# The Graduate School of Political Management

## THE GEORGE WASHINGTON UNIVERSITY

**M.P.S. in Political Management**
Spring 2021
February 1 – April 12, 2021

**Course Name**
PMGT6472 Maximizing Social Media
3 Credits

Tuesdays, 7:10p-9:10p ET
[Zoom/Online](#) (Meeting ID: 947 4900 5099
Passcode: 234016)

**Instructor**
Alan Rosenblatt, Ph.D.

Alan Rosenblatt, Ph.D., is a digital communications & social media strategist, organizer, professor & thought leader with over 30 years' experience in digital/social politics, advocacy, media, and education. He is a Partner at Unfiltered.Media, a digital organizing firm, and a Partner, leading the Digital and Social Media Strategy Practice at turner4D, a progressive communications strategy firm. Alan is a pioneer in digital and social media politics with nearly 30 years of experience. In 2020 he advised the Biden campaign on what people were saying about him on social media and virtually organized college students to vote in the Senate elections on campuses across 10 states. Years earlier, Alan taught the world's 1st college course on digital/social media politics at George Mason University in 1995. He's been teaching variations of it ever since—currently at George Washington, Johns Hopkins, Baruch, and American Universities, and previously at Georgetown and Gonzaga Universities. Dr. Rosenblatt also served as Director of Digital Research at Lake Research Partners from 2016-2020 and as the 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, with articles and blog posts for *The Forge: Organizing*, *The Nation*, turner4D's *Carpe Colloquium*, Blackbaud's *npENGAGE*, the *Huffington Post*, *Social Media Today*, *techPresident*, *Big Think*, *CQ-Roll Call*'s *Connectivity*, and *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)
Mobile Phone: (703) 282-7157
Email Address: AlanRosenblatt@gmail.com

## Communication
Please send all communications via email to [AlanRosenblatt@gmail.com](mailto:AlanRosenblatt@gmail.com). If I do not reply within 24 hours, please text me at (703) 282-7157 to prompt me to check your email. If we need to schedule a phone or Zoom call, we can set that up at that time. We will also have a weekly 2-hour lecture/discussion session each week on Tuesday evenings (7:10p-9:10p ET) and can arrange a meeting before or after, as needed.

## 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. Assignments will be submitted via Blackboard and there will be a discussion forum to supplement the class discussion. Students can access

the course site at https://blackboard.gwu.edu. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

The course will meet online at 7:10pm ET on its scheduled meeting days via Zoom.

**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." Copying information and pasting it into a paper without a quotation and citation is an act of plagiarism. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. For the first offense, the student will receive an "F" for the assignment and formal charges will be filed with the Office of Academic Integrity. For the second offense, charges will again be filed and the student will receive an "F" for the final course grade. Penalties for academic dishonesty are not negotiable. You will not be offered a "do-over" or resubmission. The University Code of Academic Integrity can be found at http://studentconduct.gwu.edu/code-academic-integrity

**University Policy on Observance of Religious Holidays**
- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

**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/.

**Attendance Policy**
Students are required to attend the weekly, 2-hour lectures via Zoom on Tuesday evenings from 7:10p-9:10p ET. Students are required to have their cameras turned ON and be attentive during the class. If you must miss a class, please provide advanced notice, if possible. During the lectures, students are expected to contribute to the class with questions and comments. Participation during the Zoom sessions will be graded.

**Online Classroom Conduct Policy**
You should behave in class as if you are in a professional setting. Unless you are having connection difficulties, you are expected to activate your camera and to be present, attentive, and engaged during online course meetings. Please do not attempt to multitask, as it is almost impossible to read something while simultaneously listening to something else.

**Out-of-Class/ Independent Learning Expectation**
Over the course of the semester, students will spend approximately two hours per week in online class meetings (synchronous learning), plus another hour engaged in asynchronous instructional learning activities (done weekly on one's own time). In addition to these required asynchronous and synchronous activities, reading for the class meetings and written response papers or projects are expected to take up, on average, 8 ¼ hours per week. Over the course of the semester, students will spend 30 hours in instructional time (asynchronous and synchronous) and 82.5 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. Todd Belt
Director, Political Management Program
tbelt@gwu.edu | 202-994-4363

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.

