



AS OF: 10.11.4.25
CLASS SCHEDULE

TECHNOLOGY'S IMPACT ON ENTERTAINMENT AND MEDIA

MKTG-UB.23, Undergraduate (2 credits)

FALL 2024; Tuesdays 6:30p-7:45pm Room 415

Office Hours Immediately preceding class: 5:00 p.m. - 6:15 p.m. - immediately before class.

INSTRUCTORS:

Professor: Scott Schiller (ss3099@nyu.edu)

TF: Courtney Schier (cns9421@stern.nyu.edu)

AN INTRODUCTION:

Welcome to "Technology's Impact on Entertainment and Media". This course sits at the intersection of culture, technology, and business — where I've lived my entire career as a digital media executive and educator. From the rise of streaming and connected TV to the explosion of social platforms and artificial intelligence, the way stories are told and money is made in media is changing faster than ever.

In this class, you won't just study those changes — you'll experience them in real time, debate them, and learn how to think like the leaders shaping what comes next. I aim to give you a front-row seat to the disruptions redefining Hollywood, Madison Avenue, and Silicon Valley, and the confidence to make your own impact, whether as a creator, strategist, entrepreneur, or executive.

COURSE DESCRIPTION:

Technology has rewritten the rules of entertainment and media. Streaming platforms compete with what we call "legacy TV". Music is "rented," not "owned". Gaming rivals Hollywood box office. AI can generate content in seconds. Social platforms aren't just channels — they're cultural engines. This course is designed to help you decode these disruptions, understand the business strategies behind them, and build the skills to succeed in this fast-changing ecosystem.

Through our class work, which will include frameworks for examining the industry, weekly assignments, and interactive projects, you'll learn how companies innovate, how consumers drive change, and how storytelling connects across platforms. Guest speakers and real-world examples will bring the material to life, and your own presentations will help you practice the art of analysis, persuasion, and leadership.

COURSE OBJECTIVES:

By the end of this course, you will be able to:

1. **Have insight into the entertainment and media business through the lens of technology** — and spot the opportunities disruption creates.
2. **Analyze** how shifts in consumer behavior, platforms, and business models reshape the industry.
3. **Connect technology and business** in ways that explain not only what is happening but also why it matters.
4. **Build confidence** in your voice and perspective through teamwork, quick thinking, presentation, and networking exercises.

WHO SHOULD TAKE THIS COURSE?

If you're curious about how streaming, social media, gaming, or AI change how we watch, create, and share stories, this class is for you. It doesn't matter what you're majoring in — business, the arts, computer science, or anything else — you'll walk away with a sharper view of how technology reshapes entertainment and media. It's an excellent fit for anyone in the BEMT minor who wants to understand what's happening in Hollywood, Madison Avenue, and beyond.

COURSE MATERIALS - Required (Details at first class):

Required Textbook: Judy Ungar Franks, *Media From Chaos to Clarity and Back Again* (Third Edition) - Google Drive - Note - You do not have to purchase this from the NYU Store.

Additional readings, industry articles, and real-time updates will be distributed via Brightspace, email, and sometimes in class. Because this industry moves fast, expect some readings to be pulled straight from the headlines.

CLASS FORMAT/STRUCTURE:

We'll use the following structure for each class to make the most of our 75 minutes together.

1. Open / Administrative catch-up and Review of previous class
2. Review of class assignments/homework - Class members will all be asked to present their homework
3. Main Topic
4. Next Week's Homework
5. NOTE: Scott / Courtney will be available before and after class to address any questions.

GRADING OVERVIEW:

Your grade in this class reflects both your mastery of the material and your engagement as a participant in the media business conversation. Here's how we'll measure success:

1. **Final Individual Presentation – 45%** — Your chance to showcase insight, analysis, and storytelling on a topic of your choice.
2. **Class Participation – 30%**
 - * Attendance/14 weeks - 15%
 - * In-class Participation / Discussion - overall semester 15%
3. **Group Presentation – 15%** — Work together to deliver a brief, informative business-style presentation.
4. **Weekly Assignments – 10%** — Short, topical tasks tied to real-time industry shifts.

GRADING SCHEME:

- **Up to 30% of students can expect to receive A's for excellent work.
- **Up to 70% % of students can expect to receive B's for good or very good work.
- **5-10% of students can expect to receive C's or less for adequate or below work.

F 2025 ASSIGNMENT GRADING OVERVIEW

1. **INDIVIDUAL PRESENTATION - 45% of the total class grade**

A 15-minute, in-person presentation designed to showcase your understanding of how technology is impacting our industry.

