

Syllabus – Spring 2017 – Tuesdays and Thursdays – 11:00am-12:20pm JKP 112- – 3.0 Units

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Course Description

This course provides deep understanding and hands-on experience in the application of digital ethnographic methods to personal and corporate brand management. Students will gain a toolkit of powerful frameworks and approaches through which to problem solve and understand and inform a wide range decisions about social media management and other digital communications strategies.

Skills learned in this course include the collection, coding, and cultural analysis of brand-related multimedia data and interpretation and presentation of research findings and their marketing strategy implications. This course is suitable for all Master-level marketing and management students who want to be able to understand the method and apply its interdisciplinary research insights from all forms of social media data.

Learning Objectives

The Learning Goal of this course is imbue students with practical skills to build, conduct, and interpret basic online cultural research studies in the multifaceted context of contemporary and digital brand management problem-solving and decision-making.

Specific Learning Objectives:

1. Learn to gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative data in social media in the conduct of netnography
2. Learn to use marketing frameworks to identify relevant problems with brands, critically understand the contexts underlying those problems, then successfully balance competing priorities and points of view in devising a solution
3. Learn marketing research creation, interpretation, and strategic use situations characterized by high personal, cultural, and technological ambiguity.
4. Learn to apply netnography as a practical management tool. Practice how to apply novel cultural brandings concepts through skills development in practical netnography assignments. Apply research and analysis tools individually and in work teams to key branding frameworks.
5. Student will develop a cultural approach to brand management and business as well as design novel conceptual frameworks based on research-based evidence and theories.

Required Materials

The required text for this course is:

Kozinets, Robert (2017), *Deep Data: Netnography for Cultural Brand Analysis*, New York: Perga-Torrey Press.

Book chapter will be distributed through the course Blackboard page.

Required readings that are published in journal articles are available online through the USC library system.

Required readings that are single chapters of published books will be shared on the course Blackboard page

Prerequisites and/or Recommended Preparation:

Introductory Marketing Class

Course Notes:

The Internet is a public and social space, and your actions while you do research have real and lasting consequences for yourself and others. Online is Forever. As participative researchers representing this university, you are expected to abide by the ethics code of the University of Southern California and also the specific ones discussed in this class as you undertake the research for this class.

Grading Policies:

Across all assignments, deliverables, assessments, grading in this class will emphasize: (1) clear thinking and writing, (2) critical thinking and writing, (3) a grasp of complex material, (4) an ability to understand scientific methodology and follow its directions, (5) an ability to synthesize empirical data and abstract useful and relevant concepts from it, and (6) the ability to recognize and generate relevant insights. Excellence in this class is marked by consistent outstanding performance in some or all of these aspects. Excellence on these characteristics is usually accompanied by a high degree of intellectual curiosity, motivation, ambition, empathy, and cultural competence.

“A” deliverables, assignments, and projects demonstrate: a keen and honed sense of how to apply marketing research to generate marketing strategy insights from social media data; very clear writing (including supporting facts and figures, including relevant quotes from data and interviews); very strong critical thinking skills; a deep understanding of relevant material and readings (with correct interpretations and reasonable assumptions stated); extraordinary interest in the topic leading to extra effort in additional research work; the exhibition of excellent secondary research skills; nearly flawless following of stated project or assignment directions; strong abstract thinking; genuinely creative thinking; and the presence of directly relevant insights.

“B” deliverables, assignments, and projects demonstrate: a strong sense of how to apply marketing research to generate marketing strategy insights from social media data; clear writing (including supporting facts and figures, including relevant quotes from data and interviews); strong critical thinking skills; a good understanding of relevant material and literature (with correct interpretations and reasonable assumptions stated); reasonable interest in the topic; very good secondary research skills; highly competent flawless following of stated project or assignment directions; good abstract thinking; some creative thinking; and the presence of some relevant insights.

“C” deliverables, assignments, and projects demonstrate: weak writing (more than 4 errors in spelling and grammar; missing supporting facts and figures, not including relevant quotes from data and interviews); poor critical thinking skills; many misunderstandings of relevant material (unsupportable interpretations or unstated assumptions); perfunctory style; failure to follow stated project or assignment directions; lack of abstract thinking; and very little insight.