**Graduate School Expectations**
Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:
1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no "do-overs" because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

**Course Learning Objectives**
1. Understand the strategic and tactical role of social media in political, advocacy, public affairs campaigns and programs
2. Learn how to create a comprehensive social media campaign plan
3. Learn what tools are available to manage a social media program/campaign and how to use key tools among them

**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
- Changing public policy
- Winning elections

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 must include the following (20%, due February 15):
  - **The name of your campaign** – The name determines your topline campaign message, primary tagline, social media handles, and hashtags.
  - **Topline message** – It should be a slogan that is derivative of your campaign name, succinct, catchy and adapt well to your Twitter handle, Facebook page name, and campaign slogan/tagline.
  - **Target audiences** – In addition to the policymakers the campaign ultimately seeks to persuade, and the press, who are needed for everyone's campaign, you must identify your target audiences of citizens (grassroots audiences). 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.
  - **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). **You must develop supporting messages designed to speak to each of your target audiences.**
  - **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 (or did not choose) each channel. Other channels to consider for

your campaign include, but are not limited to LinkedIn, Instagram, Snapchat, Pinterest, tumblr, Medium, YouTube, TikTok, and Twitch.

- o **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. Once you set up these channels, you are expected to post to them at least daily throughout the semester.

- **Assignment 2: Campaign Social Media Toolkit** – Students will prepare a social media toolkit for their social media campaign**. The audience for this toolkit is activists who are willing to volunteer to help promote and participate in your campaign.** It is an instructional document that provides your activists with guidance on how to connect with your campaign, what the campaign is trying to achieve, and what they can do to help. The toolkit is a document that contains (20% of grade, due March 1):

  - o **Key hashtags** – You must include an *official campaign hashtag* with instructions to use it in all campaign related posts. In addition, you must provide a selection of related *targeting hashtags* designed to reach your target audiences and to engage existing communities already discussing your campaign issue. Include instructions on how to use these hashtags (when to use them, how to pair them for greater reach, etc.). Use RiteTag.com, Twitter search, and any other tools/methods you discover in your readings and research to help identify the key hashtags for your campaign. Do not talk about HOW you found your hashtags in the toolkit, only which ones you want activists to use and how they should use them.

  - o **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 three categories (45 TOTAL influencers). For each influencer in your three list, provide a list with their name, job/employer/short bio, and their Twitter handle. Then create three corresponding Lists on your campaign Twitter account Include the URLs for these Lists in your toolkit). The three influencer lists are:

    - ▪ Policy Experts/Issue Activists – This list of 15 focuses on individuals who are influential on your campaign issue based on their expertise, their job, and/or their activism. Focus on people who are accessible, as high-level celebrities are inundated with messages and @mentions and less likely to notice yours.
    - ▪ Reporters – This list of 15 focuses on reporters who cover your issue and related issues. You should include a mix of national and local press.
    - ▪ Key policymakers/lawmakers – This list of 15 focuses on officials working on your issue. They may be Members of key Congressional Committees, key Agency officials, local government officials, as relevant to your campaign.

  - o **Sample language for posts –** Provide examples of **unpublished** 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. **The purpose of these are for your activists to share them and to write new ones based on these as examples.**

- **Assignment 3: Campaign Social Media Ad Campaign** – Create one 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 ONE of 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, Due March 22):

- o Why you wrote the message the way you did,
- o Who you targeted, and
- o What you hope to accomplish with the promoted post
- o 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 at the beginning of the semester, populate them with content daily throughout the semester, 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 integrated into the final paper
- 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, making them large enough to read (turn in only 1 document). (**30% of grade**; final report due April 12; 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 during the weekly live class session.

In addition, students are required to post at least 3 times to the Blackboard weekly Discussion Forum. Each week, students are required to post one opening comment discussing the weekly readings and substantive replies to at least two other student's opening comments. A discussion prompt for each week is included below in the Course Calendar below, listed under each weekly assignment. Beyond stating facts, please try to bring your own experiences, opinions, concerns, and questions into the discussion. (**10% of grade**)

**Evaluation and Grading**

| Assignment | Due Date | Weight |
|---|---|---|
| Assignment 1: Campaign Strategy Memo | Feb 15 | 20% |
| Assignment 2: Campaign Social Media Toolkit | Mar 1 | 20% |
| Assignment 3: Campaign Social Media Ad Campaign | Mar 22 | 20% |
| Social Media Campaign Project | April 12 | 30% |

| Attendance and Participation | Weekly | 10% |
|---|---|---|
| **Total** | | **100%** |