2. **CLASS PARTICIPATION - 30% of total class grade**

Consistent attendance is essential to learning the material and succeeding in our class. You are expected to attend all 14 class sessions for 75 minutes and participate actively in our learning/journey.

There are many ways to contribute and engage, and we'll discuss them throughout the semester.

We strive to create a **safe learning environment** here and encourage participation from all students.

3. **FIVE-MINUTE GROUP PRESENTATION AND OVERALL GROUP PARTICIPATION - 15% of total class grade:**

We can all always work better together. Creating a five-minute "business style" group presentation will help hone storytelling, presenting, and collaboration skills.

WEEKLY ASSIGNMENTS - 10% of total class grade

DUE Mondays at 12 Noon. You'll be regularly asked to complete a brief topical assignment that is compulsory but not graded. The assignment should take you approximately 30 minutes to an hour. You'll receive credit for completing the work to the best of your ability.

Additionally, multiple opportunities will be provided throughout the semester to improve your skills.

TO KEEP UP WITH THE INDUSTRY (Build skills beyond this classroom):

This class works best if you're plugged into what's happening in real time. Here are some ways to do that — think of this as your media toolkit. It's a living list, and we welcome you to keep adding to it throughout the semester and beyond as you build your professional life.

Clubs & Organizations (great for networking and events):

- 212NYC – NYC's hub for advertising, media, and tech pros
- Ad Club – Industry events, thought leadership, and networking.
- Advertising Women of New York (AWNY) – Focused on career growth and mentorship
- The Female Quotient – Pop-up lounges, panels, and inclusion-focused programming

What to Read & Follow (daily/weekly check-ins):

- Axios Media Trends (Sara Fischer's weekly column — fast, essential read)
- Advertising Age (ad/marketing industry coverage)
- eMarketer / Insider Intelligence (free access via NYU — trends & data)
- The Hollywood Reporter (entertainment business + culture)
- The Information (deep-dive media/tech reporting)
- The New York Times (media and tech sections)
- The Wrap (Hollywood-focused news & analysis)
- Wall Street Journal (esp. the CMO column for marketing POVs)
- Social platforms — keep an eye on Threads, Bluesky, and X for how stories, trends, and creators break in real time

Podcasts & Newsletters (listen on a run, subway ride, or scroll):

- The Town with Matthew Belloni (Puck) — insider Hollywood + dealmaking
- Pivot (Kara Swisher & Scott Galloway) — tech, business, and media with sharp takes
- Strictly Business (Variety) — deep dives with industry leaders
- The Daily (New York Times) — essential context on cultural + business news
- Marketing Brew / Morning Brew — quick-hit marketing + media updates
- Recode Media (Peter Kafka) — thoughtful interviews on tech + media crossover
- Movies & Series (case studies in culture + business):
- BlackBerry (2023) — rise/fall of a tech giant
- Jobs (2013) — Apple's origin story
- The Great Hack (2019) — data, politics, and privacy
- The Internship (2013) — Google through Hollywood's eyes
- The Playlist (2022) — birth of Spotify
- The Social Network (2010) — Facebook's founding myth
- September 5 (2025) -- How Sports broadcasting has changed
- Steve Jobs (2015) — tech + storytelling
- Super Pumped: The Battle for Uber (2022) — platform disruption and power plays

F 2025 – Schedule / Class Plan – AS OF 10.9.25

- 01 **09.02.25** **Introductions, Entertainment Landscape**
- **HOMEWORK ASSIGNMENT FOR NEXT CLASS:**
SLIDE TOPIC: How has technology reshaped Consumer entertainment/media consumption habits?
READ: Chapters 1-4 from the book
- 02 **09.09.25** **“Climbing the Innovation Curve Together”**
- **HOMEWORK ASSIGNMENT FOR NEXT CLASS:**
SLIDE TOPIC: Pick a “new player in a new land” and bring to life its “3 C’s”
- 03 **09.16..25** **“Everyone’s a Media Company”**
(Add/Drop period complete)
(Begin scheduling final presentations)
(Group Presentation teams)
- **HOMEWORK ASSIGNMENT FOR NEXT CLASS:**
TOPIC: Teams will pick their topics and submit
- 04 **09.23.25** **“Entertainment, Ecosystems, and Truths”**
(Select volunteers for presentation workshop class)
- **HOMEWORK ASSIGNMENT FOR CLASS AFTER WORKSHOP:**
SLIDE: Read/React to the “simple” explanation of the “Five Truths.”
Pick a company from the Media ecosystem map and bring some aspect of this to life.
- 05 **09.30.25** **“Giving Effective Business-Oriented Presentations”**
This class will have two segments:
- a. Workshopping on how to give an effective business/professional presentation
 - b. Planning your group presentation:
 - i. Break into groups,
 - ii. Create a plan to write and practice your presentation.
- **HOMEWORK ASSIGNMENT FOR NEXT CLASS:**
Work on group presentations
Refresh on your homework on “Five Truths”
- 06 **10.07..25** **Group Presentations 1 - Music Focused**
“The Five Truths - continued”
- LD **10.14.25** **LEGISLATIVE DAY - NO CLASS**

