

**CMGT-568 | Section 21768 | Summer 2019**

# Influencer Strategies

**Identifying, Employing, And Developing Influencers  
For Communication Campaigns**

**Instructor:** Freddy Tran Nager, MBA, fnager@usc.edu

**Class Dates & Time:** Wednesdays, 6-10pm, May 15-July 31

**Classroom:** ANN L116

**Office Hours:** available by appointment

**Units:** 4

Influential individuals — from royalty to rebels to religious leaders — have shaped politics, society, and commerce throughout history. Today, because of the opportunities afforded by digital media, mass influence is no longer limited to authority figures. Modern influencers include self-anointed experts, social-media stars, even individuals who prefer to remain anonymous, all communicating with their followers using little more than a smartphone.

Corporations and other institutions have noticed. Given the dispersal of modern audiences across millions of media outlets, the expense of mass-market advertising, and the content saturation of social networks, these institutions are now implementing influencer campaigns. Their goals: cut through the clutter, enhance their brands by association, generate a "buzz" in traditional and social media, and, ideally, achieve bottom-line objectives.

To reach these goals, influencer-campaign managers must first distinguish the truly influential — those who can shape beliefs and behavior — from the merely popular, especially since vanity metrics such as followers, likes, and views can be easily purchased and inflated. Managers must also identify influencers who may have relatively little to no online presence but potentially greater impact than social-media celebrities.

In addition, campaign success hinges on analytics, on-the-fly adjustments, adherence to regulations, and various shades of "authenticity" (in influencer communication, "contrived authenticity" and "calibrated amateurism" are actual practices).

On the flipside of the equation, many individuals today are striving to become influencers, whether on social media or simply within their fields. For most aspirants, this requires a methodical approach: attaining and demonstrating credible expertise; expressing views with personality and perspective; and expanding their reach beyond their immediate circles — which may entail working with existing influencers on promotional campaigns of their own.

This course covers all the above issues, with an emphasis on critical analysis and creative exploration.

## **LEARNING OBJECTIVES**

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To facilitate understanding of influencer strategies, you will analyze case studies, hear presentations from influencers and communication managers, employ professional tools and tactics, and read textbooks, academic articles, and news reports. By the end of this course, you will acquire expertise and experience in the following:

- Conducting qualitative and quantitative research and analysis to identify true influencers and possible fraud.
- Applying metrics and evaluating data to gauge influencer campaign effectiveness.
- Using frameworks to determine ideal influencer fit at different stages.
- Crafting pitches and press releases that resonate with editors, bloggers, and other news-media influencers.
- Planning campaigns that meet organizational objectives while complying with paid-endorsement regulations.
- Developing strategies to build personal influence based on expertise, expression, and expansion.

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## INSTRUCTOR

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Freddy Tran Nager has worked with influencers for over two decades, including popular musicians, social-media stars, journalists, and subject-matter experts. He founded and currently runs the consultancy Atomic Tango LLC. Freddy previously held lead creative positions at MCA Records/Universal Music Group and ad agency Saatchi & Saatchi. A second-generation Trojan, Freddy received his undergraduate degree from Harvard and his MBA from USC's Marshall School of Business. He has taught at Annenberg since 2012.

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## MEDIA: BOOKS AND VIDEOS

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In addition to the books and videos below, you will read and discuss assigned articles (detailed in the Lecture Schedule).

### Books

- **Malcolm Gladwell, *The Tipping Point: How Little Things Can Make A Big Difference*, 2000 Little, Brown (available online through the USC Library).** An influencer in his own right, journalist Malcolm Gladwell popularized the notion that certain types of people — Mavens, Connectors, and Salesmen — play instrumental roles in turning individual ideas into mass-market sensations.
- **Henry Jenkins, Sam Ford & Joshua Green, *Spreadable Media: Creating Value And Meaning In A Networked Culture*, 2013 NYU Press.** Annenberg's own Professor Jenkins counters the notion of ideas spreading "virally," since sharing is not automatic or unconscious (how most viruses spread). In a "participatory culture," people who spread ideas do so with a purpose, append comments, or integrate them in their own content — similar to how influencers communicate with their audiences.
- **Tom Nichols, *The Death of Expertise: The Campaign Against Established Knowledge And Why It Matters*, 2018 Oxford University Press (PAPERBACK edition).** Tom Nichols argues that the people who should be the most influential — true experts with education, experience, talent, and peer approval — are increasingly being rejected and ignored by the general public.