**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 - Required***

- Delany, Colin. 2020. How to Use the Internet to Change the World – and Win Elections [Ebook]. https://www.epolitics.com/winning/
- Hlinko, John. 2012. *Share, Retweet, Repeat: Get Your Message Read and Spread*. https://www.amazon.com/Share-Retweet-Repeat-Message-Spread/dp/0735204616
- Romm, Joe. 2018. *How To Go Viral and Reach Millions: Top Persuasion Secrets from Social Media Superstars, Jesus, Shakespeare, Oprah, and Even Donald Trump.* *https://www.amazon.com/How-Viral-Reach-Millions-Shakespeare/dp/1944733779/ref=sr_1_1*
- Singer, Peter. 2018. *LikeWar: The Weaponization of Social Media.* https://www.amazon.com/LikeWar-Weaponization-P-W-Singer/dp/1328695743
- Sinker, Dan. 2011. *The F***ing Epic Twitter Quest of @Mayor Emanuel*. https://www.amazon.com/ing-Epic-Twitter-Quest-MayorEmanuel/dp/1451655142/ref=sr_1_fkmr0_1?dchild=1&keywords=The+F***ing+Epic+Twitter+Quest+of+%40Mayor+Emanuel&qid=1591045307&s=books&sr=1-1-fkmr0

### Books - Recommended
- Sunstein, Cass. 2017. *#Republic: Divided Democracy in the Age of Social Media.*
- Jamieson, Kathleen Hall. 2018. *Cyberwar: How Russian Hackers and Trolls Helped Elect a President What We Don't, Can't, and Do Know.*

### 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/

## 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.

**Week #1 Feb 1 - Introduction: Social Media in Public Affairs: Why do social media matter? Review of Syllabus & course requirements; Social Advocacy: campaign goals and messages**

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

*Reading:*
- Rosenblatt, Alan. 2016. Being a Thought Leader in the Digital Age: A Primer. https://www.linkedin.com/pulse/being-thought-leader-digital-age-primer-alan-rosenblatt-ph-d-
- Fitch, Brad. 2015. #SocialCongress 2015. http://www.congressfoundation.org/social-congress-2015-download
- Rosenblatt, Alan. 2013. How to Run a Denial of Hashtag Campaign. http://www.socialmediatoday.com/content/social-advocacy-politics-how-run-denial-hashtag-campaign

*Video:*
- Crafting an Effective Campaign Brand and Message - https://www.facebook.com/watch/?v=199445564704119
- Campaign Goals, Target Audiences and Messaging - https://drive.google.com/file/d/1PxhkE1rqv2d5brQRLgsfwvOuVwGSstOg/view?usp=sharing

*Assignment:*
- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
  - **Discussion Forum Question(s)**

- Please introduce yourselves and share your experience using social media and why you took this course.
- Please discuss the relationship between social media influence and politics/advocacy/public affairs. How is this different from the notion of "influencer" in the mainstream conversation about social media?

**Week #2 – Feb 8 - Social media and Elections**

*Reading:*
- Romm, Joe. 2018. *How To Go Viral and Reach Millions: Top Persuasion Secrets from Social Media Superstars, Jesus, Shakespeare, Oprah, and Even Donald Trump.*
- 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. 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. 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
- Alter. Charlotte. 2020. How Joe Biden Won the White House. http://time.com/5907674/joe-biden-wins-2020-election/
- Procaccia, Ariel. 2020. Social media may have contributed to record voter turnout in the 2020 election. http://washingtonpost.com/opinions/2020/11/27/social-media-probably-contributed-record-voter-turnout-2020-election/
- Nunez, Jose. 2020. Grassroots Organizing During A Pandemic. http://josenuneziv.medium.com/grassroots-organizing-during-a-pandemic-99847b7d6916
- Hatmaker. Taylor. 2020. What social networks have learned since the 2016 election. http://techcrunch.com/2020/11/02/2020-election-social-media-facebook-twitter-policies/
- Savodnik, Peter. 2020. "You Start Seeing the Dreaded Sensitivity Label": Is A Pro-Trump Twitter Army Strategically Throttling Biden Ads? http://vanityfair.com/news/2020/10/is-a-pro-trump-twitter-army-strategically-throttling-biden-ads
- Newton, Casey. 2020. Social networks solved their 2016 election problems, but their 2020 problems are bigger. http://theverge.com/2020/11/6/21552763/election-2020-tech-social-platforms-facebook-twitter-youtube-misinformation

