

Carnegie Mellon  
**Heinz College**

**Master of Entertainment Industry Management**

<p><b>Course Information</b></p>	<p style="text-align: center;"><b>AI AND THE FUTURE OF CREATIVITY IN ENTERTAINMENT</b>          Course Number: 93.882 Section L Fall 2024          Semester Credit Hours: 3 (Pass/Fail)          Fri Aug 30 9:00 – 12:00pm          Fri Sept 27 10:00 – 1:15pm          Sat Oct 26 2:30 – 5:45pm</p> <p>Instructors: Daniel T. Green, Ph.D. <a href="mailto:dtgreen@andrew.cmu.edu">dtgreen@andrew.cmu.edu</a> and Kevin Stein <a href="mailto:kevin@kevinstein.com">kevin@kevinstein.com</a></p>
<p><b>Description</b></p>	<p>Artificial Intelligence or AI is the science of making machines smart. Generative Artificial Intelligence is an AI system that responds to prompts to create new content including images, text, storytelling, music, video, and film. Based on Natural Language Processing models and utilizing neural networks, it can generate these different media formats by identifying patterns and structures within existing data. It is a probabilistic tool. The use of such Large Language Models and machine learning techniques is a game changer in the entertainment industry.</p> <p>This course introduces the use of AI tools specific to the media business and an overview of related moral complexities that you may face as a working professional in the entertainment industry. We will examine the issues that often arise within an industry that places corporate profits and artistic freedom above all else. Through practical application as well as class discussion, we will highlight how AI is transforming the entertainment industry. In particular, the course will address how quickly AI is disrupting traditional business models, intellectual property rights, and studio production as well as creating tension between creative artists, executives, talent, trade unions, agencies, and audiences.</p>
<p><b>Suggested Viewings:</b></p>	<p>The following suggested films relate to the topic artificial intelligence in different ways. As this class only meets three times, you do not have to see these as part of the class, but we do think you would enjoy the film and the topics they present.</p> <p><u><a href="#">2001: A Space Odyssey (1968) Directed by Stanley Kubrick</a></u>          One of the most famous of all movies in general but certainly ahead of its time in relation to science, the film focuses the complexity of man’s relationship with AI. After uncovering a mysterious artifact buried beneath the lunar surface, a spacecraft is sent to Jupiter to find its origins – a spacecraft manned by two men and the supercomputer HAL 9000.  <a href="#">2001: A Space Odyssey - Trailer [1968] HD - YouTube</a></p> <p><u><a href="#">A.I. Artificial Intelligence (2001) Directed by Steven Spielberg</a></u>          Based on the 1969 short story “<a href="#">Supertoys Last All Summer Long</a>” by Brian Aldiss. The film is about a childlike android uniquely programmed with the ability to love and in this case, love forever.  <a href="#">Ex Machina   Official Trailer HD   A24 - YouTube</a></p> <p><u><a href="#">Ex-Machina (2014) Directed by Alex Garland</a></u>          A provocative movie, it was heavily praised for its leading performances, screenplay, visual effects and editing. The film focuses on a manipulative game between an android and the programmer.  <a href="#">Ex Machina   Official Trailer HD   A24 - YouTube</a></p> <p><u><a href="#">I’m Your Man (2021) Directed by Maria Schrader</a></u>          Alma, a woman seeking a relationship on her own terms meets Tom, an attractive and charming android designed to cater to her preferences. However, when Tom’s flawlessness becomes tiresome, Alma questions whether the frustrations and challenges of human relationships are necessary for them to succeed.  <a href="#">I'M YOUR MAN   Official UK Trailer [HD] - In Cinemas 13 August - YouTube</a></p>

