Course description form (syllabus form) – for 1st and 2nd cycle studies

**A. General data**

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| **Name of the field** | | **Content** |
| Course title | | **The European Multimedia Sector** |
| Organizational unit: | | Faculty of Management |
| Organizational unit where the course is offered: | | Faculty of Management |
| Course ID | | ------------ |
| Erasmus code / ISCED | | 14600 |
| Course groups | |  |
| Period when the course is offered | | **Spring semester** |
| Short description | | Interdisciplinary course on the European Multimedia Sector (EMS) seen as a driver of the digital economy. It looks at economic and media regionalization, globalisation & ‘individualization’ of content and services. The course will consider the internal workings of the EMS, effectiveness of its supervision, power – and lack of power – of regulators facing multimedia gatekeepers, keeping in mind that they are all non EU (mostly from the US but now also from China) and the special conditions of international relations in this field: EU <–> member states <–> 3rd parties.  Among the individual issues covered are: growing competition between ‘professional’ content and UGC; impact of Netflix on the internalisation of content production and consumption; TikTok’s ultra successful entry onto western markets as a competitor to YouTube, the resulting explosion in of a new type of content (TikToks’/shorts); expanding importance of eSports as part of the EMS; China’s Tencent as the global leader in video games; new dangers to consumers eg hidden advertising in social media, fake news and personal data issues; struggle between EU authorities and digital giants such as Google. |
| Type of course: | | **Seminar/conversatory** |
| Full description | | The course covers statistical, social, regulatory, financial and socio-politic issues as well as competition protection within the EMS including recent mergers and acquisitions and vertical integration.  It is divided into 6 parts which focus on   1. social, political and economical importance of the multimedia sphere as the source of professional and user generated content – and the blurring lines between them, as well as its distribution via traditional and new channels; 2. development of the digital economy as a whole and the special importance of the multimedia sector as its key driving force; 3. how the European Multimedia Sector operates including recent steps to control the power of ‘foreign’ forms. Considered here will be statistical data (DESI); socio-political changes resulting from COVID-19 incl. its impact on media firms and business models (eg Disney vs. cinemas); and changes to content consumption patterns (eg free vs. paid for content); 4. removing national rules that hinder Multimedia integration that harm consumers and multimedia firms (EU rules on free movement of services; andrepeatedly revising EU law to cover changing Multimedia markets (Audiovisual Media Services Directive, Digital Markets Act and Digital Services Act); 5. support available to EU Multimedia projects by the EU in a direct manner (EU funding eg Creative Europe) and in an indirect manner (requirements to offer a minimum number of European content on different distribution sites and investment duties placed on multimedia services providers such as Netflix; 6. ensuring that the European Multimedia Sector remains internally competitive in view of globalisation; controlling state aid given by EU member states; and the use of EU competition and merger control rules towards key global firms that shape multimedia – so called digital gatekeepers (GAFAM: Google/ Apple/ Facebook/ Amazon/ Microsoft) as well as major multimedia corporations like Disney or Tencent and technology giants such as Samsung. |
| Prerequisites | Formal | none |
| Initial | The course covers many issues relevant to the development and functioning of multimedia. Students should have empirical knowledge on the state of media in their region as well as practical experience in using new media products and services such as UGC, personal broadcasting, streaming, new forms of advertising (eg brand sponsorship of YouTube channels).  It would be advantageous, but not essential, for students to have some knowledge on the functioning of the European internal market. |
| Learning outcomes | | As a result of the course, participating students will be able to   * Present and defend how they define the multimedia sector and its relationship to the socio-political development * Explain if/why they consider it of strategic importance * Evaluate the different digital parameters as well as factors influencing it (eg the COVID-19 pandemic) * Critically asses the relationship between the EU and its member states eg EUs prioritising integration while its member states want to prioritise national champions * Identify key issues which are subject to regulation on the internal market in the multimedia sphere (eg rules on advertising on-line or new means of protecting children) * Explain the importance of using EU competition rules towards key multimedia companies, such as Google or Facebook, that have the potential to shape the state and future of the entire (European) multimedia market * Perceive the difference between the competences of the EU, its member states and foreign players in the multimedia sphere and the resulting dangers to individual viewers/users and society overall |
| ECTS credit allocation (and other scores) | | 2 |
| Assessment methods and assessment criteria | | * **Students are obliged to participate in all 14h of the lecture** (via Zoom) * **Each student must submit a final essay** due at the end of the spring semester on a specific topic directly relevant to the content of the course; * **All essays must fulfil all qualitative and quantitative criteria specified in the syllabus** * Participating students will receive a comprehensive list of topics which fulfil the content criteria eg: product placement in personal broadcasting; new job opportunities eg TikToker/online manager; (ab)use of consumers by media giants such as Google; dealing with personal data concerns in Facebook/Instagram; censorship of content; media capture; fake news etc; * **Mimimum lengh of original writing is set at 3500 words** – not including direct quotes - maximum lengh of original writing is set at 5500 words * **All essays must be written from the perspective of their author (student) explaining why and how the chosen topic is relevant specifically to them** * Mostly descriptive essays will be graded between grade 3 and 4, depending on relevance and the level of detail included; * to achieve grade 4+ and above, essays must contain a fully personalized assessment of the chosen topic * grade 5+ can be achieved if the essay puts the chosen issue in a comparative perspective such as its development over time or in different regions; success of failure of means of dealing with it; future prognosis etc.; * all essays must contain a bibliography and crealy mark quotes   **! All submissions are checked for plagiarism,** if plagiarism is found, the student will fail the course  **! Additional rules on the use of AI will be provided during the course** |
| Examination | | Graded credit |
| Type of class | | Elective, seminar/conversatory  2nd cycle, year 2 (semester 3)  Full time/part time mode |
| Method of implementation of the subject | | Online (Zoom) – links will be provided before the course starts |
| Language | | English |
| Bibliography | | none |
| Internship as part of the course | | no |
| Coordinators | |  |
| Group instructors | | **Dr Ewelina D Sage** |
| Notes | |  |

