BASIC INFORMATION AND RESOURCES

Instructor
Alan Rosenblatt, Ph.D.

Alan Rosenblatt, Ph.D., is a digital communications and social media strategist, professor & thought leader with over 25 years’ experience at the digital intersection of politics, advocacy, media, and education. He is Senior Vice President of Digital Strategy at turner4D, providing world-renowned training and strategic counsel to organizations seeking to use social and digital media more effectively. Together with Suzanne Turner, Alan founded the Internet Advocacy Roundtable in 2005—a monthly event focused on digital and social advocacy, politics and media. In 1995, he taught the world’s first university course on digital politics at George Mason University and he’s been teaching it ever since. Alan co-founded Take Action News, creating a new genre of news that facilitates action without taking a position. Dr. Rosenblatt is also an adjunct professor at Johns Hopkins and American Universities, and occasionally at Georgetown and Gonzaga Universities, where he teaches courses on digital and social media politics. He 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 social media program. Alan regularly blogs at SocialMediaToday.com. He previously blogged at CQ-Roll Call’s Connectivity.com, BigThink.com, HuffingtonPost.com and TechPresident.com. Find him on Twitter, YouTube, SlideShare, Facebook and across the web at @DrDigipol.

Contact Information
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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 www.gwu.edu/~dss.

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.

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
Director, Political Management Program
larambrown@gwu.edu | 202-994-4545

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 an 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
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

Assignments: Throughout the course, there are assignments that build towards your final Social Media project. (20% of your grade)

Social Media Project: Each student must create a set of social media channels for an issue campaign, advocacy organization, political campaign or elected official. They will be required to fully design each of these channels, populate them with content (posts and static) and produce a report that documents what they have done. 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. (50% of grade, final report due at the start of the last class on 4/21/15, breakdown of grade: design of social media channels – 10%, quality of social media content – 15%, final report – 25%)

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. (30% of grade)

Following is the grade scale for all GSPM classes:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100 Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93 Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
</tr>
</tbody>
</table>
| 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>80-82</td>
<td>You’ve completed the assignment, but you are not meeting all of the</td>
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<tr>
<td></td>
<td></td>
<td>requirements.</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>Needs improvement in content and in effort. Shows some motivation and</td>
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<td></td>
<td></td>
<td>concern.</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td>Needs reworking, improved effort, and additional research. Shows minimal</td>
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<tr>
<td></td>
<td></td>
<td>motivation and concern.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass)</td>
<td>Poor performance. Major errors, too many misspellings, problems with</td>
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<td>accuracy, etc.</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>Unacceptable performance, or inability to submit the assignment.</td>
</tr>
</tbody>
</table>

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

**Required and Recommended Texts and Learning Materials**

**Books**

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

**Online Articles and Videos**

- How Social Media Strategy Changed Election Campaigns. (video) [https://www.youtube.com/watch?v=y0kXc7Xjb7Y](https://www.youtube.com/watch?v=y0kXc7Xjb7Y)
- LinkedIn. 2015 Targeted Advertising: Reach your ideal customer on LinkedIn. [https://www.linkedin.com/ads/](https://www.linkedin.com/ads/)
• Purcell, Kristen and Lee Rainie. 2014. Americans Feel Better Informed Thanks to the Internet. http://www.pewinternet.org/2014/12/08/better-informed/
• 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. http://www.c-span.org/video/?297290-2/use-internet-advocacy-campaigns 000:00:00 - 31:20:00
• Twitter. 2015. How to target your Twitter ads. https://business.twitter.com/target-your-ads

Recommended Supplemental Blogs and Resources
- ePolitics. www.epolitics.com
- Social Advocacy and Politics. www.socialmediatoday.com/special-columns/Social-Advocacy-&-Politics
- Frogloop. www.frogloop.com
- techPresident. www.techpresident.com
- The Hill’s Twitter Room. http://thehill.com/blogs/twitter-room
- Mobile Active. www.mobileactive.org
- Connectivity. connectivity.cqrollcall.com
- Pew Internet & American Life Project. www.pewinternet.org
- Mashable. Mashable.com