### Long-Form Videos

- ***Fyre Fraud*, Hulu**
- ***Fyre: The Greatest Party That Never Happened*, Netflix**
- ***People's Republic of Desire*, <https://www.desire.film/> (Vimeo, iTunes, Amazon, Google Play)**

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## ASSIGNMENTS

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These assignments are not reports. They should demonstrate your ability to apply graduate-level research, academic theories, analytical frameworks, and critical thinking. In addition, all papers will be graded on the quality of the writing and overall presentation (organization and formatting). Note that the following are just overviews: complete assignment requirements will be provided in detailed prompts.

- **Individual Assignment: News-Media Evaluation & Press Release (10%):** Analyze a news-media influencer (journalist, blogger, editor, or producer) and write a press release pitching them on a book you plan to write. Word length: 500-1000. This assignment also tests your writing skills. Your first draft will be marked up and returned to you for revisions. Note: revised papers are not guaranteed a grade increase.
- **Individual Assignment: Influencer Evaluation (20%):** In 1000 words, critically evaluate a current micro or macro influencer, including their influence niche (subject matter), brand image and reputation, how they developed their influence, and followers. Note: you should attempt to interview the influencer and select followers.
- **Team Assignment: Influencer Campaign Plan (25%):** Your team will plan an influencer campaign to promote

an organization, product, or cause. In this 3000-word paper, you will identify and analyze a target audience, at least 3 influencers (including one news media professional), and provide the guidelines and goals.

- **Team Assignment: Influence Enhancement Plan (25%):** Your team will create a plan to make any person you know (perhaps one of your teammates) more influential. This includes two parts: a 3000-word paper that includes guidelines for their personality, perspectives, and presentation, and sample media (video, article, photos, etc.). The project will culminate in a presentation to the class.
- **Weekly Article Evaluations (10%):** In addition to assigned readings, you must stay atop news that may affect influencer campaigns. Every week you will select a relevant, recent article (no more than 2-weeks old) from the *L.A. Times*, *New York Times*, or academic journal, and share your analysis of it on Blackboard (a few bullet points totaling about 100 words). One student each week will be randomly selected to present their article in class.
- **Class Participation (10%):** Each week, you must contribute to discussions in the classroom and on Blackboard. The full participation score cannot be earned by simply attending class. In most sessions, you must speak, ask questions, and debate respectfully. Preparation is essential: complete assigned readings before class, research additional materials, and apply theories to personal and professional experiences. Staying silent is unacceptable, especially in the company of guest speakers, since it conveys disengagement. Here is how your class participation is evaluated:
  - Is it relevant to the discussion and respectful of others?
  - Does it address ideas offered by the reading and by classmates?
  - Does it increase everyone's understanding or merely repeat facts?
  - Does it support views with data, third-party theories, and research?
  - Does it test new ideas and challenge assumptions, or just "play it safe"?

## GRADES + GUIDELINES

A	93.0% or higher (extremely rare)
A-	90.0%-92.9% (rare)
B+	87.0%-89.9%
B	83.0%-86.9%
B-	80.0%-82.9%
C+	77.0%-79.9%
C	73.0%-76.9%
C-	70.0%-72.9%
D	60.0%-69.9%
F	59.9% or lower

### Grading Components

- Class Participation 10%
  - Article Evaluations 10%
  - Press Release 10%
  - Influencer Evaluation 20%
  - Campaign Plan 25%
  - Influence Plan 25%
- **Criteria:** A's and A-minuses must be earned by "going the extra mile" to develop professional caliber work that could be presented to a client or CEO. A-level work is mistake-free, reflects in-depth research of authoritative sources, demonstrates a strong understanding of the course material, and shows high-level creativity, critical thinking, and communication skills. Recommendations will be provided on request to students who earn an A.