<p><b>Suggested Texts:</b></p>	<p><b><u>SUGGESTED ARTICLES (There may be additional handouts in class)</u></b></p> <p>AI Could Help Free Human Creativity by Sheena Iyengar (6.23.23)  <a href="https://time.com/6289278/ai-affect-human-creativity/">https://time.com/6289278/ai-affect-human-creativity/</a></p> <p>Beyond the Hype: The Real AI Revolution Has Just Begun (6.20.24)  <a href="https://www.forbes.com/sites/markminevich/2024/08/20/beyond-the-hype-the-real-ai-revolution-has-just-begun/">https://www.forbes.com/sites/markminevich/2024/08/20/beyond-the-hype-the-real-ai-revolution-has-just-begun/</a></p> <p>The AI Takeover in Cinema: How Movie Studios Use Artificial Intelligence by Neil Sahota (3.8.24)  <a href="https://www.forbes.com/sites/neilsahota/2024/03/08/the-ai-takeover-in-cinema-how-movie-studios-use-artificial-intelligence/">https://www.forbes.com/sites/neilsahota/2024/03/08/the-ai-takeover-in-cinema-how-movie-studios-use-artificial-intelligence/</a></p> <p>This Always-Listening AI Necklace Wants to be your new Best Friend by Nate Berg (7.30.24)  <a href="https://www.fastcompany.com/91163068/this-always-listening-ai-necklace-wants-to-be-your-new-best-friend">https://www.fastcompany.com/91163068/this-always-listening-ai-necklace-wants-to-be-your-new-best-friend</a></p> <p>This might be the most important job in AI (6.21.24)  <a href="https://www.businessinsider.in/artificial-intelligence/news/the-hottest-new-job-in-ai-chief-ethics-officer/articleshow/111904087.cms">https://www.businessinsider.in/artificial-intelligence/news/the-hottest-new-job-in-ai-chief-ethics-officer/articleshow/111904087.cms</a></p> <p>Will A.I. Upend White-Collar Work? Consider the Hollywood Editor by Noam Scheiber (7.30.24)  <a href="https://www.nytimes.com/2024/07/30/business/economy/artificial-intelligence-hollywood-unions.html?smid=nytcore-ios-share&amp;referringSource=articleShare&amp;sgrp=c-cb">https://www.nytimes.com/2024/07/30/business/economy/artificial-intelligence-hollywood-unions.html?smid=nytcore-ios-share&amp;referringSource=articleShare&amp;sgrp=c-cb</a></p>												
<p><b>Learning/Course Objectives</b></p>	<p>By the end of the course, students should be able to:</p> <table border="1" data-bbox="410 968 1417 1535"> <thead> <tr> <th data-bbox="410 968 902 1003">Learning Objective</th> <th data-bbox="902 968 1417 1003">How Assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="410 1003 902 1087">Review current and emergent industry guidelines.</td> <td data-bbox="902 1003 1417 1087"> <ul style="list-style-type: none"> <li>In class discussions</li> </ul> </td> </tr> <tr> <td data-bbox="410 1087 902 1268">Provide a basic understanding of essential tools and capabilities focusing on Perplexity, Claude, Copilot, Gemini, and ChatGPT and the general use of AI in the entertainment industry.</td> <td data-bbox="902 1087 1417 1268"> <ul style="list-style-type: none"> <li>In class discussions</li> <li>Film deliverable</li> </ul> </td> </tr> <tr> <td data-bbox="410 1268 902 1358">Explore AI platforms and software related to film, TV, VR/AR, music, and gaming.</td> <td data-bbox="902 1268 1417 1358"> <ul style="list-style-type: none"> <li>In class discussions</li> <li>Business case studies</li> </ul> </td> </tr> <tr> <td data-bbox="410 1358 902 1446">Investigate the ethical concerns related to using AI in the creative industries.</td> <td data-bbox="902 1358 1417 1446"> <ul style="list-style-type: none"> <li>Class 3 project</li> <li>In class discussions</li> </ul> </td> </tr> <tr> <td data-bbox="410 1446 902 1535">Design and implement a creative project using AI</td> <td data-bbox="902 1446 1417 1535"> <ul style="list-style-type: none"> <li>Class 2 project</li> <li>Class 3 project</li> </ul> </td> </tr> </tbody> </table>	Learning Objective	How Assessed	Review current and emergent industry guidelines.	<ul style="list-style-type: none"> <li>In class discussions</li> </ul>	Provide a basic understanding of essential tools and capabilities focusing on Perplexity, Claude, Copilot, Gemini, and ChatGPT and the general use of AI in the entertainment industry.	<ul style="list-style-type: none"> <li>In class discussions</li> <li>Film deliverable</li> </ul>	Explore AI platforms and software related to film, TV, VR/AR, music, and gaming.	<ul style="list-style-type: none"> <li>In class discussions</li> <li>Business case studies</li> </ul>	Investigate the ethical concerns related to using AI in the creative industries.	<ul style="list-style-type: none"> <li>Class 3 project</li> <li>In class discussions</li> </ul>	Design and implement a creative project using AI	<ul style="list-style-type: none"> <li>Class 2 project</li> <li>Class 3 project</li> </ul>
Learning Objective	How Assessed												
Review current and emergent industry guidelines.	<ul style="list-style-type: none"> <li>In class discussions</li> </ul>												
Provide a basic understanding of essential tools and capabilities focusing on Perplexity, Claude, Copilot, Gemini, and ChatGPT and the general use of AI in the entertainment industry.	<ul style="list-style-type: none"> <li>In class discussions</li> <li>Film deliverable</li> </ul>												
Explore AI platforms and software related to film, TV, VR/AR, music, and gaming.	<ul style="list-style-type: none"> <li>In class discussions</li> <li>Business case studies</li> </ul>												
Investigate the ethical concerns related to using AI in the creative industries.	<ul style="list-style-type: none"> <li>Class 3 project</li> <li>In class discussions</li> </ul>												
Design and implement a creative project using AI	<ul style="list-style-type: none"> <li>Class 2 project</li> <li>Class 3 project</li> </ul>												
<p><b>Assignments</b></p>	<p>There are 3 assignments in the class</p> <ul style="list-style-type: none"> <li>Assignment 1 – An in-class prompt exercise</li> <li>Assignment 2 – A 5-10-page film scene and a visual supporting piece (poster, music, animation) related to the scene. If possible, submission of a synthetic actor (virtual actor) – Due Sept 15 (there will be a handout in class 1 about this assignment)</li> <li>Assignment 3 -Creative Project due Oct 20, 2024 (there will be a handout in class 2 about this assignment)</li> </ul>												

