
Course Title	:	Economics of Culture and Creativity
Course Code	:	CLA9005
No. of Credits/Semester	:	3
Mode of Tuition	:	Lectures and Tutorials
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	Creativity and Innovation Cluster
Prerequisite	:	N/A
Instructor	:	Prof. Wang Yonglin, Laura(yonglinwang@ln.edu.hk)
Lecture	:	TBC
Tutorial	:	TBC

I. Brief Course Description:

This course builds a solid foundation for students to apply economic theories to study the arts, culture and the protection of intellectual property rights. Various concepts of "culture" will be explored. Special characteristics and factors that determine the supply and demand of cultural goods and the market structures for cultural goods and productions will be discussed.

The student will be introduced to the concepts of externalities, private and public goods, and various theories of value to illustrate the impact and limitations of cultural policy and public subsidy. The role of culture and cultural heritage in economic development will be explained. Further illustrations will be found in the introduction to the economics of museums and performing arts. The role of the protection of intellectual property rights in the economics of creativity will also be examined.

II. Aims:

The aim of the course is to familiarize students with the fundamental concepts in cultural economics and the economics of creativity. It aims at equipping students with the necessary tools to critically analyze the economic aspects of the creative industries and cultural activities.

III. Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. demonstrate a comprehensive understanding of the basic theories in the economics of culture and related public policies.
2. apply economic concepts to the analysis of creative industries and innovation activities.
3. comprehend and explain the advantages and limitations of the protection of intellectual property rights.

IV. Measurement of Learning Outcomes:

1. The final examination assesses both students' practical knowledge as well as their analytical skills in the topics covered in class. (LOs 1-3)
2. Writing and presentation of term paper test the ability of students working as a team in

researching current developments in creative industries and cultural policy in Hong Kong and elsewhere, and their ability to present and defend their ideas/arguments. (LOs 1-3)

V. **Teaching Method:**

Lectures, tutorial discussions, and presentations.

VI. **Assessments:**

Continuous assessment: 60%

Class participation	20%
Group presentation	25%
Written term paper	15%

Final Exam: 40%

Important Note 1:

Students shall be aware of the University's Academic Regulations for Undergraduate Programmes, point 12.8:

“A student whose accumulated leave of absence exceeds one-third of the term should not be assessed and awarded credits for the courses enrolled in the term.”

VII. **Indicative Contents and Teaching Schedule¹:**

Lecture	Topics
1	Introduction: Some Economic Theories Used in Cultural Economics
2	Economic Organization of Markets in the Creative Industries
3	Production, Costs and the Supply of Cultural Goods and Services
4	Consumption, Participation, and Demand for Cultural Goods and Services
5	Welfare Economics and Public Finance
6	Economics of the Performing Arts
7	Economics of Cultural Heritage and Cultural Policy
8	Economics of Artists' Labour Markets
9	Economics of Copyright
10	Economics of Broadcasting and Book Publishing Industries
11	Economics of Film Industries
12	Economics of Creative Industries

VIII. **Required Readings:**

1. Ruth Towse, *A Textbook of Cultural Economics*, New York: Cambridge University Press, 2010, available online at Library.

Recommended/Supplementary Readings

Caves, R.E. *Creative industries: contracts between art and commerce*, Cambridge, Mass.; London:

¹ Indicative Contents and Teaching Schedule are subject to change.

- Harvard University Press, 2000
- Gingsburg, R.S. and David Throsby, *Handbook of the Economics of Art and Culture*, Elsevier, 2009.
- Guiso, Luigi, Paola Sapienza, and Luigi Zingales, "Does Culture Affect Economic Outcomes?" *Journal of Economic Perspectives*, 20(2), pp. 23-48, 2006.
- Heilbrun, J. and Charles M. Gray, *The economics of art and culture*, 2nd New York: Cambridge University Press, 2001.
- Journal of Cultural Economics*, Published in cooperation with The Association for Cultural Economics International, Springer, US.
- Journal of Economic Development and Cultural Change*, Published by the University of Chicago Press, US.
- Lerner, Josh, Felda Hardymon and Ann Leamon, *Venture Capital and Private Equity: A Casebook*, 4th edition, Wiley, 2009.
- Metric, Andrew, *Venture Capital and the Finance of Innovation*, Wiley, 2006.
- Pratt, A.C. and Paul Jeffcutt, *Creativity, Innovation and the Cultural Economy*, Routledge, 2009.
- Throsby, C. David. *Economics and culture*, Cambridge: Cambridge University Press, 2001.

