

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

# Influencer Strategies

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

**Instructor:** Freddy Tran Nager, MBA, [fnager@usc.edu](mailto:fnager@usc.edu)

**Class Dates & Time:** Wednesdays, 6:30-9:20 pm, August 28-December 4

**Classroom:** ANN L116

**Office Hours:** Mondays, Tuesdays, Wednesdays 2-5pm (by appointment)

**Units:** 4

Influential individuals — from royalty to rebels to religious leaders — have shaped politics, society, and commerce throughout history. Today, digital media enables anyone, not just authority figures, to accrue mass influence. Modern influencers include self-anointed experts, social-media stars, even fictitious characters and AI-powered bots.

Corporations and other institutions have noticed. Because of the dispersal of modern audiences across millions of media outlets, the expense of mass-market advertising, and the 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 are easily purchased and inflated. Managers must also identify influencers who may have little to no online presence but greater impact than social-media celebrities.

In addition, campaign success hinges on analytics, on-the-fly adjustments, regulatory compliance, and shades of "authenticity" ("contrived authenticity" and "calibrated amateurism" are actual influencer practices).

On the flipside, many individuals are striving to increase their influence, whether on social media or simply within their fields. For most, 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 launching promotional campaigns of their own.

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

## LEARNING OBJECTIVES

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To master influencer strategies, you will analyze case studies, hear presentations from influencers and communication managers, employ professional tools and tactics, and research books and articles. By the end of this course, you will acquire expertise and experience in the following:

- Conducting qualitative and quantitative analysis to identify true influencers and possible fraud.
- Applying metrics and evaluating data to gauge campaign effectiveness.
- Using frameworks to determine ideal influencer fit at different stages of the customer journey.
- 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

Freddy Tran Nager is the Entrepreneurial Communication Expert in Residence at Annenberg, where he has taught graduate courses since 2012. He founded and currently runs the consultancy Atomic Tango LLC, and has worked with influencers for over two decades, including popular musicians, social-media stars, journalists, and subject-matter experts. Freddy previously held lead creative positions at MCA Records/Universal Music Group and ad agency Saatchi & Saatchi. A second-generation Trojan, he received his MBA from USC and his BA from Harvard.

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## MEDIA: BOOKS AND VIDEOS

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

### Books

- **Brooke Erin Duffy, *(Not) Getting Paid To Do What You Love: Gender, Social Media, And Aspirational Work*, 2017 Yale University Press.** Professor Duffy explores a controversial, seldom discussed side of influencer marketing and other social media careers — unpaid “aspirational labor” — particularly performed by women.
- **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.
- **Trish Hall, *Writing To Persuade: How To Bring People Over To Your Side*, 2019 Liveright.** The former editor of the *New York Times* op-ed page, Trish Hall details core principles for connecting with readers and truly influencing them.
- **Tom Nichols, *The Death of Expertise: The Campaign Against Established Knowledge And Why It Matters*, 2018 Oxford University Press (PAPERBACK edition).** Tom Nichols explains why those who should be the most influential — true experts who are educated, experienced, talented, and approved by their peers — are increasingly rejected and ignored by the general public.

### Long-Form Videos

- ***American Meme*, Netflix**
- ***Fyre: The Greatest Party That Never Happened*, Netflix**
- ***Fyre Fraud*, Hulu**
- ***People's Republic of Desire*, <https://www.desire.film/>**
- ***RBG*, Hulu**

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## ASSIGNMENTS

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

- **Individual Assignment: News-Media Evaluation & Press Release (10%):** In 500-1000 words, analyze a news-media influencer (journalist, blogger, editor, or producer) and write a press release pitching them on a book you plan to write. 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), followers, brand image and reputation, and how

they developed their influence. Note: you should attempt to interview the influencer and select followers.

