



NEW YORK UNIVERSITY
Stern School of Business

TECHNOLOGY'S IMPACT ON ENTERTAINMENT AND MEDIA

MKTG-UB.0023.01

(2 credits)

Fall 2020

Tuesdays: 6:30p-7:45pm

Remote Class - Via Zoom

Contact Information:

PROFESSOR: Scott Schiller

(Email: ss3099@stern.nyu.edu)

Office Hours: Weekly before/after class, or by appt

Cell: 917-513-7469

FINAL Fall 2020

COURSE DESCRIPTION AND COURSE GOALS

Technology is continually driving change in consumer behavior and is forcing the dramatic evolution of business today. This disruption is significant and especially visible in entertainment and media today. With the recent developments of COVID-19 and its effects on the world, this course is even more topical and dynamic.

This course draws lessons from the past and present as we look to the future. We will examine how technology has affected businesses such as television, music, advertising, and extends to direct to consumer marketing and even politics. Utilizing readings, discussion of current events (including COVID-19), cases, presentations, and outside speakers, we will spend time looking at the major forces behind these changes. By the end of the semester, you'll be conversant in many of the significant issues, challenges, and opportunities that obsess those in the industry.

Course Objectives

1. **Analyze** how technology has disrupted (and will continue to amplify impact) the entertainment/media industry as a result of its effect on society, and consumer behavior.
2. **Examine** the challenges of marquee players through case studies and discussion, from the perspective of a: consumer, executive, and a potential employee (is it right for you?).
3. **Understand** past and future transformation of the business through the application of media and innovation theory.
4. **Skill development:** Learn how to look at companies/industries through case studies, and understand how to create a compelling group business presentation.

Who should take this course?

We've designed "Technology's Impact on Entertainment and Media Industries" for NYU undergraduates from all colleges and disciplines who want to expand knowledge of the entertainment and media industry. This class expands upon many of the core concepts from the introductory course on Entertainment and Media Industries (40.06).

If you're considering a career in entertainment and media, it's essential to understand how technology is changing the business itself as well as the careers of those who are part of it.

We also focus on specific skills that will help support a successful career, too, such as: analyzing case studies, writing, and communication (presentations).

REQUIRED COURSE MATERIALS:

- **Textbook** - Available from NYU Bookstore and Amazon, as well as thru NYU Course Reserves.

"From Chaos to Clarity -- Five Global Truths that Make Sense of a Messy Media World" (Franks)
SECOND EDITION

- **HBS 4 Cases/1- Short Online Tutorial:**

Cases - In the Coursepack:

1. "Music Industry and the Internet"
- 2 "The Walt Disney Company."
3. Smile Direct Club: Better Is Better"
4. "The Powers That Be (Internet Edition): Google, Apple, Facebook, Amazon, and Microsoft"

- Online Tutorial - "Case Analysis Coach" - from HBS

Store: <https://hbsp.harvard.edu/import/688912>

Students must be registered on the Harvard Business Publishing (HBP) Education website to access course materials. Visit hbsp.harvard.edu to register.

FLUENCY IN KEY BUSINESS PUBLICATIONS IS EXTREMELY HELPFUL TO SUCCESS IN THIS INDUSTRY AND CLASS:

BUSINESS: NY Post / Axios / Recode / Business Insider

MEDIA: Axios Media Trends; WSJ CMO Email; ReDEF Newsletter:

ADVERTISING: Advertising Age / AdWeek / The Drum

ENTERTAINMENT: Deadline Hollywood / The Wrap / Variety / Hollywood Reporter

TELEVISION: Cynopsis <http://www.cynopsis.com>

TECHNOLOGY: Ad Exchanger / Beet TV / Digiday

IF YOU WISH TO READ MORE ON THE ENTERTAINMENT/MEDIA BUSINESS, HERE ARE SOME ADDITIONAL SOURCES THAT I LIKE - THEY ARE NOT REQUIRED.

