industries/) * Nick Tanner, [“Literary prize bows to pressure over racial discrimination”](https://www.theguardian.com/books/2007/jan/18/news.awardsandprizes) * Anita Sethi, “How We Are Haunted” |  |
| March 5 | * Ute Roschenthaler and Mamadou Diawara, selected chapter(s) from *Copyright Africa: How intellectual property, media and markets transform immaterial cultural goods* * Kennedy C. Chinyowa, “[Revisiting Intellectual Property Rights in African Contexts: A Cultural Democracy Imperative](https://ocul-crl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_2504630785&context=PC&vid=01OCUL_CRL:CRL_DEFAULT&lang=en&search_scope=NewDiscoveryNetwork&adaptor=Primo%20Central&tab=OCULDiscoveryNetworkNew&query=any%2Ccontains%2Cafrican%20music%20industry%2CAND&mode=advanced&offset=0)” |  |
| March 12 | * Graham Huggan, “Prizing Otherness” in *The Postcolonial Exotic: Marketing the Margins* * Dobrota Pucherová , “‘A Continent Learns to Tell its Story at Last’: Notes on the Caine Prize * EC Osondu, [“Waiting”](https://www.guernicamag.com/waiting/) | Reading Response |
| March 19 | * Dobrow, Gidney and Burton, [“Why it’s so important for kids to see diverse TV and movie characters”](https://theconversation.com/why-its-so-important-for-kids-to-see-diverse-tv-and-movie-characters-92576) * Caty Borum Chattoo, “Oscars So White: Gender, Racial, and Ethnic Diversity and Social Issues in U.S. Documentary Films (2008–2017)” |  |
| March 26 | * Anamik Saha, “Locating MIA: ‘Race’, commodification and the politics of production.” *European Journal of Cultural Studies*, vol. 15, no. 6, 2012, pp. 736-752. * MIA, [“Jimmy,”](https://www.youtube.com/watch?v=HBECisSkAu4) * MIA, [“Borders,”](https://www.youtube.com/watch?v=r-Nw7HbaeWY) * Hannah Marie Robbins, [“How we study music: Navigating the whitewash”](https://mediadiversified.org/2017/04/26/music-in-education-a-living-relic-of-western-europes-colonial-mentality/) |  |
| April 2 | * **Research Essay Workshop** * See Brightspace for Resources |  |
| April 9 | * **Essay Drop-In Session –** (Attendance Optional) | Research Essay |

* **Note:** The **Readings and Activities** section of our course calendar lists what you should read before each class meeting.
* Additional reading materials, such as lecture slides, factsheets or review materials, may be posted on Brightspace throughout the course.

**VI. Evaluation**:

**General criteria that influence grading:**

*All work completed for this course will receive a numerical grade that corresponds to the guidelines set out by the Faculty of Public Affairs:*

90-100 – A+; 85-89 – A; 80-84 – A-; 77-79 – B+; 73-76 – B; 70-72 – B-; 67-69 – C+; 63-66 – C; 60-62 – C-; 57-59 – D+; 53-56 – D; 50-52 – D-; Below 50 – F

All term work will be subject to the following general evaluation criteria:

Each student is encouraged to critically engage with course material by expressing clear ideas about assigned readings, lecture material and class discussions.

Furthermore, it is paramount for students to display a genuine attempt at:

1. developing academic reading, writing and communication skills
2. formulating nuanced arguments based on critical engagement with course material

*Aside from the discussion posts and replies, all written assignments designated under “Term Work”* *will be subject to the following evaluative criteria in addition to any particular criteria stated in each assignment’s outline*:

1. Written assignments are to be presented in MLA citation style and format. All references must be cited parenthetically in your prose. Written assignments should be formatted following MLA style (typed, double-spaced, 12 point Times New Roman Font, numbered pages, identification info at top left-hand corner of page one). Students are encouraged to consult the Eighth Edition of the *MLA Handbook*.
2. Where applicable, significant consideration will be paid to:

(a) accuracy in identifying texts, authors and context

(b) effective expression and communication of ideas through proper grammar, spelling, punctuation and sentence and paragraph structure

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Term work:**

* **Reading Response, 15% of the final grade:**

Students will write a reading response based on a text and topic assigned by the instructor. The assignment instructions will be provided in advance of the due date.