<b>Evaluation Method</b>	While the class is Pass/Fail the focus of the grading will be divided in the following areas:			
<b>Class Participation Rubric</b>	<b>Grading for Class Participation</b>			
	<b>Frequency and Quality</b>	<b>A Grade</b> Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives	<b>B Grade</b> Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.	<b>C Grade</b> Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.
<b>Grading Scale*</b>	A+ 99.0-100% A 94.0-98.9% A- 91.0-93.9% B+ 88.0-90.9% B 84.0-87.9% B- 81.0-83.9% C+ 78.0-80.9% C 74.0-77.9% C- 71.0-73.9%	Exceptional Excellent Very Good Good Acceptable Fair Poor Minimum Passing Failing		

<b>Course/Topical Outline:</b>	<b>Class 1 – Friday, August 30, 2024: 9:00 – 12:00pm</b>		
	Topic	<ul style="list-style-type: none"> <li>➤ Overview of AI Today</li> <li>➤ Brief History of AI</li> <li>➤ Overview of AI in Entertainment</li> <li>➤ AI in film and TV Production</li> <li>➤ Economics of AI</li> <li>➤ Introduction to Prompt Engineering, Formulas, Reverse Prompt Engineering</li> <li>➤ Essential AI Tools</li> </ul>	
	<b>Class 2 – Friday September 27, 2024: 10:00 – 1:00pm</b>		
	Topic	<ul style="list-style-type: none"> <li>➤ AI and Creativity</li> <li>➤ AI uses in Entertainment</li> <li>➤ Problem Formulation</li> <li>➤ Reverse Prompt Engineering</li> <li>➤ Prompt Formulas</li> <li>➤ Project Analysis</li> </ul>	
	Suggested Readings	➤ Choose at least 2 articles from the Box archive...	
	Deliverable	Film Scene and supporting creative	
	<b>Class 3 – Saturday, October 26, 2024: 2:30– 5:30pm</b>		
	Topic	<ul style="list-style-type: none"> <li>➤ Policy and Regulation (Fair Use, Copyright, IP)</li> <li>➤ Bias, Fairness, and Diversity</li> <li>➤ Ethical Considerations</li> <li>➤ Singularity</li> <li>➤ Project Analysis</li> </ul>	
	Suggested Readings	➤ Choose at least 2 articles from the Box archive...	
	Deliverable	In-class presentation - Details shared in class 2	
	<b>Course Policies &amp; Expectations</b>	<p><b>ABSENCES/ TARDY:</b> If you know you are going to be late or have to miss a class, please contact Kevin, Dan, or Mary prior to class via email or leave a message for me at the MEIM Center.</p> <p><b>PARTICIPATION:</b> Class participation, which includes your General Attitude, Communication Skills, Organizational Skills and Creativity and Innovativeness, is weighted heavily in this class</p>	
	<b>Plagiarism and cheating notice</b>	Plagiarism and other forms of academic misrepresentation are viewed as extremely serious matters. Misrepresentation of another’s work as one’s own is widely recognized as among the most serious violations. The violation is clearly flagrant when it occurs as plagiarism on a required paper or as cheating on an examination, including take-home as well as in- class examinations.	

