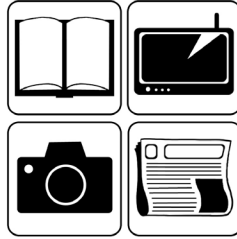


**University of California, Davis
Graduate School of Management
MGB and MGP 408V [combined]: Business of the Media
Summer 2022
(One-Unit)**



Syllabus

Instructor: Dickson Louie
Lecturer
Phone: 510-384-4229 (cell)
E-mail: dnlouie@ucdavis.edu
No formal office hours. By appointment.
(Instructor can meet with you by phone)

Instructional Operations Managers: Dedan Sims and Raul D. Romo

Course Description: This three-session, one-unit strategy-oriented course focuses on the media industries and on how emerging digital technologies are disrupting the way media consumption, distribution, and business models have traditionally worked. This course will emphasize the economics of several types of media — in both news and entertainment— including newspapers, magazines, radio, television, cable television, motion pictures, video gaming, and social media. The current media ecosystem will be also explored, including ownership issues and their related impact on the strategies of individual media entities. This course will also highlight innovations across a broad range of media companies, from startups to the Fortune 500. Cases, lectures, in-class exercises, and guest speakers are the different pedagogies that will be used in this course. Last year's guest speakers (via Zoom) were:

- Yasmin Namini, Principal, Yasmin Namini Consulting and former Senior Vice President, Chief Consumer Officer, *The New York Times*;
- Allison Thomas, Hollywood motion picture executive producer—*Pleasantville*, *Seabiscuit*, and *The Tale of Despereaux*— Broadway producer [Note: *Seabiscuit* was a Best Picture nominee for the 2004 Oscars]; and
- Gina Swankie, Federal Bureau of Investigation (FBI), Media Specialist, Sacramento Office

Past students from this course have gone on to careers at CBS Interactive and NBC Universal afterwards.

Course Objectives:

- Learn how traditional media business models have worked;
- Discover how new technologies, platforms and entrepreneurs are disrupting those traditional business models;
- Understand media consumption trends and increasing influence of data analytics;
- Determine why many traditional media companies have resisted change;
- Find out how new technologies have increased political polarization;
- Identify what new media business models may evolve;
- Increase knowledge of basic media terminology and metrics;
- Gain insights into original content creation and media intellectual property rights; and
- Observe how various strategic frameworks can be applied to the media industries.

Recommended Prerequisites:

- MGB/MGP 202A: Markets and the Firm and
- MGB/MGP 203A: Data Analysis for Managers

Linked items are available online or through the UC Davis library. If noted, some links will need to be accessed from on campus or by using the [library VPN](#). **Some items will need to be searched for directly. The link takes you to the HBR page of the library. Click on “Search within this publication” and then search for the listed criteria in the second field.**

Required readings:

- Pew Research Center’s State of the News Media Project, <https://www.pewresearch.org/topic/news-habits-media/news-media-trends/state-of-the-news-media-project/> (2021, just skim).
- Mark W. Johnson, Clayton M. Christensen, and Henning Kagermann, “[Reinventing Your Business Model](#),” *Harvard Business Review*, December 2008; **[Needs VPN, search for, “AN 35386627”]**
- Tom Eisenmann, Geoffrey Parker, and Marshall W. Van Alstyne, “[Strategies for Two-sided Markets](#),” *Harvard Business Review*, 92-101, October 2006; **[Needs VPN, search for, “AN 22316862”]**
- Rita Gunther McGrath, “[Transient Advantage](#),” *Harvard Business Review*, June 2013. **[Needs VPN, search for, “AN 87715835”]**
- “[Attention is Our Business](#),” 60-61, *Wired*, March 2017
- Anita Elberse, “[Should You Invest in the Long Tail?](#),” *Harvard Business Review*, 88-96, July-August 2008; **[Needs VPN]**
- Steve Blank, “[Why the Lean Start-up Changes Everything](#),” *Harvard Business Review*, 64-72, May 2013; **[Needs VPN, search for, “AN 87039866”]**
- Deloitte Consulting, “[Digital Media Trends](#)” Fifteenth Edition, 2022
- Leslie K. John, Daniel Mochon, Oliver Emrich, and Janet Schwartz, “[What’s the value of a Like?](#),” *Harvard Business Review*, 108-115, March-April 2017 **[Needs VPN]**
- Joe Flint, “[The War for Talent in the Streaming Age](#),” *The Wall Street Journal*, September 21, 2019, pages B1 and B8. **[Needs VPN]**
- Benjamin Mullin and Lillian Rizzo, “[Hollywood faces the Ultimate Test](#),” *The Wall Street Journal*, April 11, 2020, pages B1-B4. **[Needs VPN]**