B's are awarded for graduate-school caliber work, reflecting in-depth research of authoritative sources, critical thinking, and a strong understanding of course material. The ideas and writing would need to be stronger to succeed in a professional setting.

C's are given to undergraduate-caliber work, reflecting little critical thinking and insufficient research.

D's and lower are given to amateurish work, marked by insufficient research, many errors, or superficial analysis.

- **Deadlines:** Without an exceptional circumstance and permission from the instructor in advance, late assignments will not be accepted.
- **Attendance:** You must attend every class, arrive on time, and stay for the entire class (missing more than 10 minutes counts as a half absence). Makeup assignments will be given for any excused absences, such as illnesses or athletic commitments. Should you need to miss a class, notify the instructor in advance (except, of course, in the case of emergencies), and obtain what you missed from classmates and Blackboard. Two unexcused absences will result in a complete loss of participation points. More than two unexcused absences will result in a course grade of C- or lower. Note: coming to class while ill, or using a phone or computer, will be counted as an absence, since you are in attendance but not truly present.
- **Critical Thinking:** In communication there are few "right" answers: what works for one company might fail for another, or even for the same company at another time. Assignments must describe "why" and "how," not just "what," and will be evaluated on the quality of the reasoning.
- **Professional Writing:** Since this is a graduate program in communication, your writing and document formatting will be factored into all assignment grades. Eliminate all errors by proofreading carefully, using Microsoft Word spelling and grammar check, and Grammarly.com (recommended). If you need help with fluency or simply polishing your work, contact Annenberg's Graduate Writing Coach: <http://cmgtwriting.uscannenberg.org/>
- **Research and References:**
  - Your work must be supported by research from authoritative sources, such as academic journals, professional news publications, and credible experts. Please vet your sources.
  - If you use Wikipedia, do not cite it as a reference. Rather, refer to the sources listed in the Wikipedia article, and cite if applicable.
  - Do not limit your research to Google searches. Interview experts on campus or online, or conduct focus groups and surveys.
  - Bibliography entries must include complete source information — a URL alone is never enough. Chicago Manual of Style format preferred (<https://www.chicagomanualofstyle.org>), but you may use any format that includes ALL the following: COMPLETE author names (not just surnames or initials), article/chapter titles, the name of the publication/website, and dates of publication.
- **Respect:** Treat classmates and speakers with courtesy. You may certainly question and criticize ideas — that is encouraged in the learning environment — but never criticize the person. Also, *be present*: **all computers and phones must be turned off and put away during lectures — no exceptions.** You may eat in class, but not when guest speakers are presenting.

## Statement on Academic Conduct and Support Systems

### 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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

### Support Systems:

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

## LECTURE SCHEDULE

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This schedule will likely change depending on the pace of class discussions and the availability of guest speakers. For final requirements, please refer to the lecture slides, which will be posted to Blackboard the night before each class. Readings should be completed prior to the *NEXT* class. All articles are on Blackboard unless otherwise indicated.

### PART I: MANAGING INFLUENCE

#### Class 1, May 15: Influence — What It Is And Why It Matters

- Popularity ≠ Influence: not all social-media stars are influencers, and not all influencers are social-media stars
- Why now? Communication challenges and the influencer solution
- **Assignment due by next class: video introducing yourself and printed bio**
- Readings:
  - *The Tipping Point*, Introduction, Chapters 1-3
  - "Time Most Influential People Of 2019," *Time*, <http://time.com/collection/100-most-influential-people-2019/>
  - Tim Ingham, "The Five Most Powerful People in the Music Industry Don't Work in the Music Industry," *Rolling Stone*, 25 January 2019, <https://www.rollingstone.com/music/music-features/the-five-most-powerful-people-in-the-music-industry-dont-work-in-the-music-industry-783723/>
  - Michael Humphrey, "Influencer Marketing: What A Graduate Student's Deep Dive Can Teach You," *Forbes*, 21 September 2017, <https://www.forbes.com/sites/michaelhumphrey/2017/09/21/influencer-marketing-what-a-graduate-students-deep-dive-can-teach-you/>
  - Maria A. Rodriguez/Faces And Facets, "Documentary - New Kings: The Power Of Online Influencers," <https://youtu.be/JiYdBLB90IM>

