**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:


Password-protected book chapters 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. As participative researchers representing this university, your 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 understake 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 understanding 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Individual Written Skills Assignments</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Individual In-class debate</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Team Netnography / Strategy Project</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>Team Class Leadership Insight</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

b. Grading Scale

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

c. Description of Assignments

*Short Individual Written Skills Assignments (70 points)*
Short, skills-based assignments which build upon one another are essential to the learning in this course. 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. Introspectively interrogate your own social media practices with team and class projects (10)
2. Collect, curate and animate some observational data of the social media landscape related to your team project (20)
3. Perform an online interview related to your team project (15)
4. Edit a section of the Wikipedia entry, or other social media netnography outreach, including financially or otherwise arguing for (or against) netnography in business (10)
5. Visually interpret and present a single research insight from your group’s data (15)

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. In total, the 5 assignments will count for 35% of your total final grade in the course.

**Individual In-class debate (20 points)**

Debates are one way to develop critical thinking and persuasion skills. During the first week of class, you are required to sign up online for your in-class debate. Here, you will go head to head with one classmate for about 10 minutes, arguing for a particular perspective about a netnographic issue in an informed manner against one of your classmates. Your in-class performance will be graded and will count for 10% of your final grade.

**Team Class Leadership Insight (group project; 30 points)**

Leading exercises are an excellent way to teach training skills and encourage more in-depth and personalized understanding of material. During the second week of class, you will have an opportunity to form a team and choose a date and its affiliated 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 be assigned between one and three readings and will be responsible for teaching the class how this reading applies to their project. This is not summarizing the reading. It is making the material useful. This requires translation and application. The team will have 15-minutes maximum of class time to make their presentation. The overall performance of the team in this class will be graded and count for 30 points (15% of your final grade). Grading will focus on how useful, accurate, and applied the presentation was to the needs of the netnography projects in the class. Students who are absent from their own class presentations will receive a zero, unless other accommodations are made with the professor beforehand.

**Team Netnography /Strategy Project (70 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, similar to a netnography project that might be conducted in an industry setting. The project seeks to answer a specific marketing question and find a strategic solution to a branding challenge. The pro-
ject can be focused on rebranding, creating a new brand, or solving a brand problem. 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 70 points in total. The initial presentation (“netnography pitch”) counts for 20 points (split evenly between the written work and the graded presentation). The final presentation (findings, implications, and recommendation) counts for 20 points. The final written deliverable counts for 30 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)

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+ is 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 2018. The last day to drop with a mark of a “W” is 7 April 2018.

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.
• VIDEO TAPING: 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/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. 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 16, 2018.

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)

