

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Spring 2019

January 14, 2019 – April 29, 2019

Maximizing Social Media

PMGT6472

3 Credits

Tuesday, 7:10 – 9:40 p.m.

1776 G Street, C-112

BASIC INFORMATION AND RESOURCES

Instructor

Alan Rosenblatt, Ph.D.

Alan Rosenblatt, Ph.D., is a digital communications & social media strategist, professor & thought leader with over 25 years' experience in digital/social politics, advocacy, media, and education. He is Director of Digital Research at Lake Research Partners & Principal, leading the Digital and Social Media Strategy Practice at turner4D. Alan co-founded the Internet Advocacy Roundtable in 2005 and in 1995 taught the world's 1st college course on digital/social media politics at George Mason University. He's been teaching variations of it ever since—currently at George Washington, Johns Hopkins, and American Universities, and previously at Georgetown and Gonzaga Universities. Dr. Rosenblatt was Associate Director for Online Advocacy at the Center for American Progress/CAP Action Fund from 2007-2013, where he created and managed the Center's enterprise social media program and ran many online advocacy campaigns. He is a prolific writer, currently blogging at npENGAGE and turner4D's Carpe Colloquium and previously at Huffington Post, Social Media Today, techPresident, Big Think, Roll Call, CQ Roll Call's Connectivity, as well as a contributor to Campaigns & Elections. He is a frequent keynote speaker and panelist. Alan has a Ph.D., M.A. and B.A. in Political Science and can be found across social media @DrDigiPol.

Contact Information (DO NOT CONTACT THROUGH BLACKBOARD)

Phone Number: (703) 282-7157

Email Address: AlanRosenblatt@gmail.com

Communication

Please email me any questions or to schedule a call. If I am slow responding, please send me a text message to my phone to prompt me to check your email. I am also available after class by appointment.

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

Support for Students with Disabilities

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <https://disabilitysupport.gwu.edu/>.

Title IX: Confidentiality and Responsible Employee Statement

The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit <https://haven.gwu.edu/>.

In the Event of an Emergency or Crisis during Class

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at **[fill in proximate location]** in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: <http://www.campusadvisories.gwu.edu/>.

Attendance Policy

Attendance is required. As class participation is part of the course requirements, missing class will affect that grade. If you must miss class, please provide advanced notification and make arrangements to get notes from a classmate.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 hours preparing for class.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Lara Brown
Interim Director, Political Management Program
lambrown@gwu.edu | 202-994-5512

Dr. Jack Prostko
Associate Dean for Learning and Faculty
Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Political Management Program Objectives

A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:

1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

Course Description and Overview

These days, it seems everyone is a social media expert. But too many people confuse knowing how to use social media with knowing how to use it to achieve a strategic goal. In the public affairs world, these strategic goals include

- Raising public awareness about a news story, issue or candidate
- Mobilizing people to take action (vote, email Congress, submit a comment to a regulatory agency, etc.)
- Building a community focused on changing a policy or electing a candidate
- Getting people to read a report
- Fundraising for a campaign or advocacy group

or some other goal that advances the mission of an organization or campaign. These are the kinds of things you will learn in this class.

Course Requirements

Grades are based on 3 Assignments, 1 Final Project, and Class Participation:

Assignments: Throughout the course, there are 3 assignments that will be ultimately revised and incorporated into your final Social Media project. (20% of your grade, each, for a total of 60%)

- **Assignment 1: Campaign Strategy Memo** – Students will prepare a memo that lays out their social media policy advocacy campaign for the final Social Media Project. Before writing this memo, confirm your issue with the professor via email or text. As soon as your issue topic is approved, create the Twitter, Facebook and any other social media channel you intend to use for the campaign. The memo will include the following (20%):
 - **The name of your campaign** – The name is the core of your topline campaign message.
 - **Topline message** – It should be succinct, catchy and adapt well to your Twitter handle, Facebook page name, and campaign slogan.
 - **Target audiences** – Aside from the lawmakers the campaign ultimately seeks to persuade, and the press, who are needed for everyone's campaign, you will need to identify your target audiences of citizens. Identify 3 distinct audiences for this memo. Audiences must be specific subsets of voters (like Gen X women, Hispanics over 50, Trump supporters, rural voters, or people who are interested in

homelessness). They should be stakeholders in the policy you are promoting in your campaign. Knowing who you are targeting will help you craft the best messages for each of the groups targeted.

