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***“Advertising in the Age of Alexa, AI, and Algorithms or:***

 ***How to Stop Worrying and Build Your Brand”***

**MEJO 438.1/Fall 2021/Lou Killeffer**

**Description & Learning Objectives** This is an intensive, seminar-like course requiring active classroom participation exploring advertising and brand theory and their rapidly evolving best practices in response to decades of *continuous digital disruption.* Through selected readings, class discussion, student research, and live interface with some of today’s most enlightened, real-world practitioners, we'll investigate:

* How the never-ending cascade of content on powerful platforms shapes both attitudes and behavior, indeed, how we live our lives, with profound consequences for our shopping behavior, purchase decisions, and the marketing strategies designed to engage consumers through *“advertising”.* ​​
* How and why previously proven marketing communications methods, and entire ad-based business and service models, have been challenged, destroyed, and discarded.
* How and why the fundamental objectives and tools in creating brand-based relationships remain remarkably constant in a dynamic arena driving changes in technology, culture, and commerce, and
* What all this might mean for those students seeking a career in the maturing or emerging wings of the constantly evolving profession…

**Class** 5:00-6:15pm**,** Monday & Wednesday, Carroll 283

**Adjunct Professor** [Lou Killeffer](https://www.linkedin.com/in/loukilleffer/)

**Phone** 917.327.8963

**Mail** loukilleffer@unc.edu

**Office Hours** As I maintain a full schedule at my agency, I technically have no office hours at the University but am happy to speak with any student by phone or email. I can also arrive before or stay after class to discuss something *by appointment*. Please email me to schedule a convenient time.

**Attendance** Your attendance is expected in order to complete the course. If you must miss class, let me know *before* class via email. You can’t miss more than *three* classes without sufficient reason or notice. *If you do your final grade will be lowered by five points* regardless of your performance in class.

**Class Participation** This course requires your ***active* *engagement and participation***. You’re expected to direct your attention to the class and our work when we are in session. Please come prepared, be an active listener, share relevant thoughts and opinions, and add to each class discussion and understanding. *Multi-tasking in class with web or mobile-based devices dramatically reduces your ability to contribute and ultimately your grade.* This isn’t an environment where you can successfully participate if you’re not fully engaged.

**Critical Thinking** Advertising and marketing, indeed, business in general requires creativity in all its forms; an open and curious mind; a willingness to continue learning; the free exchange of ideas; and insight driven critical thinking and analytical reasoning - the ability to confidently “connect the dots”.

**Working in Teams** Business also increasingly depends on the collaboration and performance of cross-functional teams. *This has always been true of the ad agency and in-house agency models and will be essential to your work, growth, and success in this class*.

**Original Research Project** You will have a three-month long team research assignment to investigate and understand student media usage, advertising awareness and avoidance, brand awareness, and shopping behavior. Investigating, for example: how much time students spend on various media platforms and formats; how much and what kind of marketing and/or advertising students see daily; how aware they are of the amount they consume; how they’re actually responding to it, pro and con, and why; what personal information students willingly share and what information they will not share; as well as what, if any, concerns students may have about cookies, data capture, and/or privacy, etc.

For example, the assignment may require your team’s choice of: the research sample, going in hypotheses, the overall research design - including applying specific research methods and tools - and a comprehensive report on your methods and key findings. **Your report will be both a formal 15-minute Oral Presentation to the Class with accompanying Q&A (where you’ll be expected to answer questions thoughtfully and thoroughly as your answers will influence the appraisal of your work), and a bound and a digital copy of your completed project.** You’ll find prior student examples here:

* [**Presentation/d/14ZQBESK-GVitP2GXFoRxbLZj\_tyW8m9rJMCfHhsGh58/edit#slide=id**](https://docs.google.com/presentation/d/14ZQBESK-GVitP2GXFoRxbLZj_tyW8m9rJMCfHhsGh58/edit#slide=id.g6bd8f88701_1_0)
* [**Presentation/d/1mB34cTeC1dNnpXpb6tRHN3DnbP2VVMGXlB33Z6**](https://docs.google.com/presentation/d/1mB34cTeC1dNnpXpb6tRHN3DnbP2VVMGXlB33Z670nTw/edit?usp=sharing)
* [**Presentation/d/1nc6XwT8FbFeLQ6frMFHbbwl\_T7bm7RWDBa\_bTd**](https://docs.google.com/presentation/d/1nc6XwT8FbFeLQ6frMFHbbwl_T7bm7RWDBa_bTdmvQaE/edit?usp=sharing)

**Guest Speakers** active in advertising, marketing, and public relations, who’re quite literally writing the book on what you’re studying this semester, will join us as the course progresses. We’ll provide each of them *a concise list of questions* *before hand* to ensure their visit and your learning are most rewarding.