- 07 10.21.25 **Group Presentations 2 - Social Focused**
"The Five Truths - continued"
 - Discuss Final presentation topics
- 08 10.28.25 **Group Presentations 3 - Industry Specific**
 Programming TBD
- **HOMEWORK ASSIGNMENT FOR NEXT CLASS:**
 Prepare a slide that captures at least one example of how technology is
 Influencing, changing the political/electoral environment
- 09 11.04.25 **The Impact of technology on Elections/Politics/Democracy**
 Join a former White House staffer to discuss the impact of
 Technology on politics. We will also pay attention to the NYC
 Mayoral race as a bellwether of trends affected/impacted
 by social media.
- HOMEWORK ASSIGNMENT FOR NEXT CLASS:**
READING: To Be Assigned
TOPIC: Privacy and Regulation
SLIDE:
- Pick an industry issue you've experienced/observed related to privacy/ regulation
 - Describe it BRIEFLY
 - Explain the pros and cons for consumers and businesses, along with your opinion.
- 10 11.11.25 **Catch-up on Concepts and Media Today**
- 11 11.18.25 **Technology and Broadway/The Arts**
JoeyParnes, Legendary Broadway Producer
- 12 11.25.25 **THANKSGIVING WEEK CLASS**
Dan Lovinger, Ex - NBCU
President Olympic/Paralympic Partnerships and
former head of Advertising Sales / NBCU Sports Group
- 13 12.02.25 **A CMO's view of how Technology has affected marketing?**
Alex Craddock, Chief Marketing and Content Officer at Citi
HOMEWORK ASSIGNMENT FOR NEXT CLASS:
TOPIC: How to build a meaningful career
ASSIGNMENT: Complete and be prepared to discuss your "Career Narrative" and
 "Impostor Syndrome" documents.
- 14 12.09.25 **Careers in the Entertainment / Media Industry**
 As a culmination of our semester, this class focuses entirely on the tools to build a career.
 In particular, we will workshop your career narrative and how to break "impostor

syndrome.”

Stern Undergraduate College

ACADEMIC INTEGRITY

Undergraduate Recommended Language

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 Academic Integrity Policies](#) as well as 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.
- Clearly 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 violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

STERN CODE OF CONDUCT

The Stern Code of Conduct and Judiciary Process applies to all students enrolled in Stern courses.

For undergraduates, information can be found here:

<https://www.stern.nyu.edu/portal-partners/current-students/undergraduate/community/community-expectations>

To help ensure the integrity of our learning community, prose assignments you submit to NYU Brightspace 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 also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations for Graduate and Undergraduate students.

<https://www.stern.nyu.edu/portal-partners/registrar/policies-procedures/general-policies/code-conduct>
<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>).

UNDERGRADUATE GRADING GUIDELINES

Grading Information for Stern Elective Courses

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.

STUDENT ACCESSIBILITY

If you will 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](tel:212-998-4980), mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you will 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 prior to 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>

STUDENT WELLNESS

Undergraduate Recommended Language

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that.

Bookmark the NYU Stern Well-being Resource Hub (<https://www.stern.nyu.edu/wellbeing>) for existing services at NYU and Stern covering a wide variety of topics including financial well-being, relationship well-being, mental well-being, and more. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212-443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>

NAME PRONUNCIATION AND PRONOUNS

NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

RELIGIOUS OBSERVANCES AND OTHER ABSENCES

NYU's [Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance.

Except for religious observances or other absences that may be required in compliance with nondiscrimination law, this class otherwise requires attendance and participation and cannot accommodate conflicts. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. If you are aware of a potential conflict, it is strongly recommended that you do not take this class.

LAPTOPS, CELL PHONES & OTHER ELECTRONIC DEVICES

The use of tablets and electronic devices that are laid flat on the desk, for the purpose of note-taking only, is permitted. However, students should make every effort to avoid distracting their classmates or disrupting the class, including arriving early and choosing a seat that is less distracting for peers.

INCLUSION STATEMENT

This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is expected that everyone commits to making this an inclusive learning environment for all.