Recommended Readings

- [“Essays About the Elements of Journalism,”](#) *Nieman Reports*, Harvard University, Summer 2001
- *The New York Times* strategic report, [“Journalism that Stands Apart: The Report of the 2020 Group”](#) (2017)
- Robert Thomson, [“Fake News and the Digital Duopoly,”](#) *The Wall Street Journal*, April 5, 2017; [Needs VPN]
- Chris Anderson, *The Long Tail: Why the Future of Business is Selling*, Chapters 1, 2, and 3, Hyperion (2006)
- Joan Margetta, [“Why Business Models Matter,”](#) *Harvard Business Review*, May 2002; [Needs VPN, search for, “AN 6623782”]
- A.G. Lafley, Roger Martin and Jennifer Riel, [“A Playbook for Strategy: The Five Essential Questions at the Heart of Any Winning Strategy,”](#) *Rotman Magazine*, Winter 2013
- Adam M. Brandenburger and Barry J. Nalebuff, [“The Right Game: Use Game Theory to Shape Strategy,”](#) *Harvard Business Review*, 57-71, July-August 1995. [Needs VPN, search for, “AN 9507242787”]

Case Studies from the Instructor:

- *The California Sun* (2021)
- *CNN+* (2022)

Individual students will have the opportunity to open a case, critique a case opening, and summarize the case takeaways. The instructor may ask individual students in advance to open a case. All students will be required to submit concise written responses to three questions on each case prior to the case discussion. Responses for *The California Sun* case will be due **before class on Sunday, August 7, 2022**. Responses for the *CNN+* case will be due **before class on Sunday, August 14, 2021**. The cases will be available in mid-July. Each written assignment will be worth 15% of your final grade.

Course Packet:

- There is no assigned textbook;
- The links in this course syllabus contains all the readings for all three sessions;
- Students should read all the assigned readings for each session beforehand (see reading schedule on pages 10 and 11); and
- Students should read the assigned case before each session. Case discussion questions will be posted on Canvas about two weeks prior to class.

Initial Individual At-home Assignment

- Prior to the start of the first class session on **Sunday, August 7, 2022**, all of the students are required to complete a short questionnaire on their media consumption habits on SurveyMonkey.com by **Friday, August 5, 2022**. The purpose of this assignment is to compare the class’ media consumption habits, in aggregate, with those nationwide. This assignment will be worth 5% of your final grade.

Group Assignment: The Streaming Wars

- Students will be divided into six teams—Netflix, Disney+, HBO Max, Hulu, Paramount Plus and Peacock—to determine how they can increase their market share, using the Business Model Canvas tool. Teams will have time to work on this during a breakout session in the second class on **Sunday, August 14, 2022**, and will present to the rest of the class during the final class on **Sunday, August 21, 2022**. Instructions and specific questions for each team will be posted on Canvas. This assignment will be worth 15% of your final grade.

