

JOUR177: SOCIAL MEDIA AND SOCIAL CHANGE

Fall 2017

Monday and Wednesday, 12:30-1:45 p.m.

Stauffer-Flint Hall, Room 202

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Office Hours: Monday, 2-3 p.m.; Wednesday, 10-11 a.m.; and by appointment

(Document as of August 21, 2017)

COURSE OVERVIEW

Developments in information communication technologies have influenced ways individuals and organizations gather and share information and build and maintain relationships. In particular, the emergence of social media is rewriting the playbook for organizing for social change.

In this seminar, we will examine societal changes brought about by digital technologies and what those changes mean for organizing for social change. Specifically, we will examine how nonprofit organizations or individual actors use social media to mobilize people and promote their causes. In doing so, we will study effective ways for individuals and organizations to identify social media use by key audiences, create and share social media content, and evaluate social media-based strategic communication initiatives.

This course combines theoretical and hands-on approaches to issues. Students are expected to critically assess scholarly papers and develop informed perspectives on topics including social media literacy, cybersecurity and privacy, net neutrality, and social media-facilitated activism. In conjunction with theoretical understandings of social media, students will study and use different social media applications throughout the semester. Experiential and service learning is a key component of this seminar. That is, if you want to do good while taking a course, this is for you.

COURSE OBJECTIVES

- To develop an understanding of implications of the networked information society for individuals and organizations
- To enhance understandings and skills in social media literacy, privacy and personal branding online
- To develop informed perspectives on key issues related to social media and social change
- To learn social media practices and platforms used by nonprofit organizations and individual actors in mobilizing people and promoting their causes
- To learn ways to identify and measure social media use by an organization's key audiences
- To learn how organizations can effectively craft and deliver their messages via social media
- To learn about ethical issues related to social media-based strategic communication
- To learn about diversity issues related to strategic communication
- To improve skills for communicating research results in written and oral reports

LEARNING OUTCOMES

After successful completion of this course, students are expected to be able to:

- Understand changes in strategic communication brought about by new digital technologies
- Demonstrate knowledge and skills in social media literacy, privacy and personal branding online
- Demonstrate knowledge of social media practices and platforms used by nonprofit organizations and individual actors in mobilizing people and promoting their causes
- Understand the role of computer networking and social media in strategic communication
- Critically analyze academic and policy papers on contemporary issues concerning strategic communication
- Understand ways to effectively craft and deliver an organization's messages to its key audiences
- Understand ethical issues related to social media-based strategic communication
- Understand diversity issues related to strategic communication
- Effectively communicate research results in written and oral reports

READINGS

All the course readings are available electronically, either on the web or on the course Blackboard site. Download and read the documents specified in the course schedule. Some of the readings come from the following books:

- Feldmann, D. (2016). *Social movements for good: How companies and causes can create viral change*. Hoboken, NJ: John Wiley & Sons, Inc.
- Tuten, T. L., & Solomon, M. R. (2015). *Social media marketing* (2nd ed.). Sage.
- Kerns, C. (2014). *Trendology: Building an advantage through data-driven real-time marketing*. Palgrave Macmillan.
- Pulizzi, J. (2014). *Epic content marketing: How to tell a different story, break through the clutter, and win more customers by marketing less*. NY: McGraw Hill Education.

COMMUNICATIONS

The University of Kansas email account (@ku.edu) will be used as a primary vehicle for official communications including announcements of any changes in the course schedule or assignments. Thus, it is your responsibility to regularly monitor your KU email account. I will use the class Blackboard space to post class materials. Email is the best way to reach me out of scheduled office hours. It is recommended that you use your KU email account when corresponding with me, since messages sent from other servers can be interpreted as junk or spam and thus not received.

COURSE REQUIREMENTS

The following are graded individually:

Class attendance and participation (20%)

Your attendance and active class participation is expected. This means that you should complete assigned readings prior to class and be prepared to engage in discussion about them (i.e., answering a discussion question, asking a question, and making an informed comment). High quality and regular class participation will be worth 20% of your course grade.