“D” deliverables, assignments, and projects demonstrate: weak writing (more than 7 errors in

spelling and grammar; missing supporting facts and figures, not including relevant quotes from data and interviews); little to no critical thinking skills; many misunderstandings of relevant material (unsupportable interpretations or unstated assumptions); poor organization; perfunctory style; failure to follow stated project or assignment directions; lack of abstract thinking; and almost no insight.

“F” projects are weak in every dimension mentioned for “D” deliverables, late or not turned in.

ASSIGNMENTS AND GRADING DETAIL

a. Breakdown of Grade

Assignment	Points	% of Grade
Short Individual Written Skills Assignments	60	30
Individual Netnography / Strategy Project	40	20
Team Netnography / Strategy Project	60	30
Team Class Leadership Insight	20	10
Class Participation	20	10
	200	100%

b. Grading Scale

Qualitative Assessment	Numerical Percentage grade	Alphabetical grade	GPA equivalent
Excellent work	96-100	A	4.0
Very strong performance	92-95.9	A-	3.7
Strong performance	88-91.9	B+	3.3
Good work	84-87.9	B	3.0
Satisfactory performance	80-83.9	B-	2.7
Needs lots of improvement	76-79.9	C+	2.3
Weak performance	72-75.9	C	2.0
Unsatisfactory work	68-71.9	C-	1.7
Highly unsatisfactory	64-67.9	D+	1.3
Barely acceptable	60-63.9	D	1.0
Marginally unacceptable	56-59.9	D-	0.7
Unacceptable work	0-55.9	F	0

c. Description of Assignments

Short Individual Written Skills Assignments (60 points)

Throughout the course, you will be required to provide short, written answers to directed questions that help reinforce and develop skills taught in class. The skills you will learn in the assignments are as follows (with points accorded as follows):

1. Deeply answer a few introspection question to authentically align motivation with your personal brand. (10)
2. Make a small change to a Wikipedia page about netnography. (10)
3. Collect, curate and animate some observational data of the social media landscape related to your team project (20)
4. Perform an online interview related to your team project (10)
5. Visually interpret and present a single research insight from your group's data (10)

These skills will be assigned as written work assigned in five short structured written assignments. The assignments are to be completed individually and then submitted via Turnitin. Each one will be graded using a clear rubric. Each assignment counts for 10 points in the class, except for the third one, which counts for 20. In total, the 6 assignments will count for 30% of your total final grade in the course.

Individual Netnography /Strategy Project (40 points)

The individual netnography / strategy project is a small individual netnography focused on the most important brand you will ever manage: your personal brand. You will be led through the project in two in-class workshops that will combine a focus on cultural brand strategy with an initial-dive into netnographic data gathering and analysis. The workshops will be held in Week 4 of the course. Attending these classes will be very helpful for your understanding of and ability to successfully complete the project. The deliverable for this project will be specified in a template that will be distributed during the in-class workshop. The assignment is to be completed individually as a take-home project and then submitted via Turnitin by class start time on February 7th, 2017. It will be graded using a clear rubric and will count for 20 percent of your final grade in the course.

Team Netnography /Strategy Project (60 points)

The team netnography / strategy project is complementary with the written assignments and leads you step-by-step through the creation and presentation of a focused team netnography project. That project is conducted in order to answer a specific marketing question and to find a strategic solution to a branding challenge. The project is focused on rebranding.

As they age, brands lose their cultural energy charge. Part of the project is to find where and how this is true. The project will be thoroughly explained, and you will be randomly assigned your team brand in class on March 9, 2017. Your absence from this class will affect your understanding of the team project. Please try to attend this class alongside your team. Some of the brands that will be considered for rebranding are: Wells Fargo, Chipotle, Blackberry, Peugeot, Campbell's, Martha Stewart, Zynga, and Lululemon.