Books:

"The Ride of a Lifetime: Lessons Learned from 15 Years as CEO of the Walt Disney Company" (Iger)

"That Will Never Work – The Birth of Netflix and Amazing Life of an Idea" (Randolph)

"Frenemies – The Epic Disruption of the Ad Business and Everything Else" (Auletta)

"Googled – The End of the World As We Know It" (Auletta)

"Three Blind Mice –How the TV Networks Lost Their Way" (Auletta)

"Desperate Networks" (Carter)

TV Shows:

"Axios on HBO"

"Halt and Catch Fire"

"Mad Men"

"Silicon Valley"

"Succession"

Both Fyre Festival Documentaries

"The Loudest Voice" on Netflix and Hulu

"The Newsroom"

"The Great Hack"

"The Social Network"

Podcasts :

"AdExchanger Talks"

"The Information's 411"

"Pivot" (Galloway/Swisher)

"Axios Pro Rata"

COURSE EVALUATION:

This course requires a reasonable amount of effort, analysis, and reflection, especially as a remote semester. The entertainment and media industries are complicated, and there is much to understand. This document lays out the quality of work expected from you. With that in mind, you'll be graded based on the following criteria:

Class Participation	30%
2 Essays/Case Study write-ups	30% (15% each)
2 Group Presentations	30% (15% each)
Learning Reflection	10%

GRADING GUIDELINES

All assignments have specific due dates. If you are unsure, please ask the professor or TF.

Late assignments will either not be accepted **will incur a half-grade deduction penalty** unless due to documented serious illness or family emergency.

Exceptions to this policy for reasons of religious observance or civic obligation will only be made available when the assignment cannot reasonably be completed before the due date, and you make arrangements for late submission in advance.

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have agreed that for elective courses, the individual instructor or department is responsible for determining reasonable grading guidelines.

CLASS PARTICIPATION IN A ZOOM ENVIRONMENT:

Attentiveness/Engagement during Zoom class sessions:

1. **Class attendance** is part of your grade. Please notify me in advance of an excused absence.
 - a. **Log in 5-10 minutes early**, so you ready when the class begins.
 - b. **Turn on your camera and keep it during class.** If using a camera presents a problem, let me know in advance.
 - c. Make sure your whole face is visible and well lit. (Check your camera angle and lighting.)
 - d. **Look at the camera** to signal that you are paying attention.
 - e. **Mute your microphone** when you aren't speaking.
 - f. Avoid moving around during class.
 - g. Be present. Turn off desktop notifications and mute your phone.
2. **Participate in the class discussion in any form that's comfortable for you** (speak; chat; groups, ask questions, write in the Chat, etc.).
3. **Be prepared for the topics of the week**, including the reading, topical assignments, etc.?
 - Do you have a point of view?
 - Can you express it succinctly?
 - Do you add/build on the group's conversation?

ESSAY/CASE STUDY WRITE-UPS:

Case studies are a tool to teach industry assessment and expression of thinking. All students are required to read and be prepared to discuss all of the assigned cases.

Each student will be asked to write-up two essay/case studies and a one-page outline for each to help guide your thinking. Recent essay examples have included: Who will win the streaming wars? How has the COVID-19 crisis affected the outlook for the major tech companies, as a whole?

Evaluation criteria:

1. Answering the question/s posed by the professor with clarity/conciseness,
2. Effectiveness and clarity of your arguments, as judged by the Professor/TF

The **Case Study Tutorial in the required reading/curriculum** offers a comprehensive guide in approach, structure, and analysis of an industry/company.

Specific Requirements - Points will be deducted if these requirements are not met:

- **1000 words of text.**
- Exhibits and source information **do not count against the 1000-word limit.**
- **Submit a one-page outline.**
- Name and assignment name on the file /include an identifying header on the front page.
- **Copies must be uploaded to "NYU Classes > Assignments" by 6 pm on the day of class.**
- **Submit as a Word .doc** – NOT a .pdf (as it is difficult to add comments to a .pdf).
- **For in-person class, submit hard copies.**
- All case write-ups should be double-spaced, 12-point type font
- Always be sure to spell check and grammar check.
- Do not just repeat information verbatim from the examples.
- Assignments turned in after the stated deadline will be considered late and will receive a lower grade. If you are in doubt of a deadline, please ask for clarification.
- **Assignments and written comments from the professor or TF will be returned to you using NYU Classes, as promptly as possible. The professor is available to review comments at any mutual time.**

GROUP PRESENTATIONS:

You will be assigned to one team for the entire semester, enabling you to build a rapport and be vested in each other's success. Each group will participate in two assignments.

Evaluations are based primarily on three criteria:

- a. **Content** - how well did you do the assignment
- b. **Organization and flow** of the presentation
- c. **Overall communication** - clear? On-time? Compelling?

GRADING: You will receive one grade as a group based on the team's overall work, including the preparation, content, and presentation. Everyone is encouraged to present at least once.

Presentations over Zoom are different *but require just as much preparation.*

Learning how to work effectively in a group is a critical part of your business education. Every member of your group should carry an equal share of the workload. As such, it is in your interest to be involved in all aspects of the project. Even if you divide the work rather than work on each piece together, you are still responsible for each part.