Spotting fake news (5%)

You will do an in-class activity developing a list of things to consider in spotting fake news and submit a report on your findings. How do you go about assessing authenticity or quality in news stories? Refer to assignment guidelines and course readings related to the topic. (*In-class Assignment)

Blog posts (15%)

You are required to contribute three blog posts reflecting on class readings and discussion. You can identify issues or problems you have with the week’s readings, raise original thoughts, or pose questions you would like to discuss with the class. Your contribution should be between 300-400 words.

| Blog | Topic | Deadline |
|-------------|---|-----------------------------|
| Blog post 1 | Week 3: Activism or Slacktivism? Reading: Feldmann (2016), Earl (2016) & Gladwell (2010) | September 6, 12:00 p.m. |
| Blog post 2 | Week 4: United Nations and Social Media Speaker: Nancy Groves, UN Social Media Team Leader | September 13, 12:00 p.m. |
| Blog post 3 | Week 6: Real-Time Marketing. Reading: Kerns (2014). <i>Trendology</i> . Chapters 1-4. | September 25, 12:00 p.m. |

Midterm exam (10%)

The midterm exam accounts for 10% of your course grade. We will discuss specific expectations in class.

Personal branding essay (5%)

In this class we will discuss ways of improving your personal brand online and you are expected to work on your online profile across different social media platforms. Each of you will submit a short reflective essay (no more than 2 pages, double-spaced) that discusses what you have done to improve your profile online together with your brief reflections on the process. The issues you should discuss in the essays include, but are not limited to:

- How do you define your personal brand?
- What are the main issues and platforms you have focused on in building and maintaining your brand online? Why did you choose them?
- What are the major challenges you encountered in building and maintaining your brand online?
- What kinds of measures have you tried or are planning to try to address those challenges?
- What do you plan to do to further improve your brand online?

Peer evaluation (5%)

Following each major group assignment, your group members will evaluate one another on the categories specified below. Your grade for this category will be determined by the median of the evaluation scores your group members assigned to you.

- Relevant task knowledge
- Contribution of quality ideas
- Participation in team meetings
- Dependability / follow-through
- Cooperation / relationship / attitude
- Taking initiative
- Facilitating communication

The following are graded by group:

Case study report & presentation (10%)

Once during the semester, small groups of student will make a presentation on a case of social media being used to encourage social change. Examples for this assignment can include movements, protests or other types of collective action mobilized by organizations (e.g., nonprofits or governments) or individuals (e.g., activists or ordinary citizens). The student should prepare a PowerPoint, Keynote, or Prezi presentation (i) summarizing the chosen case, (ii) analyzing why and how the case was successful or not successful, and (iii) discussing how it could have been improved. Your presentation should be no more than 15 minutes plus 5 minutes for class discussion. In addition, the group should, at the start of the class, submit to the instructor a short document (no more than 3 pages, double-spaced) summarizing the case.

Social media plan for a nonprofit organization (30%)

In order to link an abstract understanding of strategic communication to a working organization's communications needs, students will work in small groups to develop social media strategies for an organization of their choosing. You should describe, analyze, and evaluate the organization's current use of social media for its strategic communication and then offer specific recommendations for improving its social media-based strategic communication. Detailed guidelines and examples will be posted to the course Blackboard site.

**Note*

I reserve the right to have additional quizzes if it becomes apparent that readings are not being completed in a timely manner.

Summary of assignments and evaluation

| Assignments | Deadlines | Points | Percent |
|---|-----------------------|---------------|----------------|
| INDIVIDUAL | | | |
| Class participation | | 80 | 20% |
| Spotting fake news | August 30 (in class) | 20 | 5% |
| Contribution to class blog site | | 60 | 15% |
| Blog post 1 | September 6, 12 pm | | |
| Blog post 2 | September 13, 12 pm | | |
| Blog post 3 | September 25, 12 pm | | |
| Essay on personal branding | October 2, 12:00 pm | 20 | 5% |
| Mid-term exam | October 11 (in class) | 40 | 10% |
| Peer evaluations | TBA | 20 | 5% |
| GROUP | | | |
| Final project | | 120 | 30% |
| Organization & Situation Analysis sections due (5%) | October 25, 12 pm | | |
| Planning section due (5%) | November 15, 12 pm | | |
| Final presentation (5%) | December 4 (in class) | | |
| Final paper due (15%) | December 6, 12 pm | | |
| Case study presentation | Course Schedule | 40 | 10% |
| <i>Total</i> | | <i>400</i> | <i>100%</i> |