* **Group Seminar Presentation, 30% of the final grade:**

In the first week of the course, students will form groups and pick a date to present between Jan 28 and March 26. From the date of their presentation, each group will select at least one of the scholarly articles to present on. Further assignment instructions will be provided at the start of the term.

* **Research Essay, 35% of the final grade**:

Students will write a formal research essay in response to a few writing prompt which the instructor will provide. Further explanation will be provided in the assignment instructions in advance of the due date.

* **Attendance and Participation, 20% of the final grade**

Attendance (0.5%/class up to 10 classes; 5% of the final grade) will be taken at each meeting. Participation (15% of the final grade) will be evaluated through discussion and writing activities students do in and outside of class. Further instructions will be provided at the start of the term.

**Policy on attendance**: To succeed in this course, regular attendance is necessary. It is very strongly encouraged for students to strive to attend each meeting, when students will have the opportunity to participate in discussions and activities.

**Policy on submitting assignments:** All term work is due in digital format on Brightspace on the date and time noted on the course calendar. Submission portals where students can submit assignments will be made available on Brightspace. Assignment instructions will specify the method of submission for each assignment; this will include typing directly in an assignment portal on Brightspace, uploading an assignment as a Microsoft Word .docx or PDF file to an assignment portal on Brightspace, or another method to be specified by the instructor. Submission of an assignment outside of these specifications will not be accepted unless prior arrangements have been made with the instructor. Students are reminded to always keep a saved digital file as well as a hard copy (physical print out) of all assignments submitted.

**Policy on returning graded assignments:** Aside from the Prompt Journal and Research Essay, the instructor will strive to return all graded assignments within two weeks of the due date. The primary methods of returning graded assignments will be via the assignment portal on Brightspace with feedback and/or the grade.

**Late Assignment Policy:** Aside from the Research Essay,after an assignment’s due date, each late assignment will be docked 2% per day up until one week after the due date, after which it will receive a grade of zero.

Late research essays submitted after April 12, 2024 will not be accepted and will receive a grade of zero.

* **Late assignments may not receive written comments or feedback.**

**Policy on Extensions**: Aside from for the Research Essay, extensions for term work will be considered on a case-by-case basis. If a student is aware in advance that an extension will be needed, they must provide the instructor with a valid reason at least one week before the due date, and a new due date may be negotiated.

In emergency circumstances within one week of the due date, the instructor must be made aware of the situation and valid reasons necessitating an extension immediately, and a new due date may be negotiated.

For late assignments to be accepted without being docked late marks, official documentation noting the student’s inability to attend class and/or complete school work, such as a doctor’s note or documentation of a personal emergency, may be necessary.

**Absolutely no extensions will be provided for the Research Essay.**

**Statement on Diversity, Equity, Inclusion and Accessibility:** Diversity is valued in this course. Students from a variety of different backgrounds and walks of life (ages, gender identities, sexual orientations, abilities, socioeconomic statuses, ethnicities, races, nationalities, religions, and cultures) are to feel included and welcome to share their thoughts and perspectives. Furthermore, students are encouraged to interpret their peers’ perspectives and ideas with respect, and to see our course as a learning environment which values the input of people from diverse backgrounds and places of knowing.   
 A variety of measures will also be made to make our course materials accessible. To request additional measures or alternate assignment submission formats, please contact the instructor at [johncoleman3@cunet.carleton.ca](mailto:johncoleman3@cunet.carleton.ca)

Carleton University is located on the ancestral, unceded land of the Algonquin Nation.

**Content Advisory:** The texts assigned in this course sometimes engage with and directly depict difficult issues, including prejudice, injustices, oppression, violence, and uses of racist or derogatory language. Our class discussions will consider, through a critical lens, the impacts of the kinds of oppression represented in these texts. We will also consider how the texts’ forms of representation can be understood as helping to highlight and critique oppression.