**Required Reading** Class discussion, and your exams, will proceed from the required reading, including:

* **Confessions of an Advertising Man**, David Ogilvy, 2013 edition **Key**: Chapter I *How to Manage an Advertising Agency*; Chapter II *How to Get Clients;* Chapter III *How to Keep Clients;* Chapter IV *How to Be a Good Client*; Chapter V *How to Build Great Campaigns*
* **Frenemies: The Epic Disruption of the Ad Business (and Everything Else)** Ken Auletta, 2018 **Key**: Introduction; Chapter 1 *The Perfect Storm*; Chapter 2 “Change Sucks”; Chapter 3 *Goodbye Don Draper;* Chapter 5 *Anxious Clients;* Chapter 7 *Frenemies;* Chapter 9 *The Privacy Time Bomb;* Chapter 10 *The Consumer as Frenemy;* Chapter 12 *More Frenemies;* Chapter 13 *Marketing Yak-Yaks and Mounting Fear;* Chapter 14 *The Client Jury Reaches its Verdict*; Chapter 16 *Mad Men to Math Men* Chapter 17 *Dinosaurs or Cockroaches*; Chapter 18 *Goodbye Old Advertising Axiom*
* **ZAG: The Number One Strategy of High-Performance Brands**, Marty Neumeier, 2007 **Key**: Introduction; Part 1 Finding Your Zag; Part 2 *Designing Your Zag;* Part 3 *Renewing Your Zag*
* **The Belief Economy: How to Give a Damn, Stop Selling, and Create Buy-In**, David Baldwin, 2017 **Key**: John Replogle’s Forward; Introduction; Chapter I *A New Kind of Consumption and Why it Might Consume You;* Chapter III *Capitalism as a Force for Good, Proving Once and For All, Karl Marx was a Schmuck;* Chapter IV *Why You Should Think of* *Your Brand as a Verb*; Chapter VI *You Don’t Have to Live Like a Saint to Save the World*; Chapter VII *How to Become a Belief Driven Brand by Doing Good*; Chapter VIII *The Crime of the Century: The Great Social Media Hoodwink*
* **Additional required reading** will include the following brief **Topic Summaries**:
* [*Advertising-in-the-Age-of-Alexa*](https://www.fivemilerivermktg.com/post/2017/09/26/advertising-in-the-age-of-alexa)
* *Keeping Current*
* [*David-Ogilvy-on-First-Principles*](https://www.fivemilerivermktg.com/post/2017/09/11/david-ogilvy-on-first-principles)
* *Mary Wells Lawrence*
* *Women, and Men, in Marketing*
* [*How-to-Build-a-Dynamic-Brand*](https://www.fivemilerivermktg.com/post/2017/01/18/how-to-build-a-dynamic-brand)

# [*"Hey Alexa, what just happened here?"*](https://www.fivemilerivermktg.com/post/hey-alexa-what-just-happened-here)

* [*Frenemies-by-Ken-Auletta*](https://www.fivemilerivermktg.com/post/2018/09/09/from-mad-men-to-math-men-frenemies-by-ken-auletta)
* *Facebook*
* *Facebook 2020*
* *Google*
* *Google 2021*
* [*The-Genius-of-Iconic-Brands*](https://www.fivemilerivermktg.com/post/2017/06/06/the-genius-of-iconic-brands)
* *Amazon*
* *Amazon 2021*
* *Certification as Continuing Education*
* [*Consumer-Centric-Companies*](https://www.fivemilerivermktg.com/post/12-characteristics-of-consumer-centric-companies)
* *Personalized Marketing*
* *Ecommerce/FB 2021*
* *Voice Search*
* [*What-your-brand-sounds-like*](https://www.fivemilerivermktg.com/post/2019/03/26/yes-it-matters-what-your-brand-sounds-like)
* *Social Media During COVID-19*
* *2020 Holiday Shopping*
* *2020 Marketing Trends*
* *Ad Blockers 2021*
* *Client/Agency Challenges*
* [*Challenges-CMOs-Face-Today*](https://www.fivemilerivermktg.com/post/2018/09/23/trust-the-challenges-cmos-face-today)
* *Chatbots 2021*
* *Soaring Mobile Ad Spend*
* [Lifting-the-veil--on-surveillance-capitalism](https://www.fivemilerivermktg.com/post/lifting-the-veil-on-surveillance-capitalism)
* *“The Goal is to Automate Us”*
* *The Privacy Paradox*
* *Artificial Intelligence*
* *Artificial Intelligence 2021*
* [*For-Whom-the-Bell-Tolls*](https://www.fivemilerivermktg.com/post/2019/03/10/for-whom-the-bell-tolls)
* [*Mad-Men-Seek-Math-Men*](https://www.fivemilerivermktg.com/post/2019/06/08/mad-men-seek-math-men)
* [*Mad-Men-Seek-Math-Men-the-Sequel*](https://www.fivemilerivermktg.com/post/mad-men-seek-math-men-the-sequel)
* *[Looking-for-a-Reason-to-Believe](https://www.fivemilerivermktg.com/post/2017/11/13/looking-for-a-reason-to-believe)*