- **Team Assignment: Influencer Campaign Plan (25%):** In 3000 words, your team will plan an influencer campaign to promote an organization, product, or cause. Based on research, you will identify and analyze a target audience, integrate at least 3 influencers (including one journalist), and provide the guidelines and goals.
- **Team Assignment: Influence Enhancement Plan (25%):** Your team will create a plan to help someone you know (perhaps one of your teammates) increase their influence. This includes two parts: a PowerPoint presentation that includes guidelines for their personality, perspectives, and presentation, and a creative sample (video, article, photos, etc.). The project will culminate in a presentation to the class, with the final submission on Blackboard December 18.
- **Weekly Article Evaluations (10%):** In addition to assigned readings, you must stay atop news that might affect influencer campaigns. Every week you will evaluate a relevant, recent article (no more than one-month old) from the *L.A. Times*, *New York Times*, other major news source, or academic journal. In approximately 100-300 words, you will summarize your article, add your opinion, and share it on Blackboard. Each week, one student will be randomly selected to present their evaluation in class.
- **Class Participation (10%):** Attendance alone won't earn participation points. You must contribute to most discussions in class and on Blackboard: 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 in class, 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, writing matters. Eliminate all errors by proofreading carefully, using Microsoft Word spelling and grammar check, and/or 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.
  - Start with the USC online library instead of Google.
  - Interview experts on campus or online, or conduct focus groups and surveys.
  - 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.
  - 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**. 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" [policy.usc.edu/scampus-part-b](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, [policy.usc.edu/scientific-misconduct](https://policy.usc.edu/scientific-misconduct).

## Support Systems

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

[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

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

[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

## LECTURE SCHEDULE

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This schedule will likely change depending on the pace of 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. Assigned readings should be completed prior to the *NEXT* class. All articles are on Blackboard unless otherwise indicated.

### PART I: MANAGING INFLUENCE

#### Class 1, August 28: 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
- Assignment due by next class: self-introduction (on Blackboard and in print) and syllabus acknowledgement.
- Readings before next class (September 4):
  - Trish Hall, *Writing To Persuade*, Preface + Parts 1-3
  - "Time 100 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>
  - Weekly Article Evaluation

#### Class 2, September 4: Meet The Press — Journalists As Influencers

- How to pitch journalists and other news media professionals
- **Assignment due September 13: News-Media Evaluation and Press Release**
- Readings before next class:
  - Trish Hall, *Writing To Persuade*, Parts 4-5 + Coda
  - Weekly Article Evaluation

#### Class 3, September 11: Audience First — Influencers Along The Customer Journey

- The AIDA purchasing funnel and the roles of macro, micro, and situational influencers at each stage
- The Influentials: the unsung but instrumental community activists
- Readings:
  - Malcolm Gladwell, *The Tipping Point*, Intro + Chapters 1-3
  - 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
  - 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/>
  - Weekly Article Evaluation

#### Class 4, September 18: Identification — 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
- **Assignment due October 4: Influencer Evaluation**
- Readings:
  - Malcolm Gladwell, *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/>
- Anders Ankarlid, "The \$741 M Influencer Marketing Scam," Medium, [https://medium.com/@aa\\_88162/influencerstudy-agoodcom-4c7ac6c27fae](https://medium.com/@aa_88162/influencerstudy-agoodcom-4c7ac6c27fae)
- Weekly Article Evaluation

### **Class 5, September 25: Macro Influencers — Pitching And Managing**

- Risks and rewards of working with celebrities
- Approaching, pitching, and managing
- Influencer marketing vs Influencer advertising
- Readings:
  - Malcolm Gladwell, *The Tipping Point*, Chapters 7-8 + Afterword
  - McCracken, "Who Is the Celebrity Endorser? Cultural Foundations of the Endorsement Process," *Journal of Consumer Research*, December 1989
  - Abidin, "Aren't These Just Young, Rich Women Doing Vain Things Online?: Influencer Selfies as Subversive Frivolity," *Social Media + Society*, 11 April 2016
  - Khamis, et al, "Self-Branding, 'Micro-Celebrity' And The Rise Of Social Media Influencers," *Celebrity Studies*, 2017
  - Weekly Article Evaluation

### **Class 6, October 2: Micro Influencers — Pitching And Managing**

- Micro influencers — fewer followers, more impact?
- Approaching, pitching, and managing
- Readings:
  - *The Death Of Expertise*, Intro + Chapters 1-3
  - 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
  - Hojin Song, "The Making of Microcelebrity: AfreecaTV and the Younger Generation in Neoliberal South Korea," *Social Media + Society*, 28 November 2018
  - 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>
  - Weekly Article Evaluation