IX. Assessment Rubrics:

Rubrics for Final Examination (40%)

Dimensions	Excellent (A, A-)	Good (B+ to B-)	Fair (C+ to C-)	Pass (D+, D)	Failure
Demonstrate familiarity with the concepts and theories of economics of culture and creativity (15%)	Able to demonstrate a thorough understanding of the concepts and theories of economics of culture and creativity	Able to demonstrate good understanding of the concepts and theories of economics of culture and creativity	Able to demonstrate basic understanding of the concepts and theories of economics of culture and creativity	Able to demonstrate a limited understanding of the concepts and theories of economics of culture and creativity	Demonstrates an inadequate level of understanding of the concepts and theories of economics of culture and creativity
Apply economic theories to real-world problems relating to culture and creativity (20%)	Demonstrate proficient ability to apply economic theories to real- world problems	Demonstrate good ability to apply economic theories to real- world problems	Demonstrate basic ability to apply economic theories to real- world problems	Able to demonstrate some ability to apply economic theories to real- world problems	Fail to demonstrate the basic ability to apply economic theories to real- world problems
Articulation (5%)	English is consistently excellent	English is proficient with no major errors	English conveys the essential meaning but contains a number of errors	English is below acceptable university standard	English is below acceptable university standard

The final examination be graded according to its specific marking scheme.

Rubrics for group presentation (25%)

	Excellent (A, A-)	Good (B+ to B-)	Fair (C+ to C-)	Pass (D+, D)	Failure
Organization (5%)	Argument is presented in logical, interesting and organized manner	Argument is presented in logical and organized manner	Argument is presented in organized manner	Argument lacks organization, or logic	Presents materials in an illogical way that is hard to understand and boring to watch
Knowledge (10%)	Demonstration of clear analysis and good grasp of knowledge in presentation and responding to questions	Demonstration of good grasp of knowledge in presentation and responding to questions	Demonstration of grasp of knowledge in presentation and responding to questions	Insufficient demonstration of knowledge in presentation and responding to questions	Shows little or no grasp of the topics; includes little or no relevant information from reliable external sources
Presentation aids (5%)	Presentation aids contain practically no grammatical or spelling errors	Presentation aids contain no more than a small number of grammatical or spelling errors	Presentation aids contain many grammatical or spelling errors	Presentation aids contain an extraordinarily large number of grammatical or spelling errors	Does not use any or poorly uses tools (slides/handouts/
Communication skills and quality of English (5%)	Excellent voice, grammar, pronunciation, and eye contact that retain attention	Good voice, grammar, pronunciation and eye contact that retain attention of audience	Fair voice, grammar, pronunciation and eye contact	Poor voice, grammar, pronunciation or eye contact	Presents with weak voice, negative tone, many incorrect pronunciations, bad image

	of audience				
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Rubrics for written term paper (15%)

Criteria	Excellent (A, A-)	Good (B+ to B-)	Fair (C+ to C-)	Pass (D+, D)	Failure
Organization (4%)	--Extremely well organized --Introduces the purpose of the presentation clearly and creatively --Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points --Student presents information in logical, interesting sequence which reader can follow --Ends with an accurate conclusion showing	--Generally well organized --Introduces the purpose of the presentation clearly --Include transitions to connect key points but better transitions from idea to idea are noted --Most information is presented in logical sequence; A few minor points may be confusing --Ends with summary of main points showing some evaluation of the evidence presented	--Somewhat organized --Introduces the purpose of the presentation --Includes some transitions to connect key points but there is difficulty in following presentation --Student jumps around topics Several points are confusing --Ends with a summary or conclusion; little evidence of evaluating content based on evidence --Presentation has several	--Poor organization --Introduces the purpose of the presentation poorly --Uses ineffective transitions that rarely connect points; cannot understand presentation because there is no sequence for information --Presentation is choppy and disjointed; no apparent logical order of presentation --Student's presentation has many spelling	--Non-existent organization --Does not clearly introduce purpose of the presentation --Has no transition with no connection of points; cannot understand presentation because there is no sequence for information --Presentation is choppy and disjointed; no logical order of presentation --Ends without a summary or conclusion

	thoughtful, strong evaluation of the evidence presented --Presentation has no misspellings or grammatical errors	--Presentation has few misspellings and/or grammatical errors	misspellings and/or grammatical errors	errors and/or grammatical errors	--Student's presentation has many spelling errors and/or grammatical errors
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Content: Depth and Accuracy (3%)	--Student provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues --Provides evidence of extensive and valid research with multiple and varied sources --Combines and evaluates existing ideas to form new insights -- Information was completely accurate; all names and facts were precise and explicit	--For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included --Presents evidence of valid research with multiple sources --Combines existing ideas to form new insights --No significant errors are made; a few inconsistencies or errors in information	-- Explanations of concepts and/or theories are inaccurate or incomplete; Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis --Presents evidence of research with sources -- Combines existing ideas --Enough errors are made to distract a knowledgeable reader, but some information is accurate	--Explanations of concepts and/or theories are inaccurate or absent. Thesis not clear; information included that hardly support the thesis --Presents little evidence of valid research --Shows little evidence of the combination of ideas --Information included is sufficiently inaccurate that the reader cannot depend on the presentation as a source of accurate information	--No reference is made to literature or theory. Thesis not clear; information included that does not support the thesis in any way --Presents no evidence of valid research --Shows no evidence of the combination of ideas -- Information included is sufficiently inaccurate that the reader cannot depend on the presentation as a source of accurate information
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Research Effort (5%)	--Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized substantial resources to make project effective	--Did a very good job of researching; utilized materials provided to their full potential; solicited adequate resources to enhance project; at times took the initiative to find information outside of school	--Used the material provided in an acceptable manner, but did not consult any additional resources	--Did not utilize resources effectively; did little or no fact gathering on the topic	--No attempt is made to utilize resources ; did little or no fact gathering on the topic
Citation of sources (1%)	Clear and thorough citations with consistent format	Clear and thorough citations	Some missing citations	Sparse citations	No citations
Creativity (1%)	--Used the unexpected to full advantage; very original, clever, and creative approach that captures reader's attention	--Some originality apparent; clever at times; good variety and blending of materials /media	--Little variation; a few original touches but for the most part material presented with little originality or interpretation	--Bland, predictable, and lacked "zip" repetitive with little variety; little creative energy used	--No variety or creative energy used
Quality of English (1%)	English is consistently excellent	English is proficient with no major errors	English conveys the essential meaning but contains a number of errors	English is below acceptable university standard	English is below acceptable university standard