***Please note: If, for whatever reason, you’re disinterested*** *in actively participating in class, creativity and critical thinking, the required reading, project-based learning, the perspectives of speakers from the profession, or uncomfortable with close teamwork and collaboration with your student peers* ***then this is not the class for you!***

**Evaluations** will follow the University’s existing standards

# **Grade** **% Required**

A 93

A- 90

B+ 87
B 83
B- 80

C+ 77

**Grade**  **% Required**

C+ 77
C 73

C- 70

D+ 67
D 60

F 59 and below

**Your Grades** will consist of the work you complete with your team and your individual performance.

**Individual Component**

* Class Participation 20%
* Mid-Term Exam 20%
* Final Exam 20%

**Team Component**

* Take Home Exam 10%
* Research Project 30%

**Seeking Help** If you need individual assistance, it’s *your* responsibility to meet with the professor. If you are serious about improving your performance in the course, the time to seek help is as soon as you’re aware of the problem, whether the problem is difficulty with the course material, a disability, or an illness.

**Syllabus Changes**The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

**University Policy on Attendance** No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](https://odos.unc.edu/), [Gender Violence Service Coordinators,](https://womenscenter.unc.edu/resources/gender-violence-services/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC).

**Class Policy** *Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please provide your approach on the course syllabus.*

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](http://catalog.unc.edu/policies-procedures/honor-code/) when making a request for a University approved absence. *(Source:*[*http://catalog.unc.edu/policies-procedures/attendance-grading-examination/*](http://catalog.unc.edu/policies-procedures/attendance-grading-examination/)*)*

**ARS** The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information [https://ars.unc.edu](https://ars.unc.edu/) or email ars@unc.edu (Source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

**Counseling and Psychological Services** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**Title IX**Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University’s Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu/).

**Policy on Non-Discrimination** The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, the University’s [Policy Statement on Non-Discrimination](https://unc.policystat.com/policy/4467906/latest/) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression.  Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at  [safe.unc.edu](https://safe.unc.edu/)) or the [Equal Opportunity and Compliance Office](http://eoc.unc.edu/), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

**Diversity Statement**  I strive to make this classroom an inclusive space for all students.  Please let me know if there is anything I can do to improve; I appreciate any suggestions.  More broadly, our school has adopted diversity and inclusion [mission and vision statements](http://hussman.unc.edu/diversity-and-inclusion) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](https://eoc.unc.edu/our-policies/ppdhrm/).  In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University’s nondiscrimination policies.

**Honor Code** I expect that each student will conduct himself or herself within the guidelines of the University honor system ([http://honor.unc.edu](https://outlook.unc.edu/owa/redir.aspx?C=_PwXhu5wkEKfdEIVTpil9KJAr6RORM8IBwmgW7JyZPUuO4or7Dri_9D4gXEkBO0Z0IIreRKEjIQ.&URL=http%3a%2f%2fhonor.unc.edu)). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

**Mask Use**  All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](https://cm.maxient.com/reportingform.php?UNCChapelHill&layout_id=23).  At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception.  For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

**Accreditation** The Hussman School of Media and Journalism’s accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more here: [**PROGRAM/PRINCIPLES.SHTML#vals&comps**](http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps)No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas with special emphasis on these:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

5. Understand concepts and apply theories in the use and presentation of images and information.

6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

***7. Think critically, creatively, and independently.***

**8. *Conduct research and evaluate information by methods appropriate to the communications professions in which they work.***

***9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.***

10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

11. Apply basic numerical and statistical concepts.

12. Apply tools and technologies appropriate for the communications professions.

**Current Class Schedule** *Which may change to accommodate the needs of the class and our guests:*

**Class 1 Aug 18 *Welcome to Continuous Disruption & Why It’s Here to Stay***… Introduction, Overview, Expectations, Syllabus & Reading List,