<table>
<thead>
<tr>
<th>Topics/ Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverables and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>1/09/18 1: Course Introductions</td>
<td>Course Syllabus (READ)</td>
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<tr>
<td>1/11/18 2: Netnography basics, part one</td>
<td>Netnography: TEG, Ch 1, part 1 (READ)</td>
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<td><strong>Week 2</strong></td>
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<td>Netnography: TEG, Ch 1, part 2 (READ)</td>
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<td>1/18/18 4: Finding Consumer Insights</td>
<td>Netnography: TEG, Ch 2 (READ)</td>
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<td>Stock (2106), Beyond Spam, available online (READ)</td>
<td>GROUP 1</td>
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<td><strong>Week 3</strong></td>
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<tr>
<td>1/23/18 5: Brand Research, part one</td>
<td>Netnography: TEG, Ch 3, part 1 (READ)</td>
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<td>Rapaille (2006), The Culture Code, Ch 2: Growing Pains of an Adolescent Culture (READ)</td>
<td>Skills Assignment Deliverable 1: Introspection Exercise</td>
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<td>1/25/18 6: Brand Research, part two</td>
<td>Netnography: TEG, Ch 3, part 2 (READ)</td>
<td>GROUP 2</td>
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<td><strong>Week 4</strong></td>
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<tr>
<td>1/30/18 7: Search Culture/Culture Search</td>
<td>Netnography: TEG, Ch 4 (READ)</td>
<td>Team Deliverable: Research Question and Field</td>
</tr>
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<td>2/1/18 8: Research Ethics</td>
<td>Netnography: TEG, Ch 6 (READ)</td>
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<td>Association of Internet Researchers, (2012), Ethical decision-making and Internet research 2.0: Recommendations from the AoIR ethics working committee, available online at <a href="http://aoir.org/ethics/">http://aoir.org/ethics/</a> (skim)</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>2/6/18 9: Field Selection</td>
<td>Netnography: TEG, Ch 5 (READ)</td>
<td>GROUP 3</td>
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<tr>
<td>2/8/18 10: Fieldnotes</td>
<td>Netnography: TEG, Ch 7 (READ)</td>
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<td>Emerson, Fretz, and Shaw (1995), Writing Ethnographic Fieldnotes, Chapter 1: Fieldnotes in Ethnographic Research</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>2/13/18 11: Collecting and Connecting</td>
<td>Netnography: TEG, Ch 8, part 1</td>
<td>GROUP 4</td>
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<tr>
<td>2/15/18 12: Research Pages</td>
<td>Netnography: TEG, Ch 8, part 2</td>
<td>Skills Assignment Deliverable 2: Collected, Coded,</td>
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| Week 7  | 2/20/18 | 13: Interviewing | • Netnography: TEG, Ch 9, part 1  
• Salmons (2010), Online Interviews in Real Time, Ch 7 (READ)  
• McCracken (1988), The Long Interview, Ch 3: The Four-Step Method of Inquiry (skim) | GROUP 5 |
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<tbody>
<tr>
<td>2/22/18</td>
<td>14: Mobile Ethnography</td>
<td>• Netnography: TEG, Ch 8, part 2</td>
<td>Skills Assignment Deliverable 3: Online Interview</td>
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| Week 8  | 2/27/18 | 15: Mixing Methods | • Netnography: TEG, Ch 10  
• Aiden and Michel (2013), Uncharted: Big Data as a Lens on Human Culture, Ch2: G. K. Zipf and the Fossil Hunters | GROUP 6 |
| 3/1/18  | 16: Ethnography and Netnography in Action | • Have a look at the case studies and people at Troika, [http://www.troika.tv/](http://www.troika.tv/) | |
| Week 9  | 3/6/18  | 17: Team project presentations and discussion, part one | Team 1-4 Project Deliverable: Presentations & Decks submitted | |
| 3/8/18  | 18: Team project presentations and discussion, part two | • | Team 5-8 Project Deliverable: Presentations & Decks submitted | |
| SPRING BREAK | | | | |
| Week 10 | 3/20/18 | 19: Principles of Qual. Data Analysis | • Netnography: TEG, Ch 11, part one  
• Susan Spiggle (1994), Analysis and Interpretation of Qualitative Data in Consumer Research (skim) | |
| 3/22/18 | 20: Coding Data and Content Analysis | • Netnography: TEG, Ch 11, part two  
• Miles and Huberman (2014), Qualitative Data Analysis, Chapter 4  
• Krippendorf (2004), Content Analysis, Ch 4 | GROUP 7 |
| Week 11 | 3/27/18 | 21: Interpretation | • Netnography: TEG, Ch 12, part one  
• Packer (1985), Hermeneutic Inquiry In the Study of Human Conduct (skim)  
| 3/29/18 | 22: Visual Storytelling for Netographers | • Netnography: TEG, Ch 12, part two  
• Creating Visual Narrative Art for Brand Stories (skim)  
• Design Thinking and Innovation (skim)  
• Storytelling and Visualization (light skim) | |
| Week 12 | 4/3/18  | 23: Cultural Brand Analysis | • Holt (2004), How Brands Become Icons, Ch2: How is Cultural Branding Different? (READ)  
• Fat Tire Case (READ)  
• Holt and Cameron (2010), Cultural Branding, Ch8: Marlboro—The Power of Cultural | GROUP 8 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Codes (READ)</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 4/5/18     | 23: Crafting Research Stories                                         | • Netnography: TEG, Ch 13  
• Cayla and Arnould (2013), Ethnographic Stories for Marketing Learning                                                                                                                                   | Skills Assignment Deliverable 5: Visual Storytelling |
| **Week 13**| 4/10/18                                                              |                                                                                                               |                                            |
| 4/10/18    | 25: Evaluating                                                       | • Netnography: TEG, Ch 15                                                                                                                                                                                    |                                            |
| 4/12/18    | 26: Futures and Presentations                                        | • Netnography: TEG, Chs 14 and 16  
• Duarte (2010), Resonate: “The Hero’s Journey Structure” and “Crossing the Threshold” (READ)  
• McCracken (2009), Chief Culture Office, Ch6: Building a Secret Sneaker Store (skim)                                                                                                       |                                            |
| **Week 14**| 4/17/18                                                              | Int. Brand Management Team: 1 (8), 4 (7)  
Ext. Advertising (and Planning) Firm Team: 2 (8), 3 (7)  
Ext. Digital.PR/Social Firm Team: 3 (8), 2 (7)  
Int Consumer Insights Team: 4 (8), 1 (7)                                                                                                                                                       | Final Team Presentations Team 8 and 7     |
| 4/19/18    | 28: Final Team Project Presentation and Role-play specific feedback, Day 1 of 4 | Int. Brand Management Team: 3 (6), 2 (5)  
Ext. Advertising (and Planning) Firm Team: 7 (6), 8 (5)  
Ext. Digital.PR/Social Firm Team: 8 (6), 7 (5)  
Int Consumer Insights Team: 2 (6), 3 (5)                                                                                                                                                        | Final Team Presentations Team 6 and 5     |
| **Week 15**| 4/24/18                                                              | Int. Brand Management Team: 5 (4), 6 (3)  
Ext. Advertising (and Planning) Firm Team: 1 (4), 7 (3)  
Ext. Digital.PR/Social Firm Team: 7 (4), 1 (3)  
Int Consumer Insights Team: 6 (4), 5 (3)                                                                                                                                                        | Final Team Presentations Team 4 and 3     |
| 4/26/18    | 30: Final Team Project Presentation and Role-play specific feedback, Day 2 of 4 | Int. Brand Management Team: 8 (2), 4 (1)  
Ext. Advertising (and Planning) Firm Team: 5 (2), 6 (1)  
Ext. Digital.PR/Social Firm Team: 6 (2), 5 (1)  
Int Consumer Insights Team: 4 (2), 8 (1)                                                                                                                                                        | Final Team Presentations Team 2 and 1     |
| Final Exam | Project summative writeup due                                         |                                                                                                               | Final Team Netnography / Strategy Project due |