We recommend that each group establish ground rules and a project timeline at your first or second meeting early in the process. You will need to facilitate your joint work together, including a problem-solving approach for handling conflicts in a remote learning environment.

In the rare case where you believe that a group member is not carrying out his or her fair share of work, you are urged not to permit problems to develop to a point where they become serious. If you cannot resolve conflicts internally after your best efforts, please let me know, and we'll work it out together.

IMPORTANT: This is a non-judgmental environment where people are encouraged to take risks, learn, and have fun.

First Presentation:
Compare and Contrast

There are numerous entertainment industry innovations –all striving to gain a foothold. For this assignment, you will analyze/compare two businesses. Compare and contrast their key offerings and business models. Discuss distribution channels, technologies, and prospects briefly. Focus on your analysis and reasoning.

For example, you could compare Netflix to Amazon, ATT to Verizon, Tinder to Hinge, Conde Nast to Vox Media, Motorola Razr vs. Samsung Galaxy Flip, Spotify to Apple, or Tidal to Soundcloud.

Recommended Format:

1 minute –	Introduction/Conclusion
3 minutes –	Compare and Contrast
1 minute –	Wrap up/Implications
2 minutes –	Q&A

In making your comparison, consider: How do the companies compete? What are the workings of the business models? Consider the relative importance of production, distribution, exhibition, and technology in creating its competitive advantages. How has the COVID-19 affected these considerations?

Second Presentation (Subject to change):

Creative Pitch Presentation

The art of the pitch. Imagine you have 5 minutes to present to the head of original programming for any of the leading streaming services (such as Amazon Prime Video, Disney+, Hulu, Netflix, Spotify). You are to pitch an original product, business, concept, show, or podcast, which takes advantage of new consumer behavior resulting from technology. For context, streaming video, music/podcasting services, social media, are examples of new forms of entertainment and media that have been changed forever as the result of technology.

Consider the following questions as you prepare your presentation: What is the consumer offering and the need it satisfies? How is the idea/business differentiated? What's the Business Model? What determines success?

Recommended Format:

1 minute –	Introduction/Context
3 minutes –	Core Assignment: Pitch
1 minute –	Wrap up
2 minutes –	Q&A

SELF- LEARNING REFLECTION:

After the first group presentation, you will write a one-page self-reflection on the experience of working in a group and life lessons learned. What did you discover about yourself and working in a group? Are there areas on which to improve? What did you master?

F 2020 CLASS SCHEDULE

Class #1: 9.8.20 Media Landscape

Getting to know each other and what you want from the course
Defining the media landscape – the basis for our journey

1. What's an entertainment/media company?
2. Who are the key players/constituents?
3. What are the measures of success?

Key Preparation:

Pre-Semester survey to be completed before the first class. Details forthcoming.

Class #2: 9.15.20 Media Ecosystem

Weekly Exercise

Foundations and history of the "modern" media ecosystem –

1. What are the critical elements of the business model?
 - Content and Storytelling / Distribution /Revenue models
2. How has the ecosystem evolved? Historical / Present State

Key Preparation:

Relevant articles/charts will be available on the class website or before class.

Class #3: 9.22.20 Building our Analytic Toolkit

Weekly Exercise

Media Theory – The Global Truths --Part 1

In-Class 10-minute survey: "How we doing?"

Key Preparation:

Reading "From Chaos to Clarity -- Five Global Truths that Make Sense of a Messy Media World"
(Franks)- Pages 31-124

Class #4: 9.29.20 Global Truths Continued, and Disrupted Industries: Music

Continue our discussion on Media's Global Truths
Disrupted Industries: Music

What happens when a legacy industry (in this case, music) refuses to adapt to new consumer behavior, brought on by technology.

Key Preparation:

- **Online Tutorial:**

"Case Analysis Coach" - Store: <https://hbsp.harvard.edu/import/688912>

- **Key Reading:**

Music and the Internet (HBS Case)

- **FIRST ESSAY ASSIGNMENT/Prompt (due: 10/13) will be announced during this class.**

Class #5: 10.6.20 Presentation Skills Workshop and preparation

Music Industry Guest - Continue discussion from the last session
Presentation Skills Workshop

Key Preparation:

Professor will select a few students in advance to "present" a one- minute practice presentation to have their skills evaluated by the class in a non-judgmental manner.

Class #6: 10.13.20

Disrupted Industries: Entertainment, Television

FIRST ESSAYS DUE

The entertainment has been turned upside down by the advent of technology.
How has The Walt Disney Company been responded to stay ahead of its competitors?