The three component parts of the individual netnography project are as follows:

- 1) Discover and diagnose the brand challenge, and formulate a netnographic research design and plan to address or answer it
- 2) Conduct iterations of netnographic research, combine them, and offer validated propositions about the cultural sources of the challenges
- 3) Propose marketing strategy solutions that draw directly from the rigorous netnographic research you conducted

The team netnography project counts for 60 points in total. The initial presentation counts for 15 points (split evenly between the written work and the graded presentation). The final presentation counts for 15 points. The final deliverable counts for 20 points. And the remaining 10 points is peer graded performance on the final class role play, as follows:

Each team will prepare their case, then critique others. You will present in one of the four allotted class days. The team will have 15 minutes maximum to present. Then there will be a 5 minute space for a team huddle. Then there will be 15 minutes of role played meeting with the other brand insight customers and constituents in the room. We only have time for 2 presentations per class.

We will have five key roles assumed by five groups (out of the 8). Each group will need to compete for airtime, with the professor chairing the meeting. Groups will follow pre-assigned roles for each of the presentation days and their performance is graded at almost the same level (10 points versus 15) as your own presentation. Any questions or comments actually raised and answered in class must be submitted to the professor before the end of class on the class Facebook page to get credit for it. The roles which will be assumed are as follows:

1. Internal company consumer insight people (your internal liaison);
2. External marketing research agency (that's you, presenting);
3. Advertising planners (the agency's own research and cultural authorities);
4. PR and social media communications firms (with their own agenda);
5. Brand management team (BM and 2-3 ABMS who are in charge of the project)

Team Class Leadership Insight (TCLI) (20 points)

During the second week of class, you will have an opportunity to form a team and choose a date and reading/topic for your Team Class Leadership Insight assignment. This class will form into 8 teams of approximately 4 people each—you can choose your own teams.

Your team will take responsibility for being the “class authority” in leading us through the readings for one class and its core topic, with the express purpose of *adding insight to it*—which is not just summarizing it. First, in consultation with the professor, the group will research and recommend one additional reading for the class. Second, the team will be responsible for promoting their reading and topic using their own social media resources, including but not limited to the course Facebook page. Then, on the day of the class, the team will make a 10 to 15-minute class presentation overviewing the reading and the overall class topic. The members of the team will also be responsible to discussing and helping other students with the readings and topics throughout the class. The overall performance of the team in this class will be graded and count for 20 points (10% of your final grade). Students who are absent from their own class authority presentations will receive a zero, unless other accommodations are made with the professor beforehand.

Class Participation (20 points)

Your Class Participation grade will be assigned based upon: (1) contributions to in-class discussions (quality as well as quantity), (2) contributions to the online Facebook page and other relevant social media regarding the class, and, in terms of quality (3) fluency with and insights on the readings and central course topics, (4) ability to start and maintain interesting classroom and online conversations, and (5) your performance when called upon for the class exercises. Poor attendance (more than two classes missed without reason/permission) will affect your grade. Participation in the course Facebook page is assessed at regular intervals throughout the semester. One sure way to signal your interest in gaining an A grade in Class Participation in this class is to consistently show up to class, consistently read not only the required and the “skim” readings, but also to find and share additional relevant readings, and come to class reliably prepared to explain their significance to the other students in the class. I am happy to discuss your current class participation grade with you at any point in the semester.

Students should expect to spend 3-5 hours per week outside of class in preparation and working on assignments. Class participation counts for 10% of your final grade and is assessed after each class by the professor. Participation also includes participation in the course Facebook page.

Assignment Submission Policy:

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a full grade deduction for each day it is late (for example, if your work is a B+ grade, you will be given a C+ grade if you hand it in within 24 hours of the due date; you will receive a D+ if you hand it in between 24 and 48 hours from the due date, and so on). Late or not, however, you must complete all required assignments to pass this course.

Evaluation of Your Work:

This course does not do any so-called “normalizing” statistical manipulation or bell curving of your grade. You get what you get. This course conforms to the standards set forth in the Marshall Guidelines and described under the grading and evaluations sections of this syllabus.