- Ghaffary. Shirin. 2020. How fake news aimed at Latinos thrives on social media. http://vox.com/recode/21574293/social-media-latino-voters-2020-election
- Simonite, Tom. 2020. What Happened to the Deepfake Threat to the Election? http://wired.com/story/what-happened-deepfake-threat-election/
- Rosenblatt, Alan and Craig Johnson. 2020. Organizing in the Age of Coronavirus | In the Time of COVID, Digital Organizing is a Must. https://forgeorganizing.org/article/time-covid-digital-organizing-must

*Video:*
- Rosenblatt, Alan. 2020. The Power of Social Media in Election. https://vimeo.com/468772315
- Advocacy Actions - https://drive.google.com/file/d/1OZXUoR-ruwQsNGv4ue7ecT-SfNbiGUE8/view?usp=sharing
- Voter Contact and Turnout in the Age of COVID: What's Working for Campaigns Right Now - https://www.facebook.com/watch/?v=2913702915410884
- Campaigning From Home: How to Scale Voter Contact During a Pandemic - https://www.facebook.com/watch/?v=585814458722594
- How Digital Persuasion and GOTV is Being Reshaped by Social Distancing - https://www.facebook.com/watch/?v=2473573476077775
- Ethics in Digital Campaigning - https://www.facebook.com/watch/?v=10156311174444860

*Assignment:*
- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
  - **Discussion Forum Question(s)**
    - Discuss how the use of social media in political elections has evolved over the past few Presidential cycles.
- **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 must include the following (20% of grade, **Due Feb 15**):
  - **The name of your campaign –** The name determines your topline campaign message, primary tagline, social media handles, and hashtags.
  - **Topline message** – It should be derivative of your campaign name, succinct, catchy and adapt well to your Twitter handle, Facebook page name, and campaign slogan/tagline.
  - **Target audiences –** In addition to the policymakers the campaign ultimately seeks to persuade, and the press, who are needed for everyone's campaign, you must 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.
  - **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). You must develop supporting messages designed to speak to each of your target audiences.

- o **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 (or did not choose) each channel. Other channels to consider for your campaign include, but are not limited to LinkedIn, Instagram, Snapchat, Pinterest, tumblr, Medium, YouTube, TikTok, and Twitch.
- o **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. Once you set up these channels, you are expected to post to them at least daily throughout the semester.

**Week #3 - Feb 15 - Social PR – Enhancing earned media with social media; Intro to Social Media Toolkits**

*Assignment #1 is due Feb 15, 2021*

*Reading:*
- 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
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- 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.

- Silverman, Craig, Jane Lytvyneko, Lam Thuy Vo, and Jeremy Singer-Vine. 2017. Inside the Partisan Fight For Your News Feed.

*Video:*

- How to Best Navigate Fake News - https://www.facebook.com/watch/?v=10155598618259860

*Assignment:*

- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
  - o **Discussion Forum Question(s)**
    - Discuss the role of toolkits and other tactics to mobilize and guide targeted social media audiences to get involved in social media political/advocacy/public affairs campaigns.
- **Assignment 1 Due February 15**

**Week #4 – Feb 22 - List Building**

*Reading:*

- Chin, Monica. 2020. How to create a Twitter List (and join others). https://www.theverge.com/2020/3/5/21166148/twitter-lists-accounts-add-iphone-ios-how-to
- Lee, Aaron. How to Use Twitter Lists to Follow Thousands (and Appear Superhuman). https://www.postplanner.com/how-to-use-twitter-lists-to-always-be-engaging/
- Lee, Kevan. 23 Seldom-Used Ideas for How to Use Twitter Lists. https://buffer.com/library/twitter-lists/
- McMahon, Jordan. 2017. How to Set Up Twitter Lists and Regain Some Sanity. https://www.wired.com/story/how-to-set-up-twitter-lists/

*Video:*

- Getting Actionable Intel from Social Listening - https://www.facebook.com/watch/?v=10155296901649860

