**CMGT 586: Entertainment Media: Content, Theory, and Industry Practices**

**Fall 2016**

**Professor: David Craig**

**Email:** [**david@medianation.biz**](mailto:david@medianation.biz)

**Office: ASC 321A**

**Office Hours: 5-6pm before class; email for appointment and state purpose for meeting**

**PURPOSE:** This class maps the new screen ecology of the social media entertainment industry, aka "communitainment". Communitainment describes the rise of multi-platform content creators, e.g., Michelle Phan, Joey Graceffa, PewDiePie, who have harnessed social media platforms, e.g., YouTube, Snapchat, Facebook, to develop global networked fan communities and incubate multiple revenue streams, e.g., advertising and influencer marketing. These conditions have also fostered a new wave of entertainment firms including multi-channel networks, influencer talent agencies, and PR firms, like Maker and Fullscreen. In response, Hollywood is co-evolving, developing new industry practices and engaging in alternative content innovation. These conditions demand that practitioners and academics account for new values, meanings, and theories of entertainment. Students will conduct case studies of platforms, creators, or firms, including interviews with professionals.

**COURSE GOALS**

* To map the ecology of social media entertainment through case study research.
* To identify how this new industry is redefining Hollywood and entertainment theory.
* To conduct graduate-level research, generate state-of-the-art media presentations, and build a network of relationships with media professionals and scholars.

**REQUIRED TEXTS**

* Ciampa, R. and Moore, T. (2015). *YouTube Channels for Dummies*. Wiley.
* ADDITIONAL READINGS will be posted on Blackboard and are subject to change.

**SYLLABUS (Subject to Change)**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topics/ Class Projects** | **ASSIGNMENTS/ reading (due before class)** |
| 8/22 | Entertainment Doc; Intro;  HOLLYWOOD 101 |  |
| 8/29 | Communitainment; Prezumes | POST PREZUME; START BLOG  Van Dijck and Poell- Understanding Social Media  Go to Henryjenkins.org-Multichannel networks/1-3 |
| 9/5 | NO CLASS (Labor Day) | YouTube Channels/pp. 1-120  Meeker-2016 Internet report (skim) |
| 9/12 | Case Studies; Sample; Interview Strategies; Prezumes | CLASS ESSAY DUE  YouTube Channels-pp. 121-246  How to do a Case Study (YouTube)  MIP-Multichannel networks |
| 9/19 | Platforms and Affordances;  History of YouTube; assign topics | POST TOPICS  YouTube Channels- pp. 247-370  YouTube- A case study |
| 9/26 | Content and Creators | Morreale- Annoying Orange  Postigo- Game Play and YouTube |
| 10/3 | NO CLASS | Sykes- Making Sense of Beauty Vlogging  Duffy- The Romance of Work  Maguire-Self-branding and Hotness |
| 10/10 | Commerce and Management | Craig, Cunningham, and Silver/ YouTube and MCNs  Lobato- The Cultural logics of MCNs  Machinima Deck  PWC-The Rise of Multichannel Networks |
| 10/17 | Community and Culture | Kligler-Vilenchik - Nerdfighters  Lopez - Asian-American YouTubers  Alexander and Losh - YouTube and Coming out online |
| 10/24 | Global Communitainment | Cunningham- New Wave of Media Globalization?  Cunningham and Swift- Australian YouTube |
| 10/31 | Entertainment Theory | Vorderer- Entertainment Theory  Bates and Ferri- Defining Entertainment |
| 11/7 | Case Studies | Raney-Morality in Media Entertainment  Hartman- Not so Moral Responses |
| 11/14 | Case Studies | McKee-The Power of Art/Entertainment  McKee-Pornography as Entertainment |
| 11/21 | Case Studies | Hall and Zwarum-Online Entertainment  Shusterman- Entertainment v Art |
| 11/28 | Case Studies | Klimmt- Modes of Entertainment Experiences  Vorderer- Enjoyment |
| 12/12 | FINAL ESSAYS DUE | EMAIL ESSAY by 6pm |

**COURSE GRADING and ASSIGNMENTS**

20% Reading Blog

10% Class Essay

40% Case Study

30% Final Exam

**PREZUME (Prezi + resume):** Go to Prezi.com, sign up for a free account, take the tutorial. “Show me” 5 things we should know about you: where you are from, where you went to school, your work experience, and why you chose this class. Show us :30 of your favorite social media content creator. Use images, pictures, logos, video. Limit your text. Be creative.