- **Supporting messages** – In addition to your topline message, include deeper messages. Where the topline message must grab people emotionally, supporting messages should get deeper into the facts and logic of your policy campaign. Remember, messages should be suitable for sharing via social media (not too long or too complicated).
- **Which social media channels?** – Based on your target audiences, which social media channels will you use for your campaign. Facebook and Twitter are a must, but other channels will need to be justified for inclusion or omission. Be sure to explain why you chose each channel.
- **URLs for all your social media channels** – These channels must be set up for your campaign with profile pictures, background image and a few posts before you turn in this assignment.
- **Assignment 2: Campaign Social Media Toolkit** – Students will prepare a social media toolkit for their social media campaign. The toolkit is a memo that contains (20% of grade):
 - **Key hashtags** – Using RiteTag.com and any other tools/methods you discover in your readings and research, identify the key hashtags already being used by people posting about your issue and create your campaign hashtag, to be used on all posts.
 - **Key influencers** – Using RightRelevance.com and any other tools/methods you discover in your readings and research, identify at least 15 key influencers in each of the following categories: 1) policy experts/issue activists; 2) reporters covering your issue; and 3) key policymakers/lawmakers working on your issue. These lists should focus people, not organizations/outlets.
 - **Sample language for posts** – Provide examples of tweets, Facebook posts and other social media posts. Examples should include posts for raising issue awareness, as well as calls to action. Include examples of photo memes and found videos you plan to share. Be sure to provide at least 10 sample tweets and 6 sample Facebook posts (and samples of posts for your other social media channels). Posts should include appropriate hashtags and influencer mentions/tags, as well as the text and images.
- **Assignment 3: Campaign Social Media Ad Campaign** – Create a promoted post campaign for your policy campaign on Facebook. Using the Facebook.com/ads self-serve platform, create a promoted post that contains a call to action based on your campaign messaging and targets the audiences outlined in your strategy memo. The memo for this assignment must include an explanation of what you plan to do in your campaign (20% of grade):
 - Why you wrote the message the way you did,
 - Who you targeted, and
 - What you hope to accomplish with the promoted post
 - Be sure to also include screen snaps IN YOUR MEMO (in the same document) of the ad campaign settings.

Social Media Campaign Project: Each student must produce a social media campaign project that includes creating a set of social media channels for an issue campaign and writing a strategic plan for the project. Students are required to fully launch and design each of these channels, populate them with content (posts and static), build functional Twitter Lists from your influencer lists ON TWITTER, and produce a report that documents what you have done and why you did it. The report will

include a statement of strategic goals, screen snaps of each social media channel and a discussion of the strategic plan for using these channels to achieve the goals.

The final project should include:

- Revised version of your Campaign Strategy Memo
- Links to and screen snaps of all your social media channels
- Revised version of your Social Media Toolkit
- Revised version of your Social Media Ad Campaign
- Conclude with a discussion of your road map for how the campaign would be continued beyond the end of the class

Note: This report must be more than just slapping the earlier assignments together. Students are expected to revise and expand the earlier assignments to reflect feedback and additional work from the class. Embed all your images INTO the document (turn in only 1 document). (30% of grade; final report due at the start of the last class; breakdown of grade: design of social media channels)

Class Participation: Students are expected to come to class prepared to discuss the week's assignments. All students are expected to contribute to the in-class discussion. (10% of grade)

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B- 80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Required and Recommended Texts and Learning Materials

Books

- Sunstein, Cass. 2017. *#Republic: Divided Democracy in the Age of Social Media*.
- Schenck, Brad. 2018. *The Digital Plan 2nd Edition: Strategic guidance and planning to: Win political campaigns. Grow nonprofit organizations. Launch projects and meet goals*.
- Jamieson, Kathleen Hall. 2018. *Cyberwar: How Russian Hackers and Trolls Helped Elect a President What We Don't, Can't, and Do Know*.
- Hlinko, John. 2012. *Share, Retweet, Repeat: Get Your Message Read and Spread*.
- Romm, Joe. 2018. *How To Go Viral and Reach Millions: Top Persuasion Secrets from Social Media Superstars, Jesus, Shakespeare, Oprah, and Even Donald Trump*.
- Shirky, Clay. 2008. *Here Comes Everybody: The Power of Organizing without Organizations*.
- Singer, Peter. 2018. *LikeWar: The Weaponization of Social Media*.
- Sinker, Dan. 2011. *The F***ing Epic Twitter Quest of @Mayor Emanuel*.