*Assignment:*

- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
  - o **Discussion Forum Question(s)**
    - Discuss how Twitter Lists can be used to not only enhance your Twitter strategy, but how they can be used to enhance your strategy across ALL social media channels.
- **Assignment 2: Campaign Social Media Toolkit** – Students will prepare a social media toolkit for their social media campaign. The audience for this toolkit is activists who want to help promote and participate in your campaign. It should contain guidance on how to participate, as well as content activists can share and base content they create on their own to further help your campaign. The toolkit includes (20% of grade, **Due March 1**):

- o **Social Media Links** – Provide links to your campaign social media accounts and ask activists to follow/like them
- o **Key hashtags** – Provide official campaign hashtag and recommended targeting hashtags to pair it with. Provide instructions on how to use these hashtags in posts. Use Twitter keyword searches, RiteTag.com and any other tools/methods you discover in your readings and research to identify the targeting hashtags. Targeting hashtags are hashtags that are already being used by people posting about your issue.
- o **Key influencers** – Provide a list of Twitter handles, names and one-sentence bios of influential people on Twitter who tweet about your issue. Use Twitter search, RightRelevance.com and any other tools/methods you discover in your readings and research to identify at least 15 key influencers in each of the following categories: 1) policy experts/activists for your issue; 2) reporters covering your issue; and 3) key policymakers/lawmakers working on your issue. These lists should focus people, not organizations/outlets. They should be presented in your toolkit to make it easy to cut and paste them into tweets/posts. Also, build out the lists on your campaign twitter account using Twitter's List function.
- o **Sample language for posts** – Provide examples of language for tweets, Facebook posts and other social media posts you want activists to post (these are recommended posts, NOT content already published on your social media accounts). Examples provided in the toolkit 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 campaign and targeting hashtags and influencer @mentions/tags, as well as the text and images.

Be sure that you write the toolkit as an instruction manual for activists to use when they are posting to help your campaign.

## Week #5 – March 1 - Social Media and Advertising

*Assignment #2 is due March 1*

*Reading:*
- 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.
- Edsall, Thomas B. 2019. Trump is Winning the Online War. https://www.nytimes.com/2019/10/16/opinion/trump-digital-campaign.html
- Facebook. Get Authorized to Run Ads About Social Issues, Elections or Politics. https://www.facebook.com/business/help/208949576550051?id=288762101909005
- 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
- Thompson, Stuart A. and Charlie Warzel. 2019. Twelve Million Phones, One Dataset, Zero Privacy. https://www.nytimes.com/interactive/2019/12/19/opinion/location-tracking-cell-phone.html
- 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

*Video*:

- HubSpot. 2019. Facebook Advertising: Audience Targeting on Facebook. https://www.youtube.com/watch?v=JfCKZhwcAhM&feature=youtu.be
- Digital Ads During Coronavirus: How to Reach Your Audience - https://www.facebook.com/watch/?v=244810676850111
- Navigating 2020's Digital Ad Landscape - https://www.facebook.com/watch/?v=2605560293001219
- Ad Targeting in 2018 & Beyond - https://www.facebook.com/watch/?v=601338810268751

*Assignment:*

- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
    - **Discussion Forum Question(s)**
        - Discuss the role of online advertising to social media campaigns. Please be sure to address how social ads AND non-social ads (display and mobile ads) can be used to enhance your social media strategy.
- **Assignment 2 Due March 1**

**Week #6 – Mar 8 - Integrating social media and email; Integrating social networking online and offline; Social PR**

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

*Video:*
- Online and Offline Integration - https://drive.google.com/file/d/1YrKuvL0F9QeFAxurpeW2Hx3Dxgs0crAd/view?usp=sharing
- Why Your Organization Needs an Enterprise-Level Social Media Program - https://drive.google.com/file/d/1oKpgCgj2XdjHxe4fm4wvOkUyTzoWXDQg/view?usp=sharing

*Assignment:*
- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
  - **Discussion Forum Question(s)**
    - Discuss the pros and cons of the various organizational models for using social media as part of a political/advocacy/public affairs campaign/program. If you have ideas for improving those models, please share them in your posts.