Key Preparation:

- **Reading: "The Walt Disney Company" (HBS Case)**

- **Review Online Tutorial: "Case Analysis Coach": <https://hbsp.harvard.edu/import/688912>**

Class #7: 10.20.20 Brands and Advertising

Exercise

Brands and Advertising

Technology has dramatically affected how brands reach consumers today and has heightened the importance of reaching the right audiences (targeting) and engaging a result (go to a website or store; make a purchase, etc.). We will examine the fundamental principles of context/storytelling/engagement, the benchmarks of what works today, and contrast then/ now.

Key Preparation:

Bring an example of your favorite advertisement and to discuss why it appealed to you (or not).

Class #8: 10.27.20, Group Presentations

GROUP PRESENTATIONS

Self-learning reflection is due.

NOTE: This class will run till 8 pm to accommodate all group presentations.

Class #9: 11.3.20 Technology and the Elections

The Effect of Technology on the Electoral Process

How has technology changed our electoral process since 2008? That election is widely seen as the first election in which technology generally & social media, in particular, played a critical role. How have these changes been impacted by the ongoing COVID-19 crisis?

Be prepared to discuss and present to the class on an aspect of the electoral process from Primaries, Conventions, Campaigning, Debates, and Voting.

Key Preparation:

In-Class Project/Discussion

Class #10: 11.10.20 Disrupted Industries: Direct-to-Consumer (D-T-C)

Disrupted Industries: Direct-to-Consumer (D-T-C)

Technology has changed the way consumers buy products today. This trend - the sale of products directly from the creator or manufacturer directly to consumers. -- is changing our economy. We will explore how and why distribution channels (e.g., brick and mortar stores; third party retailers, advertising) have become disintermediated and what it could mean for the future of business.

Key Reading:

"SmileDirectClub: Better Is Better" (HBS Case)

- SECOND ESSAY ASSIGNMENT/Prompt (due: 11/24) will be announced during this class

Class #11: 11.17.20 The New Landscape and The Future

The New Landscape and The Future

Topical discussion with pros who "report on" and "study" the industry for a living.

We take a look at the shape of media today and tomorrow, especially in the context of COVID-19's effect on the industry, and world culture. Who's winning and who's losing? What are the characteristics of companies who are successfully navigating technological change today? What does the future look like?

Class #12: 11.24.20 Disrupted Industries: Big Tech

Disrupted Industries: Big Tech

ESSAYS DUE

What is the impact of Big Tech on consumers, industry, and society today?

Key Reading:

"The Powers that be: Internet Edition" (HBS Case)

Class #13: 12.1.20 Careers in Entertainment and Media

Weekly Exercise

Careers in Entertainment and Media

Insights into how to start and also build a career in Entertainment and Media.

Relevant articles on careers will be distributed in class.

Final Class #14: 12.8.20 Group Presentations

GROUP PRESENTATIONS

NOTE: This class will run till 8 pm to accommodate all group presentations.

ACADEMIC INTEGRITY

Our undergraduate Academics Pillar states that *we take pride in our well-rounded education and approach our academics with honesty and integrity*. Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work, including, but not limited to, the preparation and completion of exams, papers, and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed breaches of this Code of Conduct or other School and University policies that are deemed to affect the NYU Stern community adversely.

The entire Stern Student Code of Conduct applies to all students enrolled in Stern courses and can be found here: www.stern.nyu.edu/uc/codeofconduct

To help ensure the integrity of our learning community, prose assignments you submit to NYU Classes will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

GENERAL CONDUCT & BEHAVIOR

Students are expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy regarding In-Class Behavior & Expectations:

(<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/index.htm>) and the NYU Student Conduct Policy (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

STUDENT ACCESSIBILITY

If you require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility (212-998-4980, mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you need to take an exam at the Moses Center for Student Accessibility, you must submit a completed Exam Accommodations Form to them at least one week before the scheduled exam time to be guaranteed accommodation. For more information, visit the CSA website: <https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

More about the BEMT Minor at NYU

The Business of Entertainment, Media, and Technology (BEMT) minor is open to all NYU students, regardless of the program in which they are enrolled. Students who wish to minor in BEMT are required to take a total of 8 credits of EMT designated courses at Stern. MKTG-UB.0040 *Entertainment and Media Industries* is required and eight credits of BEMT designated courses from Tisch School of the Arts or Steinhardt. If interested, please feel free to ask more about the program at any time or visit the [website](#).

Students whose class performance may be affected due to a disability should notify the professor early in the semester so that arrangements can be made, in consultation with the Henry and Lucy Moses Center for Students with Disabilities, to accommodate.