Online Articles and Videos

- #GivingTuesday Sample Social Media Toolkit. 2017. <https://www.givingtuesday.org/sites/default/files/2017-07/Social%20Media%20Toolkit.pdf>
- Beashell, Aaron. 2016. <https://www.campaignmonitor.com/blog/email-marketing/2016/05/integrate-email-marketing-social-media-strategy/>
- Becker, Beth. 2012. Social media trends: Thoughts from the Field.
- Becker, Beth. 2014. Strategic Rapid Response is not an Oxymoron. <http://connectivity.cqrollcall.com/strategic-rapid-response-is-not-an-oxymoron/>
- Campbell, Julia Claire. 2017. How to Create a Nonprofit Social Media Toolkit for Your Online Fundraising Campaign. https://jcsocialmarketing.com/2017/06/create-nonprofit-social-media-toolkit-online-fundraising-campaign/?doing_wp_cron=1538591664.0783669948577880859375
- Chen, Jenn. 2017. 7 Creative Ways to Use Social Media for PR. <https://sproutsocial.com/insights/social-media-pr/>
- Crowd360. #ZeroHunger Social Media Toolkit. <https://crowd360.org/zerohunger-august-social-media-toolkit/>
- Delany, Colin. 2015. Overview: Twitter Advertising for Politics & Advocacy. <http://www.epolitics.com/2014/06/18/overview-twitter-advertising-politics-advocacy/>
- Delany, Colin. 2015. [Overview: Twitter Advertising for Politics & Advocacy](http://www.epolitics.com/2014/06/18/overview-twitter-advertising-politics-advocacy/).
- Delany, Colin. 2016. Did 'Dark' Facebook Posts Win Trump the White House? <http://www.epolitics.com/2016/11/17/trumps-dark-facebook-posts-win-white-house/>
- Facebook. 2015. How to target Facebook Ads. <https://www.facebook.com/business/a/online-sales/ad-targeting-detail>
- Fitch, Brad. 2015. #SocialCongress 2015. <http://www.congressfoundation.org/social-congress-2015-download>
- Gassegger, Hans & Mikael Krogerus. 2017. [The Data That Turned the World Upside Down](http://motherboard.vice.com/en_us/article/mg9vvn/how-our-likes-helped-trump-win).
- Grassegger, Hannes & Mikael Krogerus. 2017. The Data That Turned the World Upside Down. *Motherboard, Vice.com*. https://motherboard.vice.com/en_us/article/mg9vvn/how-our-likes-helped-trump-win
- <http://bigthink.com/digital-politics/social-media-trends-thoughts-from-the-field>
- <https://npengage.com/nonprofit-marketing/your-audiences-content-is-king/>

- Hutchinson, Andrew. 2016. Using Social Media Data to Predict the Results of the 2016 US Presidential Election. *Social Media Today*. <https://www.socialmediatoday.com/technology-data/using-social-media-data-predict-result-2016-us-presidential-election>
- Kanter, Beth. 2012. What does monitoring your brand on social media channels really mean? <http://www.bethkanter.org/listening/>
- King, Kev. 2014. A Complete Guide to LinkedIn Ads. <http://sproutsocial.com/insights/linkedin-ads-guide>
- LinkedIn. 2015 Targeted Advertising: Reach your ideal customer on LinkedIn. <https://www.linkedin.com/ads/>
- Moyers, Stephen. 2017. 10 Things to do on Social After A PR Crisis. <https://www.searchenginepeople.com/blog/10-things-social-pr-crisis.html>
- Musgrave, Shaun. 2017. 'I Get Called a Russian Bot 50 Times a Day.' *Politico*. <https://www.politico.com/magazine/story/2017/08/09/twitter-trump-train-maga-echo-chamber-215470>
- NSVRC. 2016. Sexual Assault Awareness Month Social Media Toolkit. http://www.nsvrc.org/sites/default/files/saam_2016_social-media-toolkit.pdf
- Owens, Simon 2011. How JESS3 Drove 200,000 Views to a Video. <http://blog.jess3.com/2011/08/how-jess3-drove-200000-views-to-a-video.html>
- Owens, Simon. 2009. How PR People Can Tactfully Locate, Pitch Influential Bloggers. <http://mediashift.org/2009/07/how-pr-people-can-tactfully-locate-pitch-influential-bloggers203/>
- Owens, Simon. 2011. Inside the social media strategy of a conservative think tank. The Next Web. <http://thenextweb.com/media/2011/03/04/inside-the-social-media-strategy-of-a-conservative-think-tank/>
- Owens, Simon. 2011. Inside the social media strategy of a progressive think tank. The Next Web. <http://thenextweb.com/media/2011/03/18/inside-the-social-media-strategy-of-a-progressive-think-tank/>
- Patterson, Michael. 2014. A Beginner's Guide to Facebook Advertising. <http://sproutsocial.com/insights/facebook-advertising-guide/>
- Rosenblatt, Alan. 2012. What Makes Twitter Social? <http://bigthink.com/digital-politics/what-makes-twitter-social>
- Rosenblatt, Alan. 2014. Organize Your Colleagues First. <http://www.socialmediatoday.com/content/social-advocacy-politics-organize-your-colleagues-first>
- Rosenblatt, Alan. 2014. Staffing Your Digital Campaign Team. <http://www.socialmediatoday.com/content/social-advocacy-politics-staffing-your-digital-campaign-team>
- Rosenblatt, Alan. 2014. Sustainable Content Curation Strategy (or Feeding the Beast). <http://www.socialmediatoday.com/content/social-advocacy-politics-sustainable-content-curation-strategy-or-feeding-beast>
- Rosenblatt, Alan. 2014. The Tweet of Email's Death Was an Exaggeration. <http://www.socialmediatoday.com/content/social-advocacy-politics-tweet-emails-death-was-exaggeration>
- Rosenblatt, Alan. 2016. #HashtagPolitics is Changing How We Engage with Elections. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-hashtagpolitics-changing-how-we-engage-elections>