The final grading is based on the accumulated number of points. The following scale will be used:

| | |
|--------------|--------------|
| 370-400 = A | 308-319 = C+ |
| 360-369 = A- | 290-307 = C |
| 348-359 = B+ | 280-289 = C- |
| 330-347 = B | 270-279 = D |
| 320-329 = B- | 0-269 = F |

GRADING

Guidelines for submitting written assignments

All written assignments must be double-spaced, 12 point font, with 1-1.15 inch margin on all sides. For in-text citation and bibliography, refer to the guidelines of the American Psychological Association – commonly referred to as the APA style (6th edition of *Concise Rules of APA Style*). You should post your assignments to Blackboard by the deadline. Assignments are graded on grammar, spelling, and punctuation as well as on their content.

Policy on late assignments

Papers and assignments are due when indicated on the syllabus. Late assignments are penalized one letter grade. Only under extreme circumstances (e.g., documented family or medical emergencies) will I agree to a delay in the submission of assigned material. Late assignments must be completed and turned in by the last day of the class.

ACADEMIC INTEGRITY

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you'll fail the course, and you may be expelled from or denied admission to the School of Journalism.

Here is the journalism school's official policy statement:

"The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

"In this course, the penalty for plagiarism, fabrication or falsification is a failing grade for the semester. Additional penalties can include expulsion from the School of Journalism. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course."

The KU University Senate defines plagiarism as "knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge." The University defines fabrication and falsification as "unauthorized alteration or invention of any information or citation in an academic exercise."

Here's some clarification:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is cheating. Unauthorized materials include written materials, such as notes. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- Plagiarism is stealing. You take someone else's ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person's ideas, opinions, and words into the papers you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due.
- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don't do it.

STUDENTS WITH DISABILITIES

The KU Student Access Services (SAS) coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS, please do so as soon as possible. The office is located in 22 Strong Hall; the phone number is 785-864-4064. Information about services can be found at www.access.ku.edu. Please also contact me privately in regard to your needs in this course.

INCLEMENT WEATHER AND SPECIAL NEEDS

In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 785-864-7669 (785-864-SNOW). The KU Student Access Services (SAS), 22 Strong Hall, 785-864-4064, coordinates accommodations and services for KU students with disabilities.

JOURNALISM SCHOOL POLICY ON CLASS ATTENDANCE:

- “No student may add a journalism class after the 20th day of a semester.”
- “Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.”
- “The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting.”
- “The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.”

COPYING OR RECORDING OF CLASSROOM LECTURES

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

CONCEALED CARRY IMPLEMENTATION RESOURCES

Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

COURSE SCHEDULE

*Course schedule subject to change. Any changes to due dates will be announced via Blackboard.

Week 1: Introduction & Overview

August 21: Introduction to the Course

- Structure of the class & administrative matters
 - Review syllabus
 - Discuss assignments and expectations
- Introduction to Social Media

August 23: Context: Social Media and Social Change

- Required reading
 - Tuten & Solomon (2015). *Social media marketing*. Chapter 1 (The horizontal revolution) & Chapter 3 (Social consumers)
 - Lewontin, M. (2016, January 5). Five times Internet activism made a difference. *Christian Science Monitor*. <https://www.csmonitor.com/Technology/2016/0105/Five-times-Internet-activism-made-a-difference/Black-Lives-Matter>

Week 2: Personal Branding Online/Spotting Fake News

August 28: Personal Branding Online & Privacy

- Required reading
 - Deckers, E. & Lacy, K. (2013). *Branding yourself: How to use social media to invent or reinvent yourself*. Chapter 2 (How do you fit in the mix?) & Chapter 4 (LinkedIn: Networking on steroids)
 - Desson, C. (2015, February 24). An annotated guide to Facebook's privacy settings (that you've never read). goo.gl/C73Euh
 - Dishman, L (2013, December 13). The surprising ways social media posts bias hiring managers. *Fast Company*. goo.gl/zKUGkv

August 30: Library Resources/Spotting Fake News

- Meet at Clark Instruction Classroom in Watson Library (3rd floor) at 12:30 p.m.
- Class exercise on spotting fake news
- Required reading
 - Web literacy for student fact-checkers: <https://webliteracy.pressbooks.com/>

***In-class Assignment on Spotting Fake News**

Week 3: Activism or Slacktivism?