You should think about my comments and grading scheme carefully before addressing any issue you may have about grading with me. Let me know within five days if you have a grading complaint with an email explaining on exactly what aspect of the paper you need more commentary.

Historically, the mean GPA for graduate elective classes was 3.5. Generally, I will use the average quality of past work among my MBA students, which was also a 3.5, as my guide in grading. However, excellence will be recognized. Because this class is new, there are no historical norms yet. I am hoping to see highly motivated Marketing MBAs, Marketing, Management, Orgs and other PhD students, and others who want to deeply engage with digital marketing methods and build world-class consumer insights.

ADDITIONAL INFORMATION

Add/Drop Process

The last day to add the class or withdraw without receiving a “W” is 24 February 2017. The last day to drop with a mark of a “W” is 7 April 2017.

Retention of Graded Coursework

All hardcopy work which has been graded will be returned to students. Most of this course involves digital only online submission. You will generally have all of your evaluations within one week. If you miss the class where I give your stuff back, that’s on you to remind me to bring it when you come back to class.

Technology Policy

This is a class about technology use. We study it, closeup. We use it to market. We use search technologies as our research technique. However, we have a complete on/off code of ethics. When we are doing exercises, laptop use (not mobile phones, however) is permitted in class and indeed necessary for you to participate in the class. **YOU WILL NEED YOUR LAPTOP EVERY CLASS.** Not for email or Facebook checking, or even LinkedIn or Twitter, but **ONLY AS AUTHORIZED**, for netnographic research and training.

Otherwise, laptop and Internet usage is forbidden. **UNAUTHORIZED LAPTOP USE** is not permitted during academic or professional sessions unless explicitly approved by Prof. Kozinets only.

MOBILE NOT ALLOWED:

- Use of other personal communication devices, such as tablet devices or cell phones, is considered unprofessional and is not permitted during academic or professional sessions
- ANY e-devices (cell phones, tablets, iPhones/iPads, Galaxies, Blackberries, Androids, and other communications devices must be either in airplane mode or completely turned off, unable to ring or vibrate, and stowed away during class time
- Upon request, you must comply and put your device in off mode and stow it away. Face down is too tempting.
- You might also be asked to deposit your devices in a designated area in the classroom.
- **VIDEOTAPING:** Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Academic Integrity and Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook (www.usc.edu/scampus or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. *Relationship and Sexual Violence Prevention and Services* (RSVP) <https://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

Support Systems

Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The *Office of Disability Services and Programs* (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Students with Disabilities

Students need to make a request with Disability Services and Programs (DSP) for each academic term that accommodations are desired. Guidelines for the DSP accommodation process can be found here:

https://sait.usc.edu/academicsupport/centerprograms/dsp/registration/guidelines/guidelines_general.html

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

(https://sait.usc.edu/academicsupport/centerprograms/dsp/registration/accommodationletters_howto.asp)

The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Blackboard

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

COURSE CALENDAR/READINGS/CLASS SESSIONS

Important notes to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.

You can choose your teams. The list of teams is due to the professor by Jan 17, 2017.

Please follow these guidelines for prioritizing readings:

- *READ = first priority (read completely, make some notes, understand, come prepared to discuss); this is considered assigned reading and you will be assumed to have read it fully before coming to class*
- *Skim = second priority (read abstract and some of the text; be familiar with it)*