Final Individual At-home Assignment

Over the past 25 years, key media leaders—either as entrepreneurs with startups or as intrapreneurs within large companies—have been game changers in the industry as media consumption patterns of consumers evolved with the adoption of new technologies and platforms. Students should pick only **one** of the 10 articles (written by Ken Auletta (*New Yorker*), Lauren Collins (*New Yorker*), David Kirkpatrick (*Vanity Fair*), Bethany McLean (*Vanity Fair*), Adam Lashinsky [*Fortune*] and others) below to read and analyze the media entrepreneur of your choice for your individual assignment. Here are the links:

- [“The Bloomberg Threat”](#) (Michael Bloomberg) Ken Auletta, *The New Yorker*, March 1997.
- [“The Lost Tycoon”](#) (Ted Turner) Ken Auletta, *The New Yorker*, April 2001.
- [“The Oracle”](#) (Arianna Huffington) Lauren Collins, *The New Yorker*, October 2008. **[Needs VPN]**
- [“Searching for Trouble”](#) (Google Co-founders, Larry Page and Sergey Brin) Ken Auletta, *The New Yorker*, October 2009. **[Needs VPN]**
- [“Rage Machine,”](#) [Matt Drudge], Rebecca Mead, *The New Yorker*, May 17, 2010. **[Needs VPN]**
- [“Twitter was Act One”](#) (Jack Dorsey) David Kirkpatrick, *Vanity Fair*, April 2011.
- [“Bezos Prime”](#) (Jeff Bezos) Adam Lashinsky, *Fortune*, March 24, 2016 **[Needs VPN]**.
- [“Orpah: Her Untold Story”](#) [Orpah Winfrey] Jane Mulkerrins, *The Telegraph*, May 13, 2017.
- [“Can Mark Zuckerberg Fix Facebook Before It Breaks Democracy?”](#) (Mark Zuckerberg) Evan Osnos, *The New Yorker*, September 2018. **[Needs VPN]**
- [“LeBron James Gets \\$100 Million Investment to Build Media Empire”](#) [LeBron James] Jason Kelly, *Bloomberg BusinessWeek*, June 25, 2020. **[Needs VPN]**
- [“Hello Sunshine: Shifting the Narrative”](#) [Reese Witherspoon] Lucy Feldmen, *TIME*, May 10, 2021.
- [“Elon Musk: TIME 2021 Person of the Year”](#) [Elon Musk], Molly Ball, Jeffrey Kluger and Alejandro De La Garza, *TIME*, December 13, 2021.

Your written two-page analysis (single-spaced) of how that individual transformed a particular media category will be due on **Sunday, August 21, 2022**. This assignment will account for 35% of your final grade. For the analysis framework, students should use the innovative disruptive model by Johnson, Christensen, and Kagermann (which is in your readings). More background

information on this assignment and sample write-up (of Steve Jobs) will be posted on Canvas. (Note: Your paper will receive additional points if you also include additional sources, except from Wikipedia).

Individual Evaluation:

- Consistent with the Graduate School of Management's policy for one-unit courses, this is a graded, for-letter course.
- Attendance for all three sessions is required to receive a final grade
- Individual evaluation is broken down as follows:

5% Participation in Session One lecture, case study, and guest speaker
5% Participation in Session Two lecture, case study and guest speaker
5% Participation in Session Three lecture and guest speaker
15% Written assignment – Case One
15% Written assignment - Case Two
15% Group Assignment – Business Model Canvas
5% Individual Assignment – Media Consumption Survey Completion
35% Individual assignment- Analysis of a media entrepreneur
100% TOTAL

A+: A premium grade, awarded in rare instances when a student has performed far above the standard expected for a class.

A, A-: Awarded to students for outstanding performance, well above the standard for completion of the class.

B+, B: Awarded to students who have fully met all the requirements of the class,

B-: Given to students whose performance in a class has been deficient but exhibits basic understanding of the material.

Grades of C+ and lower indicate serious deficiencies in performance.

Grades of D+ and lower mean that the course units will not count toward degree requirements.