September 4: Labor Day. No Class.

September 6: Activism or Slacktivism?

- Required reading
 - Feldmann, D. (2016). *Social movement for good*. Chapter 11: #, The power of the social connection to an issue—Hashtag.
 - Earl, J. (2016, December 24). Slacktivism for everyone: How keyboard activism is affecting social movements. *Salon*. goo.gl/eX6TCh
 - Gladwell, M. (2010, October 4). Small change: Why the revolution will not be tweeted. *The New Yorker*. goo.gl/Yc3VCh
- Service learning at KU (Brief visit by Annie Alexander from KU Center for Service Learning)

***Blog Post 1 Due (September 6, 12 p.m.; Topic: Activism or Slacktivism?)**

***[Required] KU Common Book Author Talk (September 7, 7 p.m., Lied Center)**

Week 4: Social Media Strategy for NGOs

September 11: Developing a Social Media Plan (I)

- Required reading
 - Tuten & Solomon. (2015). *Social media marketing*. Chapter 2 (Strategic planning with social media).
 - Boothe, I. (2013). *The most amazing online organizing guide*. "Going big picture: How to craft a winning strategy" (p. 4-8).

***Guest Speaker: Nancy Groves, Social Media Team Leader for the United Nations**

***Case Study Presentation (Group 1, September 11)**

September 13: Developing a Social Media Plan (II)

- Required reading
 - DeMambro, D. (2016, February 23). How to stretch your nonprofit's marketing resources. *Hubspot*. goo.gl/uzAQ3m
 - HubSpot. (2014, October 17). The social media manager's guide to staying organized. goo.gl/CM45Lm

***Blog Post 2 Due (September 13, 12 p.m.; Topic: United Nations and Social Media, Guest Speaker's Talk)**

Week 5: Social Media Engagement

September 18: Social Media Engagement Strategies

- Required reading
 - Hubspot (2017). *A guide to growing and engaging your membership base.*

***Guest speaker: Erin Carlson, Creative Content Specialist at Cornerstones of Care**

September 20: Storytelling

- Required reading
 - Feldmann, D. (2016). *Social movement for good*. Chapter 4: Creating a message to believe in.
 - Duncan, M. *The most amazing online organizing guide*. "Storytelling: Why it matters & how to get it right" (p. 9-12).
 - Center for Story-Based Strategy. *Harnessing the power of narrative for social change*. <http://www.storybasedstrategy.org/uploads/4/5/4/4/45442925/1-harnessingpowernarrative.1-2.pdf>.

***Case Study Presentation (Group 2, September 20)**

Week 6: Real-Time Marketing (RTM) & Facebook for Nonprofits

September 25: Real-time Marketing (RTM)

- Required reading
 - Kerns, C. (2014). *Trendology: Building an advantage through data-driven real-time marketing*. Chapters 1 (Relevance is trending up), Chapter 2 (Understanding brands on Twitter), Chapter 3 (RTM performance for big, known events) & Chapter 4 (RTM performance for unknown events and daily trends)

***Blog Post 3 Due (September 25, 12 p.m.; Topic: Real-Time Marketing)**

September 27: Facebook Marketing for Nonprofits

- Required reading
 - Hubspot. How to master Facebook marketing in 10 days. <https://cdn2.hubspot.net/hub/53/offers/facebook-in-10-days/ebook.html>
 - Nonprofit Tech for Good. (2014, October 19). 10 Facebook page best practices for nonprofits. <http://www.nptechforgood.com/2014/10/19/10-facebook-page-best-practices-for-nonprofits/>

***Case Study Presentation (Group 3, September 27)**

Week 7: Content Marketing & Instagram/Snapchat

October 2: Content Marketing

- Required reading
 - Pulizzi, J. (2014). *Epic content marketing*. Chapter 1 (What is content marketing?), Chapter 3 (Why content marketing?) & Chapter 8 (What is epic content marketing?).