GRADE: no grade, although I may comment on your design, clarity, and creativity.

**READING BLOG**: Find a news article online from THAT WEEK that relates to the reading. Write a brief description (2-3 lines) of the article and HOW IT RELATES to the reading. Make certain to cite the reading properly and provide a working hyperlink. Sources may include Re/code/Tubefilter/ Mashable/ Techcrunch/Vice, Deadline Hollywood/Hollywood Reporter/ Variety/ Cynopsis, <http://www.sarahullman.com/> (check the box to hear about jobs).

GRADE: 2 points each = up to 28 points (i.e., 8 extra points), provided you follow the format.

**CLASS ESSAY:** Write an argument essay that answers: What is your own theory of entertainment?Do not cite books, texts, or dictionaries. I am looking for your own definition which you should support using examples. Length is 1000 words. APA format. In Word. No title page or abstract but include references.Label essay "Name-Entertainment" and email by 6pm to david@medianation.biz An argument essay is a very specific format that includes thesis statement "entertainment is...", 2-3 paragraphs of evidence with examples, a counter-example, and conclusion. See: <https://owl.english.purdue.edu/owl/resource/685/05/>

GRADE: 10 points = 5 based on your argument and 5 based on format

**FINAL EXAM:** this will be a take home argument essay that asks you to present your own theory of communitainment. The essay is to be delivered via email no later than 6pm the day of the final. Instructions will be posted at the end of the semester. You will need to support your argument using the lectures, case studies, reading, blog posts, and guest interviews. Be certain to take notes in class. Label your file "Name-Communitainment".

GRADE: 25 points = 15 points based on your argument and 10 points based on format.

**CASE STUDIES:** every student will conduct online research and fieldwork, including an interview, and present a case study of a communitainment topic which may include:

* platform, e.g., Facebook, Snapchat, Instagram, Vine, Youku, Weibo, Maiopai. Your case study should account for the history and evolution of the platforms' technological and commercial affordances, comparable to the YouTube history presented in class;
* a set of content creators, e.g., gamers, beauty vloggers, with a minimum of three. Your case study should compare and contrast their creative, managerial, commercial, and community-building practices of these creators;
* a communitainment firm, whether an MCN like Maker, talent agency like Big Frame, or a third party data/tech firm like Bent Pixels or Tubular. Your case study should be organizational, identifying the value proposition, business models, management structure, supply chain, and corporate culture of the organization.
* or another topic to be approved in advance including a detailed proposal.
* Topics must be approved in advance. Do not change without consulting me.
* You may choose to study topics from other countries, but you will still need an interview.
* Interview: you must secure an interview with a media professional involved in your topic. These names must be approved in advance. We will discuss interview strategies in class.
* Length: 20-30 minutes (depends on size of class and topics)
* Presentation must be in prezi.
* Schedule:
  + Post at least two choices for a topic on the blog in week 4.
  + Once approved, start your research immediately.
  + 1 month before you present, schedule a meeting with me outside of class.
    - Bring a 3-page outline plus 3 working links for interview subjects.
    - An outline is not your research but a roadmap for how plan on organizing and presenting your data. See: [How to Outline](https://owl.english.purdue.edu/owl/resource/544/02/)
  + 1 week before, email me a complete draft of your Prezi. Rough cuts with missing information and late drafts will not be accepted. Expect numerous notes on design and make changes before presenting.
  + Rehearse, be confident, and do not read your notes or stare at the screen.
  + After you present, make any changes and post on Blackboard.
* More details and sample case studies will be presented in class.
* You should anticipate class will run late when we are presenting the case studies.

GRADE: 40 points

* 20 points for completing thorough online and original research,
* 5 points for following directions and keeping to the schedule,
* 5 points for completing your interview with the correct subject,
* 5 points for the creativity and clarity of your Prezi design,
* 5 points for your performance, including well-rehearsed and confident.

**Late assignments/Emergencies:** No late assignments will be accepted. If you have a legitimate and verifiable emergency that makes it impossible to turn in your assignment you must:

* email me before class the day the assignment is due to notify me of your emergency,
* provide official proof (doctor’s note or other evidence), and
* arrange to email the assignment at a time to be determined.

**Academic Conduct**

* 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. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>
* Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.
* 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/department/department-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. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

**Support Systems**

* A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. 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* <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html> 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.