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 Date: 1/12/16
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 Date: 1/19/16
Social Media in Public Affairs
Reading Due Today:
• Purcell, Kristen and Lee Rainie. 2014. Americans Feel Better Informed Thanks to the Internet. http://www.pewinternet.org/2014/12/08/better-informed/

Class Date: 1/26/16
Social Advocacy Pt. 1: Campaign goals and messages
Reading Due Today:

Class Date: 2/2/16
Social Advocacy Pt. 2: Audiences and actions
Reading Due Today:
• Hlinko, John. 2012. Share, Retweet, Repeat. All
Assignment:
• Write a one-page memo which will serve as a proposal for your final paper. Your final paper will be a Social Media Advocacy Campaign Plan.
  o Your memo should:
    ▪ Identify the policy issue for your campaign and the desired outcome (goal)
    ▪ Identify your target audiences
    ▪ Identify your campaign’s topline message

Class Date: 2/9/16
Social PR – Enhancing earned media with social media
Reading Due Today:
• Kanter, Beth. 2012. What does monitoring your brand on social media channels really mean? http://www.bethkanter.org/listening/

Class Date: 2/16/16
Social PR Pt. 2: Targeting and List Building
Reading Due Today (optional):

Class Date: 2/23/16
Social Media and Advertising
Reading Due Today:
• LinkedIn. 2015 Targeted Advertising: Reach your ideal customer on LinkedIn. https://www.linkedin.com/ads/
• Twitter. 2015. How to target your Twitter ads. https://business.twitter.com/target-your-ads

Assignment: Building a Targeted Twitter List of Influencers
• In order to effectively leverage social media for your campaign, you will need to identify a list of targeted influencers who can help spread your campaign to networks of people that rust them. These influencers include press, policy experts, and prominent social activists. Policy makers may also be influencers, though they are also the targets of your influence (some policy makers will be able to influence their colleagues).
  o Please use the various techniques presented last week, as well as any other techniques you are able to identify, to create a list of at least 50 influencers. Organize your list by the categories of influencers mentioned above.
  o Your assignment has the following required deliverables:
    • A clear written explanation of the steps you took to find the influencers on your list(s)
    • Create Twitter lists of your influencers (create 3 separate lists) for 1) Press, 2) Policy Experts & Activist Influencers, and 3) Policy Makers. Provide the URLs for these lists when you submit your assignment.
    • There must be at least 50 influencers, combined, in your lists.

Class Date: 3/3/16
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

Assignment: Setting Up a Facebook Ad
• 1-page memo with 2 screen snaps: 1) the Facebook wall post you plan to boost and 2) the Facebook.com/ads targeting page with all your targeting information.
  o Create an image for your Facebook ad. The image should help to convey a call to action for your campaign (including the text you overlay on the image). The image may not be more than 20% text. Use this tool to check your image: https://www.facebook.com/ads/tools/text_overlay
  o 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 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 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)

Draft a short memo (1 page) describing your targeting and messaging strategy. Attach your 2 screen snaps to the memo and submit the assignment.

Class Date: 3/10/16
Social Media and Organizations: Building an Enterprise Level Social Media Program for an Organization/Campaign
Readings Due Today:


Spring Break (No Class): 3/17/16

Class Date: 3/24/16
Social Media and Organizing without Organizations
Reading Due Today:


Class Date: 3/31/16
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

Class Date: 4/7/16
Integrating social networking online and offline
Reading Due Today:


Class Date: 4/14/16
Measuring Social Media Success
Reading Due Today:

• Gainous, Jason. 2013. Tweeting to Power: The Social Media Revolution in American Politics.(optional)

Class Date: 4/21/16
Has social media peaked? What is next?
Reading Due Today:
  • Sinker, Dan. 2011. The F***ing Epic Twitter Quest of @Mayor Emanuel, NY: Scribner
  • Becker, Beth. 2012. Social media trends: Thoughts from the Field.
Assignment Due Today:
  • Final Report Due

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.