- Rosenblatt, Alan. 2016. 3 Ways to Use Twitter to Diversify Your Media Inputs. <http://www.socialmediatoday.com/special-columns/3-ways-use-twitter-diversify-your-media-inputs>
- Rosenblatt, Alan. 2016. Being a Thought Leader in the Digital Age: A Primer. <http://turner4d.com/being-a-thought-leader-in-the-digital-age-a-primer/>
- Rosenblatt, Alan. 2016. Social Media and the Future of Elections. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-social-media-and-future-elections>
- Rosenblatt, Alan. 2016. Social Media is the Primary Point of Contact with Voters. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-social-media-primary-point-contact-voters>
- Rosenblatt, Alan. 2016. The 2016 Elections and the Facebook Gap. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-2016-elections-and-facebook-gap>
- Rosenblatt, Alan. 2016. The Challenge of Tweeting Complex Issues. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-challenge-tweeting-complex-issues>
- Rosenblatt, Alan. 2016. What 2016 Election Social Media Buzz Metrics Should We Analyze? <http://www.socialmediatoday.com/special-columns/what-2016-election-social-media-buzz-metrics-should-we-analyze>
- Rosenblatt, Alan. 2016. What Did Hillary Clinton Leave on the Social Media Table? <http://www.huffingtonpost.com/entry/58419d99e4b04587de5de94d>
- Rosenblatt, Alan. 2017. Your Audience's Content Is King (and Your Content Is Subservient to It).
- Roston, Michael. 2014. If a tweet worked once, send it again — and other lessons from The New York Times' social media desk. <http://www.niemanlab.org/2014/01/if-a-tweet-worked-once-send-it-again-and-other-lessons-from-the-new-york-times-social-media-desk/>
- Schwarz, Howard. 2017. This is how easy it is to buy a Facebook ad like the Russian 'troll farms' did. CNN. <http://www.cnn.com/2017/09/30/politics/buy-facebook-ads-like-russian-trolls-do/index.html>
- Shirky, Clay. VIDEO: Here Comes Everybody: The Power of Organizing without Organizations. <https://www.youtube.com/watch?v=fSJCcDiD-zw>
- Shirky, Clay. VIDEO: Institutions vs. Collaboration. https://www.ted.com/talks/clay_shirky_on_institutions_versus_collaboration
- Silverman, Craig, Jane Lytvynenko, Lam Thuy Vo, and Jeremy Singer-Vine. 2017. [Inside the Partisan Fight For Your News Feed.](#)
- Silverman, Craig, Lauren Srapagiel, Hamza Shaban, Ellie Hall, and Jeremy Singer-Vine. 2016. [Hyerpartisan Facebook Pages Are Publishing False and Misleading Information At An Alarming Rate.](#)
- Spiegel, Benjamin. 2014. How to Get Started with LinkedIn Paid Ads. <http://marketingland.com/linkedin-paid-ads-a-beginners-guide-69920>
- Twitter. 2015. How to target your Twitter ads. <https://business.twitter.com/target-your-ads>
- Urbianak, Magda. 2018. How to Understand Your Customers' Psychology with Social Listening. <https://brand24.com/blog/how-to-understand-your-customers-psychology-with-social-listening/>

- Wachal, Maria. Integrate Email and Social Media for a Successful Marketing Strategy. <https://brand24.com/blog/integrate-email-and-social-media-for-a-successful-marketing-strategy/>
- *Wall Street Journal*. Blue Feed, Red Feed: See Liberal and Conservative Facebook, Side by Side. <http://graphics.wsj.com/blue-feed-red-feed/> AND (VIDEO) <http://www.wsj.com/video/red-feed-blue-feed-liberal-vs-conservative-facebook/0678AF47-7C53-4CDF-8457-F6A16A46CDAF.html>
- Wang, Selina. 2017. Twitter Is Making Its Political Advertising More Transparent. Bloomberg. <https://www.bloomberg.com/news/articles/2017-10-24/twitter-adopts-advertising-transparency-rules-amid-russia-probe>
- White, Rebecca Lee. 2017. The Best Social Media Analytics Tools of 2017 <https://trackmaven.com/blog/best-social-media-analytics-tools-2017/>
- Willis, Derek. 2014. Facebook Says Experiments Prove Ads on its Site Can Spur Donations. <http://www.nytimes.com/2014/12/23/upshot/facebook-says-experiments-prove-ads-on-its-site-can-spur-donations.html>
- Wong, Julia Carrie. 2018. 'It might work too well': the dark art of political advertising online <https://www.theguardian.com/technology/2018/mar/19/facebook-political-ads-social-media-history-online-democracy>
- Zimmerman, Eilene. 2015. Best Twitter Ad Practices Include Narrow Targets, Videos and Brevity. <http://www.nytimes.com/2015/01/22/business/smallbusiness/on-twitter-best-advertising-practices-include-narrow-targets-videos-and-brevity.html>

Recommended Supplemental Blogs and Resources

- ePolitics. www.epolitics.com
- Social Advocacy and Politics. www.socialmediatoday.com/special-columns/Social-Advocacy-&-Politics
- techPresident. www.techpresident.com
- Pew Internet & American Life Project. www.pewinternet.org
- Digital Politics. www.bigthink.com/blogs/digital-politics
- Mashable. Mashable.com
- Brand24 Blog. <https://brand24.com/blog/>

Tentative Course Calendar*

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Class #1: 1/15

Introduction: Why do social media matter? And Review of Syllabus & course requirements.