Our discussions will focus on how these authors themselves do not as acts of oppression use derogatory terms or represent cruelty and abuse, but rather to reflect on and critique racism, sexism and other forms of oppression part of people’s lives in the communities they represent in their writing. If you have concerns about reading any triggering sections of our texts, you do not have to do so. Feel free to email the instructor about this at [johncoleman3@cunet.carleton.ca](mailto:johncoleman3@cunet.carleton.ca).

**Policy on Racialized and Derogatory Language:** As they may become the topic of discussions about our texts, the instructor will not vocalize racial epithets or other derogatory terms, and students are asked to comply with this policy. In class discussions and in written work, when quoting passages from assigned texts, simply omit any racist or derogatory terms, or substitute them with a generic term such as “blank.” If you have any questions about the best course of action to take in a given situation, please feel free to email the instructor.

**Policy on lost assignments:** If a student claims to have submitted an assignment and the instructor has not received the assignment, the student must email the instructor an electronic version of the assignment within two hours of email request by the instructor. Students are reminded to always keep a saved digital file as well as a hard copy (physical print out) of all assignments that are submitted.

**Policy on communicating with the instructor:** The instructor will be available by appointment for Office hours on Zoom. Outside of office hours, the instructor can be contacted by email; from Monday to Friday, the instructor will strive to reply to emails within 24 hours; emails received on weekends or holidays will be replied to on the following weekday that the university is open.

**Statement on Accessibility:** A variety of measures will be made to make our course materials accessible. To request additional measures or alternate assignment submission formats, please contact the instructor at [johncoleman3@cunet.carleton.ca](mailto:johncoleman3@cunet.carleton.ca).

**Statement on Intellectual Property:** The instructor is the copyright owner of all course materials and resources (aside from previously published texts). Aside from for educational purposes associated with this course, any use, reproduction or distribution of course materials or resources can only be done with the instructor’s prior written consent.

**VII. Statement on Plagiarism**

**PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”  This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. According to the Department examples of plagiarism also include the following:

* any submission prepared in whole or in part, by someone else, including the use of generative AI tools (e.g., ChatGPT);
* reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
* using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
* using another’s data or research findings;
* failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
* submitting, in whole or in part, the same assignment already submitted for any course, including this course this term or in a previous term.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

**VIII. Statement on Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources** **(on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**Carleton Resources:**  
• Mental Health and Wellbeing: <https://carleton.ca/wellness/>  
• Health & Counselling Services: <https://carleton.ca/health/>  
• Paul Menton Centre: <https://carleton.ca/pmc/>  
• Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>  
• Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>  
• Equity & Inclusivity Communities: <https://carleton.ca/equity/>

**Off Campus Resources:**  
• Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>  
• Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>  
• Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>  
• Good2Talk: 1-866-925-5454, <https://good2talk.ca/>  
• The Walk-In Counselling Clinic: [https://walkincounselling.com](https://walkincounselling.com/)

**X. Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Informal accommodation due to short-term incapacitation**: Aside from for the Research Essay, extensions for term work will be considered on a case-by-case basis. If a student is aware in advance that an extension will be needed, they must provide the instructor with a valid reason at least one week before the due date, and a new due date may be negotiated.

In emergency circumstances within one week of the due date, the instructor must be made aware of the situation and valid reasons necessitating an extension immediately, and a new due date may be negotiated.

For late assignments to be accepted without being docked late marks, official documentation noting the student’s inability to attend class and/or complete school work, such as a doctor’s note or documentation of a personal emergency, may be necessary.

**Absolutely no extensions will be provided for the Research Essay.**

**Pregnancy obligation**: email the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/)).

**Religious obligation:** email the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](https://carleton.ca/equity/accommodation/religious-observances/).

**Academic Accommodations for Students with Disabilities**: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](https://ventus.carleton.ca/student/) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](https://calendar.carleton.ca/academicyear/). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>