- ▪ Discuss how social media complements and enhances other online (email, advertising, websites, mobile, etc.) and offline (events, protests, voting, etc.) strategies.
  - **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. Set the campaign up, but do not pay anything to run it (do not run the campaign). Take screen snaps of the set-up screens to include in the assignment (make the images large enough to read in the document you turn in). (20% of grade, **Due March 22**)
    - Create an image and text for your promoted Facebook post.
      - o The image and text should help to convey a call to action for your campaign (including the text you overlay on the image).
      - o The image, itself, may not include 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.
      - o Post as a photo.
      - o Take a screen snap of the post.
    - Go to Facebook Business (or http://Facebook.com/ads) and go through the process of creating an ad to boost the new post. Be sure to select targeting options that matches one of your campaign's target audiences and reaches a potential audience of between 100,000 and 999,999 people.
      - o Take a full screen snap of your targeting page after you fill it out.
      - o 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:
  - 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. Make sure they are large enough to be read.

**Week #7 - SPRING BREAK – Week of March 15**

**Week #8 – March 22 - Social Media and Organizing without Organizations**

*Video:*
- Clay Shirky - Here Comes Everybody: The Power of Organizing without Organizations. https://www.youtube.com/watch?v=fSJCcDiD-zw
- Digital Organizing for Labor and Advocacy - https://www.facebook.com/watch/?v=265446334839622
- Recruiting and Managing Volunteers Virtually in the Age of COVID - https://www.facebook.com/watch/?v=246649403352930
- Remote Organizing Strategies for 2020 - https://www.facebook.com/watch/?v=370438170537164
- Clay Shirky - Institutions vs. Collaboration. https://www.ted.com/talks/clay_shirky_on_institutions_versus_collaboration

*Assignment:*

- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
  - o **Discussion Forum Question(s)**
    - ▪ Discuss the role social media plays in creating spontaneous and grassroots-up social and political campaigns and movements. Also discuss the potential interplay between bottom-up and top-down social media movements and campaigns.

**Week #9 – March 29 - Content Strategy, Curation and Measuring Social Media Success**

*Reading:*

- Hlinko, John. 2012. *Share, Retweet, Repeat*
- 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
- 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/

*Video:*

- Content Strategy and Curation - https://drive.google.com/file/d/1tcrwi6YfbGCQ0GIe0njVLEsOaCPjUXmv/view?usp=sharing
- Metrics - https://drive.google.com/file/d/1NCKSHAetiXi3LE27ZQu-KAqgfWnm1kdC/view?usp=sharing
- Political Consultants Tackle Fake News in Brazil - https://www.facebook.com/watch/?v=10156510673449860

*Assignment:*

- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
  - o **Discussion Forum Question(s)**
    - ▪ Discuss the role of content strategy in a social media campaign. Be sure to discuss how to find good content, in addition to creating good content (curation). Also discuss the role performance metrics play in the evolution of content strategy.

**Week #10 - April 5 - Has social media peaked? What is next?**

*FINAL PROJECT due April 12*

*Reading:*
- Sinker, Dan. 2011. *The F\*\*\*ing Epic Twitter Quest of @Mayor Emanuel*, NY: Scribner
- 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

*Video:*
- The Future of Social Media - https://drive.google.com/file/d/1Yc-oMMJK219Xgyjv4nAKqLC7Kqzk28RI/view?usp=sharing
- Outside the Box - https://drive.google.com/file/d/1DgVMb5SVjKyHII1anG8JYJJbQmb8MI6E/view?usp=sharing

*Assignment:*
- **Class Participation:** Students are expected to contribute to the weekly class Zoom session and Discussion Forum.
  - **Discussion Forum Question(s)**
    - Our final discussion should focus on your thoughts regarding where we are and where things will go with respect to social media campaigns and programs in the public affairs/politics/advocacy sector. Will social media stick around? Will it transform (and how)? Will it disappear? Please be sure to explain why you make whichever prediction(s) you make.
- *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. (20% of the grade; **Due April 12**)

  - The final project should include:
    - **Revised and expanded** version of your Campaign Strategy Memo
    - Links to and screen snaps of all your social media channels
    - **Revised and expanded** version of your Social Media Toolkit
    - **Revised and expanded** 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 (discuss social media events, messaging, and other efforts you plan to take for the rest of the campaign, assuming it were carried out to its logical finish). This discussion should include plans for social media events, hashtag campaigns, and any

other additional tactics and events you would implement if you were to carry the campaign through to its logical conclusion.

- 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. Students are also required to write the transitions between the sections, emphasizing how they work within the larger context of the campaign project. Embed all your images INTO the document, making sure they are large enough to be read (turn in only 1 document).

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