#### Class 2, May 22: Identification And Evaluation — Who Really Has Influence?

- Fakes, frauds, and faux "authenticity"
- Assessing influencers using the 3B's framework (Brand, Buzz, Behavior)
- Evaluating the evaluators: strengths and weaknesses of influence measurement tools
- How to pitch journalists and other news media professionals
- **Assignment due May 31: News-Media Evaluation and Press Release**
- Readings:
  - *The Tipping Point*, Chapters 4-6
  - Nicholas Confessore, et al, "The Follower Factory," *New York Times*, 27 January 2018, <http://nyti.ms/2ByJY7c>
  - Michael H. Keller, "The Flourishing Business Of Fake YouTube Views," *New York Times*, 11 August 2018, <https://www.nytimes.com/interactive/2018/08/11/technology/youtube-fake-view-sellers.html>
  - Mediakix, "Are Fake Instagram Influencers Deceiving Brands?" 4 August 2017, <http://mediakix.com/2017/08/fake-instagram-influencers-followers-bots-study/>
  - Ian Bogost, "All Followers Are Fake Followers," *The Atlantic*, 30 January 2018, <https://www.theatlantic.com/technology/archive/2018/01/all-followers-are-fake-followers/551789/>

#### Class 3, May 29: Start With The Audience, Not The Influencers — Evaluating The Customer Journey

- The purchasing funnel (AIDA) as matrix: the roles of macro, micro, and situational influencers at each stage
- The Influentials: the unsung but instrumental community activists
- **Assignment due June 14: Influencer Evaluation**
- Readings:
  - *The Tipping Point*, Rest of Book
  - Ho, et al, "Social Network Sites, Friends, and Celebrities: The Roles of Social Comparison and Celebrity Involvement in Adolescents' Body Image Dissatisfaction," *Social Media + Society*, 16 August 2016
  - Stefanie E. Davis, "Objectification, Sexualization, And Misrepresentation: Social Media And The College Experience," *Social Media + Society*, 13 July 2018
  - Cortese, et al, "Smoking Selfies: Using Instagram To Explore Young Women's Smoking Behaviors," *Social Media + Society*, 7 August 2018
  - KCET, "Under The Influence," <https://www.kcet.org/shows/socal-connected/episodes/under-the-influence>
  - PBS Frontline, "Generation Like," <https://www.pbs.org/wgbh/frontline/film/generation-like/>

**Class 4, June 5: Macro Influencers — Pitching And Managing**

- Risks and rewards of working with celebrities
- Approaching, pitching, and managing (including contracts)
- Influencer marketing vs Influencer advertising
- Readings:
  - McCracken, "Who Is the Celebrity Endorser? Cultural Foundations of the Endorsement Process," *Journal of Consumer Research*, December 1989
  - Kapitan & Silvera, "From Digital Media Influencers To Celebrity Endorsers: Attributions Drive Endorser Effectiveness," *Marketing Letters*, September 2016
  - De Veirman, et al, "Marketing Through Instagram Influencers: The Impact Of Number Of Followers And Product Divergence On Brand Attitude," *International Journal of Advertising*, 2017
  - Anderson, "Influencer Marketing Contracts: 21 Clauses To Always Include," Casual Fridays, 1 February 2018, <https://casualfridays.com/influencer-marketing-contracts-21-clauses-that-should-be-in-every-contract/>