1. Source of news – Social media impact on news
2. Networking communities – Big and niche communities online
3. National conversation – Using social media to understand public opinion

Class #2: 1/22

Social Media in Public Affairs

Reading Due Today:

- Schenck, Brad. 2016. *The Digital Plan: A practical guide to creating a strategic digital plan*.
- Rosenblatt, Alan. 2016. Being a Thought Leader in the Digital Age: A Primer. <http://turner4d.com/being-a-thought-leader-in-the-digital-age-a-primer/>
- Rosenblatt, Alan. 2012. What Makes Twitter Social? <http://bigthink.com/digital-politics/what-makes-twitter-social>
- Fitch, Brad. 2015. #SocialCongress 2015. <http://www.congressfoundation.org/social-congress-2015-download>

Class #3: 1/29

Social Advocacy: Campaign goals and messages

Reading Due Today:

- Romm, Joe. 2018. *How To Go Viral and Reach Millions: Top Persuasion Secrets from Social Media Superstars, Jesus, Shakespeare, Oprah, and Even Donald Trump*.
- Rosenblatt, Alan. 2014. 3 Steps for Optimizing Facebook Page Wall Posts for Action. <http://www.socialmediatoday.com/content/social-advocacy-politics-3-steps-optimizing-facebook-page-wall-posts-action>
- Rosenblatt, Alan. 2014. Is Your Social Media Audience Optimized for Advocacy? <http://www.socialmediatoday.com/content/social-advocacy-politics-your-social-media-audience-optimized-advocacy>
- Rosenblatt, Alan. 2014. Targeting Your Campaign Wall Posts on Facebook. <http://www.socialmediatoday.com/content/social-advocacy-politics-targeting-your-campaign-wall-posts-facebook>
- Rosenblatt, Alan. 2013. How to Run a Denial of Hashtag Campaign. <http://www.socialmediatoday.com/content/social-advocacy-politics-how-run-denial-hashtag-campaign>

Assignment Due:

- **Assignment 1: Campaign Strategy Memo** – Students will prepare a memo that lays out their social media policy advocacy campaign for the final Social Media Project. Before writing this memo, confirm your issue with the professor via email or text. As soon as your issue topic is approved, create the Twitter, Facebook and any other social media channel you intend to use for the campaign. The memo will include the following (20% of grade):
 - **The name of your campaign** – The name is the core of your topline campaign message.
 - **Topline message** – It should be succinct, catchy and adapt well to your Twitter handle, Facebook page name, and campaign slogan.
 - **Target audiences** – Aside from the lawmakers the campaign ultimately seeks to persuade, and the press, who are needed for everyone's campaign, you will need to identify your target audiences of citizens. Identify 3 distinct audiences for this memo. Audiences must be specific subsets of voters (like Gen X women, Hispanics over 50, Trump supporters, rural voters, or people who are interested in homelessness). They should be stakeholders in the policy you are promoting in your campaign. Knowing who you are targeting will help you craft the best messages for each of the groups targeted.

- **Supporting messages** – In addition to your topline message, include deeper messages. Where the topline message must grab people emotionally, supporting messages should get deeper into the facts and logic of your policy campaign. Remember, messages should be suitable for sharing via social media (not too long or too complicated).
- **Which social media channels?** – Based on your target audiences, which social media channels will you use for your campaign. Facebook and Twitter are a must, but other channels will need to be justified for inclusion or omission. Be sure to explain why you chose each channel.
- **URLs for all your social media channels** – These channels must be set up for your campaign with profile pictures, background image and a few posts before you turn in this assignment.

Class #4: 2/5

Social media and the 2016 Elections

Reading Due Today:

- Jamieson, Kathleen Hall. 2018. *Cyberwar: How Russian Hackers and Trolls Helped Elect a President What We Don't, Can't, and Do Know*.
- Delany, Colin. 2016. Did 'Dark' Facebook Posts Win Trump the White House? <http://www.epolitics.com/2016/11/17/trumps-dark-facebook-posts-win-white-house/>
- Grassegger, Hannes & Mikael Krogerus. 2017. The Data That Turned the World Upside Down. *Motherboard, Vice.com*. https://motherboard.vice.com/en_us/article/mg9vvn/how-our-likes-helped-trump-win
- Musgrave, Shaun. 2017. 'I Get Called a Russian Bot 50 Times a Day.' *Politico*. <https://www.politico.com/magazine/story/2017/08/09/twitter-trump-train-maga-echo-chamber-215470>
- Rosenblatt, Alan. 2016. #HashtagPolitics is Changing How We Engage with Elections. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-hashtagpolitics-changing-how-we-engage-elections>
- Rosenblatt, Alan. 2016. Social Media is the Primary Point of Contact with Voters. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-social-media-primary-point-contact-voters>
- Rosenblatt, Alan. 2016. The Challenge of Tweeting Complex Issues. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-challenge-tweeting-complex-issues>
- Rosenblatt, Alan. 2016. The 2016 Elections and the Facebook Gap. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-2016-elections-and-facebook-gap>
- Rosenblatt, Alan. 2016. What Did Hillary Clinton Leave on the Social Media Table? <http://www.huffingtonpost.com/entry/58419d99e4b04587de5de94d>
- *Wall Street Journal*. Blue Feed, Red Feed: See Liberal and Conservative Facebook, Side by Side. <http://graphics.wsj.com/blue-feed-red-feed/> AND (VIDEO) <http://www.wsj.com/video/red-feed-blue-feed-liberal-vs-conservative-facebook/0678AF47-7C53-4CDF-8457-F6A16A46CDAF.html>

Class #6: 2/12

Social PR – Enhancing earned media with social media; Intro to Social Media Toolkits

Reading Due Today:

- Hlinko, John. 2012. *Share, Retweet, Repeat. All*
- Crowd360. #ZeroHunger Social Media Toolkit. <https://crowd360.org/zerohunger-august-social-media-toolkit/>
- #GivingTuesday Sample Social Media Toolkit. 2017. <https://www.givingtuesday.org/sites/default/files/2017-07/Social%20Media%20Toolkit.pdf>
- NSVRC. 2016. Sexual Assault Awareness Month Social Media Toolkit. http://www.nsvrc.org/sites/default/files/saam_2016_social-media-toolkit.pdf
- Campbell, Julia Claire. 2017. How to Create a Nonprofit Social Media Toolkit for Your Online Fundraising Campaign. https://jcsocialmarketing.com/2017/06/create-nonprofit-social-media-toolkit-online-fundraising-campaign/?doing_wp_cron=1538591664.0783669948577880859375
- Roston, Michael. 2014. If a tweet worked once, send it again — and other lessons from The New York Times’ social media desk. <http://www.niemanlab.org/2014/01/if-a-tweet-worked-once-send-it-again-and-other-lessons-from-the-new-york-times-social-media-desk/>
- Chen, Jenn. 2017. 7 Creative Ways to Use Social Media for PR. <https://sproutsocial.com/insights/social-media-pr/>
- Moyers, Stephen. 2017. 10 Things to do on Social After A PR Crisis. <https://www.searchenginepeople.com/blog/10-things-social-pr-crisis.html>
- Owens, Simon 2011. How JESS3 Drove 200,000 Views to a Video. <http://blog.jess3.com/2011/08/how-jess3-drove-200000-views-to-a-video.html>
- Owens, Simon. 2009. How PR People Can Tactfully Locate, Pitch Influential Bloggers. <http://mediashift.org/2009/07/how-pr-people-can-tactfully-locate-pitch-influential-bloggers203/>
- Kanter, Beth. 2012. What does monitoring your brand on social media channels really mean? <http://www.bethkanter.org/listening/>
- Silverman, Craig, Lauren Srapagiel, Hamza Shaban, Ellie Hall, and Jeremy Singer-Vine. 2016. [Hyerpartisan Facebook Pages Are Publishing False and Misleading Information At An Alarming Rate.](http://www.bethkanter.org/listening/)
- Silverman, Craig, Jane Lytvynenko, Lam Thuy Vo, and Jeremy Singer-Vine. 2017. [Inside the Partisan Fight For Your News Feed.](http://www.bethkanter.org/listening/)

Class #6: 2/19

More Social PR: Social Media Toolkits (discussion of student toolkits) and more on Targeting and List Building

Assignment Due:

- **Assignment 2: Campaign Social Media Toolkit** – Students will prepare a social media toolkit for their social media campaign. The toolkit is a memo that contains (20% of grade):
 - **Key hashtags** – Using [RiteTag.com](http://www.rite-tag.com/) and any other tools/methods you discover in your readings and research, identify the key hashtags already being used by people posting about your issue and create your campaign hashtag, to be used on all posts.
 - **Key influencers** – Using [RightRelevance.com](http://www.right-relevance.com/) and any other tools/methods you discover in your readings and research, identify at least 15 key influencers in each of

the following categories: 1) policy experts/issue activists; 2) reporters covering your issue; and 3) key policymakers/lawmakers working on your issue. These lists should focus people, not organizations/outlets.