	<p>The punishment for such offenses can involve expulsion from the MEIM Program and Heinz School.</p> <p>Cheating includes, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. Plagiarism (explained below);</li> <li>2. Submission of work that is not the student’s own;</li> <li>3. Submission or use of falsified data;</li> <li>4. Unauthorized access to an exam or assignment;</li> <li>5. Use of a stand-in for an exam;</li> <li>6. Use of unauthorized material in the preparation of an assignment or during an examination;</li> <li>7. Supplying or communicating unauthorized information to another student for use in an assignment or exam;</li> <li>8. Unauthorized collaboration on an assignment. Collaboration must be explicitly permitted by an instructor or for it to be considered authorized;</li> <li>9. Submission of the same work for credit in more than one course.</li> </ol> <p>Plagiarism is the failure to indicate the source of work either with quotation marks or footnotes. The source can be a phrase, a graphic element, a proof, specific language, or an idea derived from the work of another person. Note that material on the web is another person’s work and is therefore equally subject to the rules on plagiarism and cheating as any other source material.</p> <p>Cheating and/or plagiarism on an essay assignment will result in a failing grade (0 points) for that assignment. The essay in which the cheating occurs will not be excluded from the offending student’s assignments included in grade calculations; the points for that essay zero (0) will be factored into the grade. Furthermore, the cheating student’s final grade will be reduced one full letter grade. A cheating student’s final grade will be impacted significantly. In addition, cases of cheating and plagiarism will be submitted to and reviewed by the Dean’s Office; more severe penalties may be imposed, up to and including expulsion from the Heinz School.</p> <p>Academic Dishonesty: Students are expected to maintain the highest ethical standards inside and outside the classroom. Cheating on exams and term papers (i.e. plagiarism and unauthorized collaboration) is obviously discouraged and will be treated appropriately. The usual penalty for violations is a failing grade for the particular assignment in question; however, in some instances, such actions may result in a failing grade for the course.</p>
<p><b>Artificial Intelligence Policy</b></p>	<p>In this class, you are welcome and encouraged to use generative AI programs such as ChatGPT, Perplexity, or DALL-E.</p> <p>Suggested uses include:</p> <ul style="list-style-type: none"> <li>• Brainstorm new ideas.</li> <li>• Develop example outlines or approaches to your work.</li> <li>• Creating loglines</li> <li>• Research topics or generate different ways to talk about a problem.</li> </ul> <p>If you use AI:</p> <ul style="list-style-type: none"> <li>• You must acknowledge the use of AI tools within your work.</li> <li>• You should recognize that large language models often provide incorrect information, fake citations, contradictory statements or incorporate plagiarized materials.</li> <li>• Tools like ChatGTP are not a verifiable of truth or fact.</li> </ul>

Carnegie Mellon University  
**Master of Entertainment Industry Management**  
AI and the Future of Creativity in Entertainment 93882  
Instructors: Dan Green and Kevin Stein  
AI Warm-Up:  
Assignment #1

**Assignment Title**

Warm-Up AI Prompt Engineering Exercise

**Due**

In-class Exercise

**Point of Concentration**

The assignment will allow the student to explore how to best articulate prompts for generative AI

**Assignment Focus/ Background**

An AI Prompt is any form of text, question, information, or coding that communicates to AI what response you are looking for. Adjusting how you phrase your prompt will vary the AI response. For this in-class assignment, you are to generate 3 distinct creative outputs using AI-driven prompts demonstrating the versatility of AI in the creative process.

