



APPLIES TO ACADEMIC YEAR 2014/2015

## **KLS 3541 Book business**

### **Programme**

Bachelor of Arts Management (2. year)

### **Responsible for the course**

Anitra Guddal Figenschou

### **Department**

Department of Communication and Culture

### **Term**

According to study plan

### **ECTS Credits**

7,5

### **Language of instruction**

Norwegian

### **Introduction**

The Book Business is one of our oldest cultural industries. Over the years this has been a business in continuous growth. Especially during the last ten years the amount of publications has exploded because of new technology and cheap product costs. The investments in production are relatively small compared to the net profit for a bestseller. Many are therefore trying their luck in a market with rough margins dominated by only a few large corporations. The three most powerful publishers in Norway are Aschehoug, Gyldendal and Cappelen Damm. Their main characteristic is that they take care of all the steps in the value chain of books, that is: publishing, distribution, book clubs and book stores, as well as the mass market. This means that they attend to all parts of the value chain in the field of literature, from the author to the reader. The dualism between art and commerce is a common theme in the lecturers. There will also be a focus on the challenges of marketing books in an already saturated market.

### **Learning outcome**

#### **Acquired knowledge**

The students are to be aware of all the main players in the book business; publishing houses, book-store chains, book clubs and distribution. Some knowledge about libraries and the mass market for books is also required. The students are to understand the processes of production, economy and communication between the players and their audiences, like PR, sales- and marketing strategies. The student also has to understand the interaction between the national cultural policy and the market and what kind of framework this interaction gives the players in the business.

#### **Acquired skills**

The students should be able to show how different players in the value chain of books are dependent of each other. Being able to describe the economic structures and communications processes is also a requirement. The students are to understand and be able to carry out PR, sales- and marketing tasks in the business. They shall also be able to administrate the creative processes with important content suppliers like authors, illustrators, and designers.

#### **Reflection**

The student has to develop a reflection regarding the artist's creative development, as well as the nation's need for a Norwegian culture and a highly developed Norwegian language, but also the business's need for a healthy economy and growth. The students are to be able to reflect upon and make statements regarding these aspects.

### **Prerequisites**

No specific prerequisites

### **Compulsory reading**

#### **Books:**

Thompson, John B. 2010. Merchants of culture : the publishing business in the twenty-first century. Polity Press

#### **Collection of articles:**

Figenschou, Anitra (red.). 2013. Digital artikkelsamling til Bokbransjen - tilgjengelig på Itslearning

### **Recommended reading**

#### **Books:**

Andreassen, Trond. 2006. Bok-Norge : en litteratursosiologisk oversikt. 3. utg. Universitetsforlaget

Clark, Giles N. and Angus Phillip. 2008. Inside book publishing. 4th ed. Routledge

Einarsson, Kristenn. 2012. En bokpushers bekjennelser. Gyldendal  
Finkelstein, David and Alistair McCleery. 2013. An introduction to book history. 2nd ed. Routledge  
Langeland, Henrik H. 2011. Fortellekunst : håndbok i litterære teknikker. Tiden  
Naper, Cecilie. 2007. Kvinner, lesning og fascinasjon : "bestselgere" i bibliotek og kiosk. Pax

#### Articles:

Einarsson, K., og Stensen, T. 2012. Det digitale bok-Norge. Forleggerforeningen og Bokhandlerforeningen.  
<http://tinyurl.com/7dugwrh>  
Forleggerforeningen. 2012. Digitale veier til leserne. Forleggerforeningen.  
<http://www.forleggerforeningen.no/publikasjoner/rapporter>

#### Other:

Andersson, Sus. 2009. E-boken - lätt att göra, svår att sälja. Stockholm: Svenska Förläggareföreningen.  
<http://tinyurl.com/8vxognj>  
Bjørn-Larsen, A., Løwe, P., Jansson, E., Øgrey, R., og Schiøtz, A. 2008. Digitaliseringsrapport 2008. Hvordan sikre at bokhandelen også blir en handelsplass for digitalt innhold?. Bokhandlerforeningen.  
<http://tinyurl.com/cwkal28>  
Løyland, K., Hjelmbrekke, S., Håkonsen, L., Lunder, T. og Ringstad, Vidar. 2009. Evaluering av Bokavtalen. Bø: Telemarksforskning. <http://tinyurl.com/327fmad>  
Oslo Economics. 2011. Utredning om litteratur- og språkpolitiske virkemidler. Oslo: Utarbeidet for Kulturdepartementet. <http://tinyurl.com/9ba5ajp>  
Rønning, H., Slaatta, T., Torvund, O., Larsen H., og Colbjørnsen T. 2012. Til bokas pris. <http://tinyurl.com/bvtf8jo>  
Siste års bransjestatistikk fra Den norske Forleggerforeningen og Bokhandlerforeningen, kan lastes ned på deres hjemmesider

#### Course outline

- The value chain in the Norwegian book business
- Business models
- History of the business
- The author
- The publishing houses
- The literature
- Distribution channels
- PR, sales and marketing
- The economy of literature
- Digitalization of the literary field
- The reader
- Book business as part of the cultural business

#### Computer-based tools

No specific computer-tools are required in this course.

#### Learning process and workload

The course consists of lectures, student work and student presentations. 30 hours of teaching will be given in the courses topics and 4 hours will consist of student participation. In this course we offer many interesting guest teachers and a visit to one of Oslo's cultural institutions in the literary field.

#### Project paper:

During the first part of the course, the students are to choose a subject and articulate a problem regarding this subject after their own choice, but related to the curriculum. The students are to work in teams, the ideal number of student in one group is three, but the students can also choose to make groups of two or four. At mid-term the groups are to present their subject, problem and thoughts to the rest of the class. The group will get feedback both from their lecturer and their fellow students. Near the end of the semester, some weeks before the deadline for submitting the project papers, the students will get a short guidance from the supervisor. The purpose of this project paper is to involve the students in learning throughout the semester.

Activity	Use of hours
Participation in class 1	30
Participation in class 2	4
Preparations before class	24
Project paper	56
Home work and reading	46
Preparation for final exams	40

<b>Total use of hours recommended</b>	<b>200</b>
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### **Use of hours**

#### **Examination**

The project paper constitutes 60 % of the total grade and a three-hour individual school exam constitutes 40 % of the total grade. The students are to work in teams on their project paper, and the ideal number of students in one group is three, but the students can also choose to make groups of two. At the end of the semester one combined grade will be given.

#### **Examination code(s)**

KLS 35411 – Project paper accounts 60 % of total grade in the course KLS 3541 Book business

KLS 35412 – Written exam accounts 40 % of total grade in the course KLS 3541 Book business

#### **Examination support materials**

No support materials are allowed during the three-hour school exam

All support materials are allowed for the project paper

#### **Re-sit examination**

A re-sit is held in connection with the next scheduled exam in the course.

#### **Additional information**