 Student Questionnaires, LK, Sherpa, Research Project

**Class 2 Aug 23 *Advertising in the Age of Alexa, AI, and Algorithms or: How to Stop Worrying and Build Your Brand*** Research Project Teams Assigned, Calendar Review

 **` Read:** [*Advertising-in-the-Age-of-Alexa*](https://www.fivemilerivermktg.com/single-post/2017/09/26/Advertising-in-the-Age-of-Alexa)Confessions of An Advertising Man, Chapter I *How to Manage an Advertising Agency*; Chapter II *How to Get Clients*

**Class 3 Aug 25 *Introducing David Ogilvy: the “Father of Advertising”***

**Read:**Confessions of An Advertising Man, Chapter III *How to Keep Clients;* Chapter IV *How to Be a Good Client;* **Topic Summary:** *Keeping Current*

**Class 4 Aug 30 *David Ogilvy “The Father of Advertising” and his Children***

**Read:** [*David-Ogilvy-on-First-Principles*](https://www.fivemilerivermktg.com/single-post/2017/09/11/David-Ogilvy-on-First-Principles)*,* Confessions of An Advertising Man, Chapter V *How to Build Great Campaigns;* **Topic Summaries**: *Mary Wells Lawrence; Women, & Men, in Marketing*

**Class 5 Sep 1  *From Commodity to Product to Brand***

 **Read:** [*How-to-Build-a-Dynamic-Brand*](https://www.fivemilerivermktg.com/single-post/2017/01/18/How-to-Build-a-Dynamic-Brand)

 **Sep 6 Labor Day – UNC Holiday - No Class**

**Class 6 Sep 8 *From Commodity to Product to Brand***

# **Read:** **Topic Summaries:** *Facebook; Google*

**Class 7 Sep 13** ***Facebook and Google: “The Digital Duopoly”***

**Read:** Frenemies, Introduction, Chapter *1 The Perfect Storm*; Chapter 2 “Change Sucks”; Chapter 3 *Goodbye Don Draper* [*Frenemies-by-Ken-Auletta*](https://www.fivemilerivermktg.com/single-post/2018/09/09/From-Mad-Men-to-Math-Men-Frenemies-by-Ken-Auletta)*;* **Topic Summaries:** *Facebook 2020; Google 2021*

**Class 8 Sep 15 *There are Brands and then There are Iconic Brands***

**Read:** [*The-Genius-of-Iconic-Brands*](https://www.fivemilerivermktg.com/single-post/2017/06/06/The-Genius-of-Iconic-Brands)*;* **Topic Summaries:** *Amazon, Amazon 2021; Personalized Marketing, Ecommerce/FB 2021*

**Project Team Take Home Exam Assigned**

**Class 9 Sep 20 The *Twelve Characteristics of Consumer Centric Companies***

**Read**: [*Defining-Characteristics-of-Consumer-Centric-Companies*](https://www.fivemilerivermktg.com/single-post/2017/01/03/12-Defining-Characteristics-of-Consumer-Centric-Companies) and Frenemies, Chapter 5 *Anxious Clients;* **Topic Summaries:** *Certification as Continuing Ed; Voice Search*

**Class 10 Sep 22** ***Agency or Client: Taking Orders versus Making Decisions?***

**Read:** [*Trust---the-Challenges-CMOs-Face-Today*](https://www.fivemilerivermktg.com/single-post/2018/09/23/Trust---the-Challenges-CMOs-Face-Today)**Topic Summaries:***Client/Agency Challenges; Age of Ad Blockers; Ad Blockers Update 2021*

**Project Team Take Home Exams Due**

**Class 11 Sep 27 *Amazon’s Most Critical Insight***

**Read:** Frenemies, Chapter 7 *Frenemies* & Chapter 9 *The Privacy Time Bomb* and **Topic Summaries:** *The Privacy Paradox; Chatbots; Chatbots 2021*

**Class 12 Sep 29 *The “Most Personal Device” Anyone’s Ever Had is Also the Most Dominant Ad Platform with 7.2BN Global Users that Are Always On (and What’s Working/Not?)***

**Read:** **Topic Summaries:** *Soaring Mobile Ad Spend; Social Media During COVID-19; 2020 Holiday Shopping; 2020 Marketing Trends*

**Class 13 Oct 4  *The Seismic Ad Shift From Creating Interest to Intent: Predicting Behavior and the Rise of “Surveillance Capitalism” - And Course Gut Check…***