- **Sample language for posts** – Provide examples of tweets, Facebook posts and other social media posts. Examples should include posts for raising issue awareness, as well as calls to action. Include examples of photo memes and found videos you plan to share. Be sure to provide at least 10 sample tweets and 6 sample Facebook posts (and samples of posts for your other social media channels). Posts should include appropriate hashtags and influencer mentions/tags, as well as the text and images.

Class #7: 2/26

Social Media and Advertising

Reading Due Today:

- Delany, Colin. 2015. Overview: Twitter Advertising for Politics & Advocacy. <http://www.epolitics.com/2014/06/18/overview-twitter-advertising-politics-advocacy/>
- Delany, Colin. 2015. [Overview: Twitter Advertising for Politics & Advocacy.](#)
- Facebook. 2015. How to target Facebook Ads. <https://www.facebook.com/business/a/online-sales/ad-targeting-detail>
- Gassegger, Hans & Mikael Krogerus. 2017. [The Data That Turned the World Upside Down.](#)
- King, Kev. 2014. A Complete Guide to LinkedIn Ads. <http://sproutsocial.com/insights/linkedin-ads-guide>
- LinkedIn. 2015 Targeted Advertising: Reach your ideal customer on LinkedIn. <https://www.linkedin.com/ads/>
- Patterson, Michael. 2014. A Beginner's Guide to Facebook Advertising. <http://sproutsocial.com/insights/facebook-advertising-guide/>
- Schwarz, Howard. 2017. This is how easy it is to buy a Facebook ad like the Russian 'troll farms' did. CNN. <http://www.cnn.com/2017/09/30/politics/buy-facebook-ads-like-russian-trolls-do/index.html>
- Spiegel, Benjamin. 2014. How to Get Started with LinkedIn Paid Ads. <http://marketingland.com/linkedin-paid-ads-a-beginners-guide-69920>
- Twitter. 2015. How to target your Twitter ads. <https://business.twitter.com/target-your-ads>
- Wang, Selina. 2017. Twitter Is Making Its Political Advertising More Transparent. Bloomberg. <https://www.bloomberg.com/news/articles/2017-10-24/twitter-adopts-advertising-transparency-rules-amid-russia-probe>
- Willis, Derek. 2014. Facebook Says Experiments Prove Ads on its Site Can Spur Donations. <http://www.nytimes.com/2014/12/23/upshot/facebook-says-experiments-prove-ads-on-its-site-can-spur-donations.html>
- Wong, Julia Carrie. 2018. 'It might work too well': the dark art of political advertising online <https://www.theguardian.com/technology/2018/mar/19/facebook-political-ads-social-media-history-online-democracy>
- Zimmerman, Eilene. 2015. Best Twitter Ad Practices Include Narrow Targets, Videos and Brevity. <http://www.nytimes.com/2015/01/22/business/smallbusiness/on-twitter-best-advertising-practices-include-narrow-targets-videos-and-brevity.html>

Class #8: 3/5

Integrating Social Media and Email

Reading Due Today:

- Rosenblatt, Alan. 2014. The Tweet of Email's Death Was an Exaggeration. <http://www.socialmediatoday.com/content/social-advocacy-politics-tweet-emails-death-was-exaggeration>
- Beashell, Aaron. 2016. <https://www.campaignmonitor.com/blog/email-marketing/2016/05/integrate-email-marketing-social-media-strategy/>
- Wachal, Maria. Integrate Email and Social Media for a Successful Marketing Strategy. <https://brand24.com/blog/integrate-email-and-social-media-for-a-successful-marketing-strategy/>

Assignment Due:

- **Assignment 3: Campaign Social Media Ad Campaign** – Create a promoted post campaign for your policy campaign on Facebook. Using the [Facebook.com/ads](https://www.facebook.com/ads) self-serve platform, create a promoted post that contains a call to action based on your campaign messaging and targets the audiences outlined in your strategy memo.
 - Create an image and text for your promoted Facebook post.
 - The image and text should help to convey a call to action for your campaign (including the text you overlay on the image).
 - The image, itself, may not be more than 20% text. Use the [Facebook Image Text Check](#) to check your image.
 - Post the image and your call to action text on your campaign Facebook page.
 - Post as a photo.
 - Take a screen snap of the post.
 - Go to [Facebook Business](#) (or <https://www.facebook.com/ads>) and go through the process of creating an ad to boost the new post. Be sure to select targeting options that match your campaign strategy, and produce a potential audience of 100,000-999,999 people.
 - Take a full screen snap of your targeting page after you fill it out.
 - Do not launch your campaign (that would cost you money)
 - The memo for this assignment must include an explanation of what you plan to do in your campaign (20% of grade):
 - Why you wrote the message the way you did,
 - Who you targeted, and
 - What you hope to accomplish with the promoted post
 - Be sure to also include screen snaps IN YOUR MEMO (in the same document) of the ad campaign settings.