Rubrics for Participation (20%)

Criteria	Excellent (A, A-)	Good (B+ to B-)	Fair (C+ to C-)	Pass (D+, D)	Failure
Attendance (5%)	Exemplary attendance, present for 90% or more of class sessions. Punctuality is unwavering, with arrival to all lectures and tutorials consistently on time. In the rare event of an unavoidable absence or delay, notice is provided to the instructor proactively and with appropriate justification.	Strong and reliable attendance, maintaining a presence for 80% or more of sessions. Punctuality is the norm, with lateness being an uncommon occurrence. Any necessary absences or delays are responsibly communicated and well-justified.	Adequate attendance, meeting 70% or more of sessions. Punctuality is generally observed, and any absences or instances of lateness are accompanied by acceptable reasons, though communication may not always be proactive.	Minimal attendance, just meeting the threshold at 66% or above. Patterns of presence are inconsistent, and punctuality may be irregular. Justifications for missed time may be provided but are often insufficient or communicated only after the fact.	Attendance is chronically inadequate, falling below 66% and missing over one-third of the course. Absences are frequent and lack solid, timely justification; communication with the instructor is absent or insufficient.
Participate in the discussion (15%)	Actively answer questions raised by the instructor in lectures and tutorials. Volunteers timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments	Volunteers comments, most are relevant and reflect some thoughtfulness, may or may not lead to other questions from students	Occasionally participates and offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Rarely participates and offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Never participates in class discussions and activities; only passively responds even when invited

Active Listening (5%)	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	Listens to others most of the time, may not stay focused on other's comments or loses continuity of discussion	Disrespectful of other when they are speaking	Ignores others' remarks	Ignores others' remarks
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Important Note 2:

Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarized ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty. Students are required to submit writing assignment(s) using Turnitin.

Important Note 3:

Students are required to submit writing assignment(s) using Turnitin.

Important Note 4:

To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <http://pla.ln.edu.hk/>

Annex A

Supplementary Requirements and Information about the Presentation and the Term Paper

An oral presentation and a term paper discussing one of the selected topics will assess students' overall understanding and applications of concepts and theories in cultural economics introduced in the course.

1. Oral presentation (Group Work):

Each group will deliver a 30-minute presentation on the chosen topic. Please note the following requirements.

- 1.1. Each student should participate in the presentation.
- 1.2. The presentation will be graded **according to the individual's performance**
- 1.3. The presentation should be well-structured and include, but not be limited to, the following elements:
 - i. Title
 - ii. Introduction
 - iii. A comparative analysis of the chosen cultural sector's development or outlook across different countries or regions.
 - iv. A relevant case study or real-world examples, with an analysis of the underlying economic principles at work.

2. The term paper (Individual Work):

Following the presentation, each student must independently write and submit a term paper on their group's chosen topic. This paper should serve as a detailed and systematic extension of the presentation. The paper must provide an original economic analysis of the chosen creative industries and cultural activities, written in your own words.

- 2.1. The paper must be 1,000–1,200 words (excluding references), formatted in 12-point Times New Roman font, double-spaced.
- 2.2. All sources must be properly cited using a consistent academic style.

Remarks:

- 1) The soft copy must be submitted to Moodle and must be checked against plagiarism using Turnitin. The similarity rate cannot exceed 20%.
- 2) The term paper should be submitted to Moodle before the specified deadline. There will be no extensions. Late submission will be given zero mark.
- 3) If AI-enabled tools were used in completing the term paper, students should declare their use and reflect on the process. Students should indicate which Generative AI tools they utilised and explain how the generated materials have been incorporated into their submitted work. The submitted assessments should include the following declaration:

Suggested format	Example
I acknowledge the use of [1. insert AI system(s) and link] to [2. specific use of Generative artificial intelligence]. I entered the following prompts: [3. list of prompts]. The output from the Generative AI was [4. Explanation of use].	I acknowledge the use of [1] ChatGPT (https://chatgpt.ln.edu.hk/) to [2] generate the research information for this assessment. I entered the following prompts: [3] “Write a 50-word academic summary of Lingnan University using an academic style with references and in-text citations.” The output from the Generative AI was [4] adapted and modified for the final response.

Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.