**Class 5, June 12: Micro Influencers — Pitching And Managing**

- Micro influencers — fewer followers, more impact?
- Approaching, pitching, and managing
- **Assignment due June 28: Team Paper — Influencer Campaign Plan**
- Readings:
  - Abidin, "#familygoals: Family Influencers, Calibrated Amateurism, and Justifying Young Digital Labor," *Social Media + Society*, 5 June 2017
  - Orton-Johnson, "Mummy Blogs and Representations of Motherhood: 'Bad Mummies' and Their Readers," *Social Media + Society*, 18 May 2017
  - Khamis, et al, "Self-Branding, 'Micro-Celebrity' And The Rise Of Social Media Influencers," *Celebrity Studies*, 2017
  - Hojin Song, "The Making of Microcelebrity: AfreecaTV and the Younger Generation in Neoliberal South Korea," *Social Media + Society*, 28 November 2018
  - Abidin, "Aren't These Just Young, Rich Women Doing Vain Things Online?: Influencer Selfies as Subversive Frivolity," *Social Media + Society*, 11 April 2016
  - Ballentine, "The Hot College Gig: Online Brand Promoter," *The New York Times*, 31 August 2018, <https://www.nytimes.com/2018/08/31/technology/college-students-online-influencers.html>

**Class 6, June 19: "Because 'Likes' Don't Pay Bills" — Campaign Planning To Achieve Organizational Goals**

- Setting S.M.A.R.T. goals and Key Performance Indicators
- Integrating influencers with other media
- Readings:
  - Video: *Fyre Fraud*, Hulu
  - Video: *Fyre: The Greatest Party That Never Happened*, Netflix
  - Simon Owens, "Is It Time to Regulate Social Media Influencers?" *New York Magazine*, 17 January 2019, <http://nymag.com/intelligencer/2019/01/is-it-time-to-regulate-social-media-influencers.html>
  - Max Willens, "'A More Sophisticated Influencer Strategy': Publishers Are Building Teams To Recruit 'Expert Networks'," *Digiday*, 12 April 2019
  - Henry Jenkins, "Transmedia Storytelling 101," Confessions of an ACA-FAN, 21 March 2007, [http://henryjenkins.org/blog/2007/03/transmedia\\_storytelling\\_101.html](http://henryjenkins.org/blog/2007/03/transmedia_storytelling_101.html)
  - Stoldt, et al, "Professionalizing and Profiting: The Rise of Intermediaries in the Social Media Influencer Industry," *Social Media + Society*, 29 March 2019

**PART II: DEVELOPING INFLUENCE**

This second part of the course will include more in-class exercises to develop personal influence for yourself or a client.

**Class 7, June 26: "So What Do You Want To Be When You Blow Up?" — Identifying Opportunities**

- Ikigai: finding your nexus of opportunity, credibility, and passion
- Context: analyzing industries, markets, cultures, regulations — and responsibility
- Readings:
  - *Spreadable Media*, Introduction, Chapters 1-5

- Chris Stokel-Walker, "'Success' On YouTube Still Means A Life Of Poverty: You Can Have A Million Views A Month And Still Not Be Able To Make Rent," *Bloomberg*, 26 February 2018, <https://www.bloomberg.com/news/articles/2018-02-27/-success-on-youtube-still-means-a-life-of-poverty>
- Abby Ohlheiser, "Behind The Lens: Elle Mills Is The Celebrity Every YouTuber Wants To Be. But Her Fame Came At A Price," *Washington Post*, 23 October 2018, <https://www.washingtonpost.com/graphics/2018/lifestyle/elle-mills-youtube-star/>
- Paris Martineau, "Inside the Pricey War to Influence Your Instagram Feed," *Wired*, 18 November 2018, <https://www.wired.com/story/pricey-war-influence-your-instagram-feed/>
- Alberto Cossu, "Beyond Social Media Determinism? How Artists Reshape The Organization Of Social Movements," *Social Media + Society*, 1 February 2018

### **Class 8, July 3: "So What Do You Know?" — Developing Expertise**

- Education, Experience, Talent, Association
- LinkedIn tactics for communicating expertise
- Why more PhD's aren't influencers: revolt against "elites" or a failure to communicate?
- **Assignment due July 31: Influence Enhancement Plan + Presentation**
- Readings:
  - *Spreadable Media*, Chapters 6-7 & Conclusion
  - *The Death Of Expertise*, Chapters 1-2
  - Duffy & Pooley, "Facebook for Academics: The Convergence of Self-Branding and Social Media Logic on Academia.edu," *Social Media + Society*, 17 March 2017
  - Turcotte, et al, "News Recommendations from Social Media Opinion Leaders: Effects on Media Trust and Information Seeking," *Journal of Computer-Mediated Communication*, 2015
  - Lee, "The Double-Edged Sword: The Effects of Journalists' Social Media Activities on Audience Perceptions of Journalists and Their News Products," *Journal of Computer-Mediated Communication*, 2015
  - Maxim Sytch, "How to Figure Out How Much Influence You Have at Work," *Harvard Business Review*, 18 February 2019, <https://hbr.org/2019/02/how-to-figure-out-how-much-influence-you-have-at-work>
  - Duffy & Hund, "'Having it All' on Social Media: Entrepreneurial Femininity and Self-Branding Among Fashion Bloggers," *Social Media + Society*, 30 September 2015