**Read:** [Age-of-surveillance-capitalism](https://www.theguardian.com/technology/2019/jan/20/shoshana-zuboff-age-of-surveillance-capitalism-google-facebook) and [*"Hey Alexa, what just happened here?"*](https://www.fivemilerivermktg.com/post/hey-alexa-what-just-happened-here) **Topic Summaries:** *“The Goal is to Automate Us”*

# *Artificial Intelligence; Artificial Intelligence 2021*

**Class 14 Oct 6 Team Research Project Discussion: Objective, Sample, Hypotheses, Methodology and Design**

 **Read:** Frenemies, Chapter 10 *The Consumer as Frenemy*

**Prep to Midterm Exam**

# **Midterm Oct 11**  **Midterm Exam: Short Concise Answer/Fill in the Blank, from Your Reading and Our Class Discussions**

**Class 16 Oct 13 *What’s Going on at You Tube These Days***

**Guest Speaker: Jalea Morris, Policy Specialist, You Tube**

**Read:**Frenemies, Chapter 12 *More Frenemies*

**Class 17 Oct 18 *Fall of Advertising and the Rise of PR* Guest Speaker: Grace**

**Ricks, Digital Marketing Specialist, Kaitlyn Goforth, Account Manager, Hayley Gardner, Account Specialist, Eckel & Vaughn, Raleigh Read:**Frenemies, Chapter 13 *Marketing Yak-Yaks and Mounting Fear;* Chapter 14 *The Client Jury Reaches its Verdict*; Chapter 16 *Mad Men to Math Men*

**Class 18 Oct 20** **Team Research Project**: **First Check-In**

**Read**: [*For-Whom-the-Bell-Tolls*](https://www.fivemilerivermktg.com/single-post/2019/03/10/For-Whom-the-Bell-Tolls)

**Class 19 Oct 25 Research Project**: **Team Work**

 **Read:** Frenemies, Chapter 17 *Dinosaurs or Cockroaches*; Chapter 18 *Goodbye Old Advertising Axioms*

**Class 20 Oct 27 Research Project**: **Team Work**

**Read:** ZAG Intro; *Part 1, Part 2, Part 3*

**Class 21 Nov 1 Review of Reading from Classes 18, 19, 20, and 21**

**Read:** [*Looking-for-a-Reason-to-Believe*](https://www.fivemilerivermktg.com/single-post/2017/11/13/Looking-for-a-Reason-to-Believe)

**Class 22 Nov 3** **Research Project**: **Final Check-In**

**Read:** The Belief Economy, Forward; Introduction; Chapter I *A New Kind of Consumption and Why it Might Consume You;* Chapter III *Capitalism as a Force for Good, Proving Once and For All, Karl Marx was a Schmuck*

**Class 23 Nov 8** ***The Belief Economy* Guest Speaker: Phil Simons, AE,**

**Baldwin&**

 **Read:** The Belief Economy, Chapter IV *Why You Should Think of*  *Your Brand as a Verb*; Chapter VI *You Don’t Have to Live Like a Saint to Save the World*

**Class 24 Nov 10** ***What’s New with Amazon, Alexa and Voice***

**Guest Speaker**: **Patrick Givens, Principal Product Marketing Manager, Audio Advertising Lead, Amazon**

 **Read:** The Belief Economy, Chapter VII *How to Become a Belief Driven Brand by Doing Good*; Chapter VIII *The Crime of the Century-ish: The Great Social Media Hoodwink;* [*Yes-it- matters-what-your-brand-sounds-like*](https://www.fivemilerivermktg.com/single-post/2019/03/26/Yes-it-matters-what-your-brand-sounds-like)

**Class 25 Nov 15**  ***A Tar Heel View from Manhattan***

**Guest Speaker: Anushka Jain, Analyst, Kantar, NYC** on her current entry-level job experience in the marketing world, what goes on, what she learned in school that she’s using now and what matters most and what doesn’t in succeeding at her job

 **Read:** [*Mad-Men-Seek-Math-Men*](https://www.fivemilerivermktg.com/single-post/2019/06/08/Mad-Men-Seek-Math-Men)

**Class 26 Nov 17**  **Presentations of Team Research Projects 1, 2 and 3**

**Class 27 Nov 22 Presentations of Team Research Projects 4, 5, and 6**

**Class 28 Nov 29**  **Course Wrap & Initial Review**

**Class 29 Dec 1 Prep to Final Exam**

# **Final ExamDec 6 Short Concise Answer/Fill in the Blank, from Your Reading and Our Class Discussions**

 

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29 July 2021