- In addition to the required readings and individual written assignment, there will be preparation work for the three case studies (plan 2 hours of work at home for each case).
- The session will be graded on a curve.
- Students are expected to attend all classes and be prepared for class by completing assigned readings and cases. Students are also expected to actively participate in class discussions, case analyses, and group exercises. Highly rated class participation involves thoughtful comments and questions, not just “floor time” or repetition of the facts from the readings. In this online environment, participation will also be based on contributions made across multiple channels: e-mails to the instructor, questions submitted through the “chat option” on Zoom, and suggesting additional readings for the class. For students who plan to miss a class with

reasonable cause and had provided the instructor with notice in advance, that student can schedule a make-up session with the instructor, together with an additional written assignment. For this option, the instructor will determine the quality of the student's participation from the make-up session and the written work submitted.

- Goal is to create a real classroom experience as possible, so always have your video on when we are in session. Microphones should be muted unless you are speaking. Live video helps us recognize your participation for grading ("out of sight, out of mind"). Video recognition for our guest speakers inspire interchange.
- The following scheme is used to grade attendance and student participation in each class:

5 points. Excellent participation. Present and engaged in class. Also several comments on point that further discussion.

4 points. Good participation. Present and engaged in class. Also at least two comments on point that furthers discussion

3 points. Satisfactory participation. Present and engaged in class, but fewer than two comments.

0 points. Absent without reasonable cause with no make-up session and assignment.

At the instructor's discretion, discussion points may be deducted for students who make in-class comments that are deemed inappropriate or disrespectful of other classmate's input.

- Students can earn extra credit of **1 to 5** additional points — depending on the quality of work, by submitting a 3-page, multi-channel marketing plan for a product or service that also includes the writing of a press release. Instructor must be told in advance of your intent.
- Written assignments turned in late, without a valid reason or prior approval from the instructor, will be penalized.
- Grades for the course will be available by the first week of September 2021.

Schedule:

- Via Zoom:

Sunday, August 7, 2022	2 p.m. to 5:00 p.m.
Sunday, August 14, 2022	2 p.m. to 5:00 p.m.
Sunday, August 21, 2022	2 p.m. to 6:00 p.m.

About the Instructor:

Dickson Louie is the principal of Dickson Louie & Associates, a boutique consulting firm that assists organizations, including non-profits, start-ups and Fortune 500s, with corporate strategies and/or executive education development. His clients included Schibsted (Norway), Deloitte Consulting and the Monitor Group. Mr. Louie is currently on the Board of Directors of the Robert C Maynard Institute of Journalism Education, a non-profit dedicated to increasing the diversity of America's newsrooms.

Mr. Louie has almost three decades of executive experience with media companies, starting with the *Los Angeles Times* and then with the *San Jose Mercury News* and the *San Francisco Chronicle*. He has been responsible for strategic planning, circulation planning, business development and advertising planning during his professional career. A former research associate at the Harvard Business School, he has written and published several cases on media companies, including those on CBS News, *The New York Times*, QVC, Amazon.com, *Washington Post*, ABC News, and Turner Broadcasting.

From 2008 to 2021, Mr. Louie was the co-founder, president and CEO of Time Capsule Press LLC, a book publishing imprint that focused on the creation of books from archival material. Time Capsule Press' content partners include Getty Images, the *Los Angeles Times*, and *The Washington Post*. Time Capsule Press' first title, *Los Angeles Lakers: 50 Amazing Years in the City of Angels* (2009) — done in partnership with Getty Images and the *Los Angeles Times* — was a *Wall Street Journal* national bestseller in the sports hardback category. Time Capsule Press' most recent title is *The Washington Post Cookbook* (2013).

Mr. Louie is a certified public accountant (inactive status) in the state of California and holds an MBA from the University of Chicago (finance, marketing and statistics).