### **Class 7, October 9: Campaign Planning — Plus: How To Work With Agencies**

- Setting goals
- Questions for clients and agencies
- Integration with other media
- **Assignment due November 1: Team Project — Influencer Campaign Plan**
- Readings:
  - *The Death Of Expertise*, Chapters 4-6 + Conclusion
  - 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
  - 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/>
  - 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/>
  - Weekly Article Evaluation

## **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 8, October 16: "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:
  - Duffy, *(Not) Getting Paid To Do What You Love*, Preface + Chapters 1-4
  - Video: *RBG*, Hulu
  - Video: *American Meme*, Netflix
  - 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/>
  - Weekly Article Evaluation

### **Class 9, October 23: "So What Do You Know?" — Developing Expertise**

- Education, Experience, Talent, Association
- Why more PhD's aren't influencers: revolt against "elites" or a failure to communicate?
- What "truth" do you want to hear?
- Readings:
  - Duffy, *(Not) Getting Paid To Do What You Love*, Chapters 5-7 + Epilogue
  - Max Willens, "'A More Sophisticated Influencer Strategy': Publishers Are Building Teams To Recruit 'Expert Networks'," *Digiday*, 12 April 2019, <https://digiday.com/media/sophisticated-influencer-strategy-business-news-publishers-accumulate-influential-audiences/>
  - Duffy & Pooley, "Facebook for Academics: The Convergence of Self-Branding and Social Media Logic on Academia.edu," *Social Media + Society*, 17 March 2017
  - 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>
  - O.F. Fagbule, "Use Of Social Media To Enhance The Impact Of Published Papers," *Annals of Ibadan Postgraduate Medicine*, Vol. 16 No. 1, June 2018
  - Weekly Article Evaluation

### **Class 10, October 30: "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:
  - Steven Pinker, "Why Academics' Writing Stinks," *The Chronicle of Higher Education*, 26 September 2014
  - Scott Barry Kauffman, "Authenticity Under Fire," *Scientific American*, 14 June 2019, <https://blogs.scientificamerican.com/beautiful-minds/authenticity-under-fire/>
  - 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
  - Weekly Article Evaluation

### **Class 11, November 6: "So How Do You Grow From Here?" — Managing Expansion**

- Amplifying your message through collaboration and association
- LinkedIn tactics for conveying expertise
- **Assignment due December 4 & 18: Influence Enhancement Plan + Presentation**
- Readings:



- Nikki Usher, "Why Spreadable Doesn't Equal Viral: A Conversation With Henry Jenkins," *NiemanLab*, 23 November 2019, <https://www.niemanlab.org/2010/11/why-spreadable-doesnt-equal-viral-a-conversation-with-henry-jenkins/>
- Karen Nelson-Field, et al, "The Emotions That Drive Viral Video," *Australasian Marketing Journal*, 27 August 2013
- Watts & Peretti, "Viral Marketing For The Real World," *Harvard Business Review*, May 2007, <https://hbr.org/2007/05/viral-marketing-for-the-real-world>
- Video: Jonah Berger, "Contagious: Why Things Catch On," Talks at Google/YouTube, 27 March 2013, <https://youtu.be/FN4eDk1pq6U>
- Weekly Article Evaluation

### **Class 12, November 13: Influencers In China**

- China's Social Platforms and The Rise Of The Wang Hong
- 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>
  - 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>
  - Chris Stokel-Walker, "China's Influencer Incubator: How China's Hyper-Professionalised Influencer Market Could Be A Model Elsewhere," *BBC Capital*, 24 June 2019, <http://www.bbc.com/capital/story/20190621-chinas-influencer-incubator>
  - Weekly Article Evaluation

### **Class 13, November 20: The Future Of Influence**

- AI and the Internet of Things — is your refrigerator the next influencer?
- Readings:
  - 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/>
  - Neal Schaffer, "How AI Is Revolutionizing Influencer Marketing," *Open Influence*, 2018
  - Weekly Article Evaluation

### **Class 14, November 27: Ethics & Influence (meet on Blackboard, not in the classroom)**

- Anti-vax campaign
- Fyre Island
- 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>
  - Weekly Article Evaluation

### **Class 15, December 4: Presentations**

- Presenting final projects to date

### **December 18: Final project due on Blackboard**