Prompts are best when they are specific. Avoid using vague prompts. Prompts are not necessarily the same as doing a general internet query. Knowing how to write concise, clear prompts will ensure that any future command for AI will help you receive specific, strong responses.

For example, there is no need to ask AI who the 10<sup>th</sup> President of the United States is. An internet question quickly gives you about 197,000,000 results in 0.37 seconds.

**Internet response:**

*Who was the 10<sup>th</sup> President of the United States?*

“John Tyler became the tenth President of the United States (1841-1845) when President William Henry Harrison died in April 1841. He was the first Vice President to succeed to the Presidency after the death of his predecessor.”

Better to use AI to find out specific details about our 10<sup>th</sup> president using a specific prompt

**AI prompt**

*You are a college professor explaining to master level students who the 10th president of the US was and why this person was important*

“John Tyler held the presidency from 1841 to 1845 and played a significant role in shaping the country during a critical period. Let's delve into his life and his contributions.

**John Tyler's Background:** John Tyler was born on March 29, 1790, in Charles City County, Virginia. He hailed from a prominent Virginia family and received a solid education, which helped him excel in his political career. Before becoming president, Tyler served as a U.S. Representative, a Virginia state legislator, and the Governor of Virginia.

**Assuming the Presidency:** Tyler's presidency was marked by a unique and complex set of circumstances. He became the 10th President in 1841 after the untimely death of President William Henry Harrison, making him the first Vice President to ascend to the presidency due to the death of a sitting president. Tyler's assumption of office tested the limits of the U.S. Constitution and established important precedents for presidential succession.

## Key Contributions:

1. **Annexation of Texas:** One of Tyler's major achievements was his role in the annexation of Texas to the United States in 1845. This was a significant expansion of U.S. territory, though it also intensified debates over the issue of slavery and its extension into new states.
2. **Webster-Ashburton Treaty:** Tyler's administration negotiated the Webster-Ashburton Treaty in 1842, which settled various border disputes between the United States and Great Britain, particularly along the northeastern border with Canada. This treaty helped establish clearer boundaries and promote peaceful relations between the two nations.
3. **Veto of National Bank:** Tyler was known for his strong commitment to states' rights and his belief in a strict interpretation of the Constitution. He famously vetoed attempts to recharter the Second Bank of the United States, demonstrating his dedication to limiting federal power and influence.

**Importance and Legacy:** John Tyler's presidency is notable for the precedent he set in presidential succession, as well as for his efforts to expand the nation's territory and assert states' rights. His presidency also reflected the intense debates over issues such as slavery, economic policy, and the balance of power between the states and the federal government.

Tyler's firm stance on these issues and his determination to uphold his interpretation of the Constitution earned him both supporters and critics. While his presidency was marked by challenges and controversies, his contributions to the nation's growth and the evolution of presidential authority cannot be overlooked.

In conclusion, John Tyler's significance lies not only in his presidency itself but also in the lasting impact of his decisions and beliefs on the trajectory of American history. His legacy continues to be a subject of study and discussion, offering insights into the complexities of the early 19th century United States and its journey toward defining its national identity.

### **Assignment Guidelines**

Your task is to generate three distinct creative outputs using AI-driven prompts, demonstrating the versatility of AI in the creative process. Each prompt will challenge you to think creatively while collaborating with AI tools to produce unique and intriguing results.

- 1 Familiar Prompt
- 2 Interest Prompt
- 3 Random Prompt

You will be given 20 minutes to create and email the prompts to Kevin and Dan. We may share your results in class.