UC Davis Code of Academic Conduct: Honesty, Fairness & Integrity

This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, deferred separation, suspension or dismissal from the University of California. Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to the following:

► Academic misconduct on exams or other coursework

- Copying or attempting to copy from another student, allowing another student to copy, or collaborating on an exam
- Displaying or using any unauthorized material such as notes, cheat-sheets, or electronic devices
- Looking at another student's exam
- Not following an instructor's directions
- Talking, texting or communicating during an exam
- Altering assignments or exams for re-grading purposes
- Bringing pre-written answers to an exam
- Having another person take an exam for you, or taking an exam for another student
- Theft of academic work
- Unexcused exit and re-entry during an exam period

► Plagiarism

- Taking credit for any work created by another person; work includes, but is not limited to books, articles, experimental methodology or results, compositions, images, lectures, computer programs, internet postings
- Copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work
- Using another person's presentation of ideas without putting such work in your own words or form and/or failing to provide proper citation
- Creating false citations that do not correspond to the information you have used
- Representing your previous work as if it is new work

► **Unauthorized collaboration**

- Working together on evaluated coursework without permission of the instructor
- Working with another student beyond the limits set by the instructor
- Providing or obtaining unauthorized assistance on graded coursework

► **Misuse of an instructor's course materials or the materials of others**

- Posting, purchasing, obtaining, sharing, or copying any course materials of an instructor without the explicit written permission of that instructor
- Unauthorized use of another student's work

► **Lying or fraud**

- Giving false excuses to obtain exceptions for deadlines, to postpone an exam, or for other reasons
- Forging signatures or submitting documents containing false information
- Making false statements regarding attendance at class sessions, requests for late drops, incomplete grades, or other reasons

► **Intimidation or disruption**

- Pressuring an instructor or teaching assistant to regrade work, change a final grade, or obtain an exception such as changing the date of an exam, extending a deadline, or granting an incomplete grade
- Refusing to leave an office when directed to do so
- Physically or verbally intimidating or threatening an instructor, teaching assistant or staff person, including invading personal space, or engaging in any form of harassment
- Repeatedly contacting or following an instructor, teaching assistant or staff person when directed not to do so
- Misusing a classroom electronic forum by posting material unrelated to the course
- Interfering with an instructor's or teaching assistant's ability to teach a class, or interfering with other students' participation in a class

► **Misuse of University properties or resources**

- Purchasing or selling (or attempting to) one's registration in a class

For more information, please refer to <http://sja.ucdavis.edu/files/cac.pdf>

COURSE SCHEDULE

Module/Session One: The News Media, Sunday, August 7, 2022

- Introductory lecture: Disruption in the news media in the age of COVID-19
- Review of Media Consumption survey
- In Class exercise: Audience brief for the *California Sun* newsletter (2021)
- Guest Speaker: TBA

Pre-class readings:

- “Attention is our Business”, *Wired*, (2017).
- Eisenmann, Parker, and Van Alstyne, “Strategies for Two-sided Markets” (2008)
- Pew Research Center, Pew Research Project for Excellence in Journalism (2021)
- Johnson, Christensen, and Kagermann, “Reinventing Your Business Model”
- McGrath, “Transient Advantage,” (2013)

Module/Session Two: The Entertainment Media, Sunday, August 14, 2022

- Mid-term lecture: Disruption of the entertainment media after COVID-19
- Case Discussion: CNN+ (2022)
- In-Class Exercise: Designing streaming’s future
- Guest Speaker: TBA

Pre-class readings:

- CNN+ case
- Blank, “Why the Lean Business Model Changes Everything” (2013)
- Flint, “The War for Talent in the Streaming Wars” (2019)
- Mullin and Rizzo, “Hollywood Faces the Ultimate Test” (2020)

Module/Session Three: Social Media and Entrepreneurship, Sunday, August 21, 2022

- Presentation of Group Business Model Canvas exercise on the Streaming Wars
- Individual Presentation of at-home assignment on media entrepreneurs
- Closing lecture: Media value chain, entrepreneurship, and media portfolio management
- Guest Speaker: TBA
- Course wrap-up

Pre-class readings:

- Elbese, “Should You Invest in the Long Tail? (2008)
- Deloitte Consulting, “Digital Democracy Survey, Ninth Edition” (2021)
- John, Mochon, Emrich, and Schwartz, “What is the Value of a Like?” (2017)