***Personal Branding Assignment Due (October 2, 12 p.m.)**

October 4: Instagram/Snapchat

- Required reading
 - Nonprofit Tech for Good. (2016, April 11). goo.gl/v7ue5h
 - Hubspot. *How to use Instagram for business*.

***Case Study Presentation (Group 4, October 4)**

Week 8: Midterm Exam

October 9: Midterm Exam Review

October 11: Midterm Exam

Week 9: Fall Break/ Instructor-Group Meetings

October 16: Fall Break, No class

October 18: Instructor-Final Project Group Meetings

- Meeting on the organization & situation analysis section assignment

Week 10: Online Fundraising & Social Advertising

October 23: Online Fundraising

- Required reading
 - MobileCause(2017). *The beginner's guide to online fundraising*.
 - MobileCause (2017). *Best fundraising and done engagement case studies*.
 - Nonprofit Tech for Good. (2017, April 18). 12 must-know stats about online fundraising, social media, and mobile technology. <http://www.nptechforgood.com/2017/04/18/12-must-know-stats-about-online-fundraising-social-media-and-mobile-technology/>

***Case Study Presentation (Group 5, October 23)**

October 25: Social Advertising

- Recommended reading
 - Hubspot. (2015). *The essential guide to social media advertising*.
 - Tuten & Solomon. (2015). *Social media marketing*. Chapter 8 (Social commerce).

***Client Assignment Due: Organization & Situation Analysis Sections (October 25, 12 p.m.)**

Week 11: Social Media Analytics

October 30: Social Media Analytics

- Required reading
 - Tuten & Solomon. (2015). *Social media marketing*. Chapter 9 (Social media for consumer insight) & Chapter 10 (Social media metrics)

November 1: Social Media Analytics

- Social media analytics lab session
- Meeting on First-Year Colloquium

Week 12: First-Year Colloquium/Instructor-Group Meetings

November 6: Work on First-Year Colloquium

- Meeting on First-Year Colloquium

***[Required] FYS Colloquium (November 6, 7:00-8:30 p.m. in the Ballroom at the Kansas Union)**

November 8: Instructor-Final Project Group Meetings

- Meeting on the social media planning section assignment

***[Extra-credit Event] Digital Empowerment Conference (November 9, The Commons)**

Week 13: Social Media in Crisis Communication & Ethics

November 13: Social Media in Crisis Communication

- Required reading
 - HubSpot. (2015). *The social media crisis management plan*.
 - Affect. (2015). *Crisis management in the social media age: A guide to integrating social media in your crisis communication strategy*.

November 15: Ethics in Social Media

- Required reading
 - NPR Ethics Handbook. <http://ethics.npr.org/tag/social-media/>
 - American Bar Association. (2014). 10 tips for avoiding ethical lapses when using social media. <http://goo.gl/JZ4IK9>

***Client Assignment Due: Social Media Planning Section (November 15, 12 p.m.)**

Week 14: International Communication/Thanksgiving

November 20: Social Media & International Communication

- Required reading
 - Urban. D. *The complete guide to global social media marketing*. HubSpot.
 - Weller, R. (2013, March 25). International social media marketing - Different places, different habits. *SocialMediaToday*. <http://goo.gl/B2pkU>
 - Fitzpatrick, A. (2012, January 14). How nations can be united with social media. *Mashable*. <http://goo.gl/cVbqD>

November 22: Thanksgiving. No class.

Week 15: Future of Social Media/Group Meetings

November 27: Future of Social Media

November 29: Instructor-Group Meetings

- Meeting on final paper/presentation

Week 16: Final Project Presentations/Last Day of Class

December 4: Final Project Presentations

December 6: Last Day of Class

- Wrap-up

***Client Assignment Due: Final Paper (December 6, 12 p.m.)**