	Topics/ Daily Activities	Readings and Homework	Deliverables and Due Dates
Week 1 1/10/17	Course Introductions	<ul style="list-style-type: none"> • Course Syllabus (READ) 	
1/12/17	Deep Data	<ul style="list-style-type: none"> • Kozinets (2017), Ch 1 (READ) 	
Week 2 1/17/17	Customer/Consumer Insight <ul style="list-style-type: none"> • Introspection exercise 	<ul style="list-style-type: none"> • Kozinets (2017), Ch 2 (READ) • Hamilton (2016), Consumer-based Strategy, JAMS (read) 	Team members list due to Prof.
1/19/17	Marketing Intelligence and Anthropology	<ul style="list-style-type: none"> • Kozinets (2017), Ch 3 (READ) • Sharp (2009), Competitive Intelligence Advantage, Ch2 (skim) • Mariampolski (2006), Ethnography for Marketers, Ch. 1 (READ) • Stock (2106), Beyond Spam, available online at https://www.bloomberg.com/features/2016-hormel-spam/ (READ) 	Skills Assignment Deliverable 1: Revised Introspection Exercise
Week 3 1/24/17	Cultural Understanding	<ul style="list-style-type: none"> • Kozinets (2017), Ch 4 (READ) • Cayla and Arnould (2013), Ethnographic Stories for Marketing Learning (skim) 	GROUP 1
1/26/17	Cultural Brand Analysis I	<ul style="list-style-type: none"> • Kozinets (2017), Ch 2 (READ) • Holt (2004), How Brands Become Icons, Ch2: How is cultural Branding Different? (skim) • Tybout and Sternthal (1999), Kellogg on Marketing, Ch4: Brand Positioning (skim) 	
Week 4 1/31/17	Cultural Brand Analysis II	<ul style="list-style-type: none"> • Kozinets (2017), Ch 5 • Rapaille (2006), The Culture Code, Ch2: Growing Pains of an 	GROUP 2

		Adolescent Culture (READ) <ul style="list-style-type: none"> Holt and Cameron (2010), Cultural Branding, Ch8: Marlboro—The Power of Cultural Codes (READ) 	
2/2/17	Personal Branding with Netnography I	<ul style="list-style-type: none"> Peters (1997), Brand You (skim) Kozinets and Cerone (2014), Between the Suit and the Selfie (READ) 	
Week 5 2/7/17	Personal Branding with Netnography I	<ul style="list-style-type: none"> Clark, Dorie (2015), Reinventing You, Ch7: Leverage your POD (READ) 	
2/9/17	The Netnographic Context	<ul style="list-style-type: none"> Kozinets (2017), Ch 6 (READ) Shirky (2008), Here comes Everybody, Ch8: Solving Social Dilemmas (READ) Wipperfurth (2005), Brand Hijack, Ch11: The Inner Workings of the Brand Tribe (READ) 	GROUP 3 <i>Deliverable: Individual Netnography / Strategy Project</i>
Week 6 2/14/17	Netnography Explained	<ul style="list-style-type: none"> Kozinets (2017), Ch 7 Netnography: Wikipedia entry, available online (READ) Kozinets (2010), Netnography: the Marketer's Secret Weapon (READ) 	Skills Assignment Deliverable 2: Wikipedia edit proof and explanation
2/16/17	Netnography for Brand Strategy Insight	<ul style="list-style-type: none"> Kozinets, de Valck and Wojnicki (2014), Lost in Translation: the Social Shaping of Marketing Messaging (READ) Kozinets (2014) Social Brand Engagement (READ) Christensen and Olson (2002), Mapping consumers' Mental Models with ZMET (skim) McQuarrie and Phillips (2014), The Megaphone Effect in Social Media: How Ordinary Consumers Become Style Leaders (skim) Thompson, Rindfleisch and Arsel (2006), Emotional Branding and the Strategic Value of the Doppelganger brand Image (skim) 	GROUP 4
Week 7 2/21/17	Netnographahy Team Project Workshop <ul style="list-style-type: none"> Getting your brand assignment Working on 		