NO CLASS – SPRING BREAK: 3/12

Class #9: 3/19

Social Media and Organizations: Enterprise Level Social Media Programs

Readings Due Today:

- Owens, Simon. 2011. Inside the social media strategy of a progressive think tank. The Next Web. <http://thenextweb.com/media/2011/03/18/inside-the-social-media-strategy-of-a-progressive-think-tank/>
- Owens, Simon. 2011. Inside the social media strategy of a conservative think tank. The Next Web. <http://thenextweb.com/media/2011/03/04/inside-the-social-media-strategy-of-a-conservative-think-tank/>
- Rosenblatt, Alan. 2014. Organize Your Colleagues First. <http://www.socialmediatoday.com/content/social-advocacy-politics-organize-your-colleagues-first>
- Rosenblatt, Alan. 2017. Your Audience's Content Is King (and Your Content Is Subservient to It). <https://npengage.com/nonprofit-marketing/your-audiences-content-is-king/>
- Urbianak, Magda. 2018. How to Understand Your Customers' Psychology with Social Listening. <https://brand24.com/blog/how-to-understand-your-customers-psychology-with-social-listening/>

Class #10: 3/26

Social Media and Organizing without Organizations

Reading Due Today:

- Shirky, Clay. 2008. Here Comes Everybody: The Power of Organizing without Organizations
- VIDEO: Clay Shirky - Here Comes Everybody: The Power of Organizing without Organizations. <https://www.youtube.com/watch?v=fSJCcDiD-zw>
- VIDEO: Clay Shirky - Institutions vs. Collaboration. https://www.ted.com/talks/clay_shirky_on_institutions_versus_collaboration

Class #11: 4/2

Content Strategy and Curation

Reading Due Today:

- Rosenblatt, Alan. 2014. Sustainable Content Curation Strategy (or Feeding the Beast). <http://www.socialmediatoday.com/content/social-advocacy-politics-sustainable-content-curation-strategy-or-feeding-beast>
- Becker, Beth. 2014. Strategic Rapid Response is not an Oxymoron. <http://connectivity.cqrollcall.com/strategic-rapid-response-is-not-an-oxymoron/>
- Rosenblatt, Alan. 2016. 3 Ways to Use Twitter to Diversify Your Media Inputs. <http://www.socialmediatoday.com/special-columns/3-ways-use-twitter-diversify-your-media-inputs>

Class #12: 4/9

Integrating social networking online and offline

Reading Due Today:

- Rosenblatt, Alan. 2014. Staffing Your Digital Campaign Team. <http://www.socialmediatoday.com/content/social-advocacy-politics-staffing-your-digital-campaign-team>
- Sunstein, Cass. 2017. *#Republic: Divided Democracy in the Age of Social Media*.

Class #13: 4/16

Measuring Social Media Success

Reading Due Today:

- Rosenblatt, Alan. 2016. What 2016 Election Social Media Buzz Metrics Should We Analyze? <http://www.socialmediatoday.com/special-columns/what-2016-election-social-media-buzz-metrics-should-we-analyze>
- Hutchinson, Andrew. 2016. Using Social Media Data to Predict the Results of the 2016 US Presidential Election. *Social Media Today*. <https://www.socialmediatoday.com/technology-data/using-social-media-data-predict-result-2016-us-presidential-election>
- White, Rebecca Lee. 2017. The Best Social Media Analytics Tools of 2017 <https://trackmaven.com/blog/best-social-media-analytics-tools-2017/>

Class #14: 4/23

Has social media peaked? What is next?

Reading Due Today:

- Sinker, Dan. 2011. *The F***ing Epic Twitter Quest of @Mayor Emanuel*, NY: Scribner
- Singer, Peter. 2018. *LikeWar: The Weaponization of Social Media*.
- Becker, Beth. 2012. Social media trends: Thoughts from the Field. <http://bigthink.com/digital-politics/social-media-trends-thoughts-from-the-field>
- Rosenblatt, Alan. 2016. Social Media and the Future of Elections. <http://www.socialmediatoday.com/special-columns/social-advocacy-and-politics-social-media-and-future-elections>

Assignment Due:

FINAL Project: Social Media Campaign Project: Each student must produce a social media campaign project that includes creating a set of social media channels for an issue campaign and writing a strategic plan for the project. Students are required to fully launch and design each of these channels, populate them with content (posts and static), build functional Twitter Lists from your influencer lists ON TWITTER, and produce a report that documents what you have done and why you did it. The report will include a statement of strategic goals, screen snaps of each social media channel and a discussion of the strategic plan for using these channels to achieve the goals.

The final project should include:

- Revised version of your Campaign Strategy Memo
- Links to and screen snaps of all your social media channels
- Revised version of your Social Media Toolkit
- Revised version of your Social Media Ad Campaign

- Conclude with a discussion of your road map for how the campaign would be continued beyond the end of the class

Note: This report must be more than just slapping the earlier assignments together. Students are expected to revise and expand the earlier assignments to reflect feedback and additional work from the class. Embed all your images INTO the document (turn in only 1 document). (30% of grade; final report due at the start of the last class; breakdown of grade: design of social media channels)

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