### **Class 9, July 10: "So What Do You Say — And How Will You Say It?" — Managing Expression**

- Identifying your audience, medium, and message
- Personality and perspective: defining your voice
- Integrating emotions and storytelling
- Readings:
  - *The Death Of Expertise*, Chapters 3-4
  - Steven Pinker, "Why Academics' Writing Stinks." *The Chronicle of Higher Education*, 26 September 2014
  - Scolere, et al, "Constructing the Platform-Specific Self-Brand: The Labor of Social Media Promotion," *Social Media + Society*, 19 July 2018
  - Lee, Paulsen, Ashkanasy, "Revisiting Followership Through A Social Identity Perspective: The Role Of Collective Follower Emotion And Action," *The Leadership Quarterly*, 19 October 2013
  - Karsh & Eyal, "How The Consideration Of Positive Emotions Influences Persuasion: The Differential Effect Of Pride Versus Joy," *Journal Of Behavioral Decision Making*, June 2014
  - Beckett & Deuze, "On the Role of Emotion in the Future of Journalism," *Social Media + Society*, 5 September 2016
  - William J. Brady, et al, "Emotion Shapes The Diffusion Of Moralized Content Insocial Networks," *Proceedings of the National Academy of Sciences*, 11 July 2017

### **Class 10, July 17: "So How Do You Grow From Here?" — Managing Expansion**

- Amplifying your message through collaboration and association
- Social platform tactics: Twitter, Instagram, YouTube, Blogs, Podcasts
- Readings:
  - *The Death Of Expertise*, rest of book
  - David Zweig, "Escaping The Twitter's Self-Consciousness Machine," *The New Yorker*, 27 February 2018, <https://www.newyorker.com/tech/elements/escaping-twitters-self-consciousness-machine>



- Park & Kaye, "Expanding Visibility on Twitter: Author and Message Characteristics and Retweeting," *Social Media + Society*, 2 April 2019
- Jonah Berger: "Contagious: Why Things Catch On," Talks at Google/YouTube, 27 March 2013, <https://youtu.be/FN4eDk1pq6U>

**Class 11, July 24: Influencers In China + The Future Of Influence**

- China's Social Platforms and The Rise Of The Wang Hong
- AI and the Internet of Things — is your refrigerator the next influencer?
- Readings:
  - Video: People's Republic of Desire
  - Meyers, "China's 'Sexy Cyborg' Took On Silicon Valley Bro Culture — And Won," *Los Angeles Times*, 7 December 2017, <http://www.latimes.com/world/asia/la-fg-china-sexy-cyborg-2017-story.html>
  - Joy Tan, "How Influencer Marketing Helps Huawei Build Its Brand," *Communication Director*, 2016
  - Yvette Tan, "Want To Become A Social Media Celeb? There's A College Degree For That," *Mashable*, 20 June 2017, <https://mashable.com/2017/06/20/wanghong-china-social-media-star/>
  - James Vincent, China's State-Run Press Agency Has Created An 'AI Anchor' To Read The News, *The Verge*, 8 November 2018, <https://www.theverge.com/2018/11/8/18074806/ai-news-anchor-china-xinhua-digital-composite>
  - Nikki Gilliland, "Are virtual stars the next step for influencer marketing?" *Econsultancy*, 15 February 2018, <https://econsultancy.com/blog/69801-are-virtual-stars-the-next-step-for-influencer-marketing/>

**Class 12, July 31: Campaign Plan Presentations**

- Team presentations