	your research question <ul style="list-style-type: none"> Thinking about deliverables on March 9 		
2/23/17	Observation	<ul style="list-style-type: none"> Kozinets (2017), Ch 8 (READ) Emerson, Fretz, and Shaw (1995), Writing Ethnographic Fieldnotes, Chapter 1: Fieldnotes in Ethnographic Research 	GROUP 5
Week 8 2/28/17	Curation and Mapping	<ul style="list-style-type: none"> Munzner (2015), Visualization Analysis & Design (skim) Aiden and Michel (2013), Uncharted: Big Data as a Lens on Human Culture, Ch2: G. K. Zipf and the Fossil Hunters 	
3/2/17	Decoding Social Media Data	<ul style="list-style-type: none"> Miles and Huberman (2014), Qualitative Data Analysis, Chapter 4 Few (2015), Signal, Ch6 	Skills Assignment Deliverable 3: Collected and Curated Observational Data
Week 9 3/7/17	Analyzing Social Media Data	<ul style="list-style-type: none"> Kozinets (2017), Chapter 10 Susan Spiggle (1994), Analysis and Interpretation of Qualitative Data in Consumer Research (skim) 	GROUP 6
3/9/17	Team project presentations and discussion	<ul style="list-style-type: none"> Weissman (2009), The Power Presenter, Chapter 12: Graphics and Narrative (READ) 	Team Project Deliverable: Presentations and Presentation Decks submitted on turnitin
SPRING BREAK			
Week 10 3/21/17	Understanding Customer Engagement (Ethically!)	<ul style="list-style-type: none"> Kozinets (2017), Ch 11 (READ) Lemon and Verhoef (2016), “Understanding Customer Experience Throughout the Customer Journey”, JM (skim) Association of Internet Researchers, (2012), Ethical decision-making and Internet research 2.0: Recommendations from the AoIR ethics working committee, available online at http://aoir.org/ethics/ (skim) 	GROUP 7
3/23/17	Online Interviews <ul style="list-style-type: none"> Short interview workshop/ exercise 	<ul style="list-style-type: none"> Kozinets (2017), Ch 9 (READ) McCracken (1988), The Long Interview, Ch 3: The Four-Step Method of Inquiry (skim) 	
Week 11 3/28/17	Research Web-Pages <ul style="list-style-type: none"> Short design workshop 	<ul style="list-style-type: none"> Kozinets (2015), Netnography: Redefined, Ch 8 	Skills Assignment Deliverable 4: Online Interview

3/30/17	Principles of Cultural Data Hermeneutics	<ul style="list-style-type: none"> • Packer (1985), Hermeneutic Inquiry In the Study of Human Conduct (skim) • Susan Spiggle (1994), Analysis and Interpretation of Qualitative Data in Consumer Research (skim) 	GROUP 8
Week 12 4/4/17	Presenting and Representing Netnographic Findings	<ul style="list-style-type: none"> • Kozinets (2017), Ch 13 (READ) • Leong (2013), SuperGraphic, Ch2 (skim) • Berinato (2016), Good Charts, Ch3: Two questions->Four types (READ) 	
4/6/17	Netnography, Design, and Innovation Communities and Strategies	<ul style="list-style-type: none"> • Kozinets (2017), Ch 12 • Belz and Baumbach (2010), Netnography as a Method of Lead User Identification (READ) • Fuller, Jawecki and Muhlbacher (2007), Innovation Creation by Online Basketball communities (READ) 	Skills Assignment Deliverable 5: Visual Brand Insight
Week 13 4/11/17	The Future of Business, Society, Marketing and Netnography	<ul style="list-style-type: none"> • Kozinets (2017), Ch14 (READ) • McCracken (2009), Chief Culture Office, Ch6: Building a Secret Sneaker Store (READ) • Dyens (2001), Metal and Flesh, Ch2: Life/Machine Osmosis (skim) 	
4/13/17	Netnographic Analysis, Interpretation and Visualization Live workshop	<ul style="list-style-type: none"> • Duarte (2010), Resonate: “The Hero’s Journey Structure” and “Crossing the Threshold” (READ) 	
Week 14 4/18/17	Final Team Project Presentation and Role-play specific feedback, Day 1 of 4		Final Team Presentations Team 1 and 2
4/20/17	Final Team Project Presentation and Role-play specific feedback, Day 2 of 4		Final Team Presentations Team 3 and 4
Week 15 4/25/17	Final Team Project Presentation and Role-play specific feedback, Day 3 of 4		Final Team Presentations Team 5 and 6
4/27/17	Final Team Project Presentation and Role-play specific feedback, Day 4 of 4		Final Team Presentations Team 7 and 8
Final Exam	Project summative		Final Team Netnography /

day/time TBA	writeup due		Strategy Project due
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