**B. Detailed data**

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| **Name of the field** | **Content** |
| Group instructors: | **ED Sage** |
| Title | **European Multimedia sector** |
| Type of class: | Elective, seminar/conversatory  2nd cycle, year 2 (semester 3)  Full time/part time mode |
| Learning outcomes defined for didactic method used during the course | As a result of the course, participating students will be able to   * Present and defend how they define the multimedia sector and its relationship to the socio-political development * Explain if/why they consider it of strategic importance * Evaluate the different digital parameters as well as factors influencing it (eg the COVID-19 pandemic) * Critically asses the relationship between the EU and its member states eg EUs prioritising integration while its member states want to prioritise national champions * Identify key issues which are subject to regulation on the internal market in the multimedia sphere (eg rules on advertising on-line or new means of protecting children) * Explain the importance of using EU competition rules towards key multimedia companies, such as Google or Facebook, that have the potential to shape the state and future of the entire (European) multimedia market * Perceive the difference between the competences of the EU, its member states and foreign players in the multimedia sphere and the resulting dangers to individual viewers/users and society overall |
| Assessment methods and assessment criteria for didactic method used during the course | * **Students are obliged to participate in all 14h of the lecture** (via Zoom) * **Each student must submit a final essay** due at the end of the spring semester on a specific topic directly relevant to the content of the course; * **All essays must fulfil all qualitative and quantitative criteria specified in the syllabus** * Participating students will receive a comprehensive list of topics which fulfil the content criteria eg: product placement in personal broadcasting; new job opportunities eg TikToker/online manager; (ab)use of consumers by media giants such as Google; dealing with personal data concerns in Facebook/Instagram; censorship of content; media capture; fake news etc; * **Mimimum lengh of original writing is set at 3500 words** – not including direct quotes - maximum lengh of original writing is set at 5500 words * **All essays must be written from the perspective of their author (student) explaining why and how the chosen topic is relevant specifically to them** * Mostly descriptive essays will be graded between grade 3 and 4, depending on relevance and the level of detail included; * to achieve grade 4+ and above, essays must contain a fully personalized assessment of the chosen topic * grade 5+ can be achieved if the essay puts the chosen issue in a comparative perspective such as its development over time or in different regions; success of failure of means of dealing with it; future prognosis etc.; * all essays must contain a bibliography and crealy mark quotes   **! All submissions are checked for plagiarism,** if plagiarism is found, the student will fail the course  **! Additional rules on the use of AI will be provided during the course** |
| Examination for didactic method used during the course |  |
| Range of content |  |
| Didactic methods | Seminar/conversatory |
| Bibliography | none |
| Group limit |  |
| Time span | February 2024 – May 2024 |
| Location | ZOOM |