SW 652 Section 001
Organizing for Social & Political Action Fall 2013
Thursday, 9:00 a.m.-12:00 p.m.
Room B770
Instructor: Larry M. Gant
Prerequisites: SW 560 or instructor’s permission
Office: 3780 SSWB Phone: 734-763-5990
E-mail: lmgant@umich.edu
Office Hours: by appointment – contact me by email or during class sessions
Class Runs 9/5/13-12/5/13, break: 10/14/13-10/15/13

Course Description
This course focuses on various methods of organizing people to engage in social and political action on their own behalf or on behalf of others. Students will analyze different approaches to mobilizing people for collective action, challenging oppressive structures and processes, building organizational capacity, implementing action plans, and generating power in the community. The course includes content on the analysis of power structures; the formulation of action strategies; the use of tactics involving persuasion, consensus, and conflict; the organization, implementation and evaluation of community campaigns; the use of political and media advocacy; and the relationship of social and political action to contemporary issues which affect oppressed and disadvantaged communities. Case examples will be drawn from the U.S. and other nations and special emphasis will be placed on organizing communities of color, women, LGBTQ populations, and other under-represented groups in U.S. society.

Course Content
Social and political action encompasses various means to create change at the community and societal level. This course takes the perspective that such organizing can win improvements in people’s lives, make people aware of their own power, alter the relations of power in the community, and create a more socially just society.

The history of organizing for social and political action – inside and outside the social work field – and its underlying theoretical assumptions about power, conflict, and change will be covered. This course will also examine the sociopolitical and political-economic arenas in which organizing operates; the roles and responsibilities of practitioners; several major strategies and tactics of organizing; environmental forces that facilitate or limit organizing; the ethical and value dilemmas of social action organizing; and lessons learned from research on social and political action and change. In addition, different schools of thought about organizing and their approaches to the formulation of goals, issues, constituencies, targets, and tactics will be compared.

The course will also analyze strategies and tactics that employ conflict as a vehicle for
generating power and creating change. Students will assess theories of conflict and power and ways of analyzing power structures at the community and societal level. Political advocacy will be examined as a means to strengthen group and community solidarity and challenge oppressive structures, systems, and institutions. In contrast to viewing advocacy as a narrow approach to representing group interests in legislatures and established institutions, this course will consider advocacy as an empowering process by which traditionally excluded groups advocate for themselves in ways which build organizations and develop communities.

**Course Objectives and Assignment Alignment**
Upon completion of this course, students will be able to:

1. Understand and analyze the changing context of social and political action;
2. Understand the relationship of contemporary social, economic and political issues to social and political action strategies and tactics;
3. Understand and apply social and political dynamics as they relate to issues of power, privilege, social justice, and resource distribution;
4. Analyze alternative models, strategies, tactics, and modes of social and political action directed towards these goals;
5. Demonstrate skills in community assessment, leadership and organizational development, planning and conducting campaigns, and the evaluation of their results;
6. Formulate strategies and create tactics which engage constituencies in social and political action;
7. Identify and incorporate attention to issues related to diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex and sexual orientation, as well as community of residence and other dimensions which are associated with privilege, discrimination, domination, and oppression;
8. Identify and analyze the major value and ethical dilemmas that arise in the course of organizing for social and political action.

**Course Design**

4. **Course Design and Instructor Teaching Approach**
The course will use a project-based integrative learning approach. The entire class will complete one consultation as a large group. Students will complete one of two additional consultations as well (GEAR UP or Another Ann Arbor.org).

**Collaborative Project:**
All students will work in small groups and contribute to a regional conference on food metrics facilitated by Gleaners Community Food Bank in early November 2013 on a Thursday or Friday from 10-2pm. We will work in partnership with both sections of SW 683 taught by Professor Sue Ann Savas.

Professor Savas’ course and students will focus on evaluation issues of health metrics - how defined, current concerns, etc. She will also provide, through her interns, the logistics
for setting up the meeting (working with gleaners, arranging communications, arrangements, invitations, etc).

In SW 653, we will work on the organizing aspects for the symposium, including:

a) the objectives of the symposium;
b) what voices should be around the table in planning symposium, facilitating the symposium and interacting at the symposium (e.g., directors, end users, foundations, etc).
c) enhancing the run of show with intentional strategies for communication, consensus, and generation of deliverables.
d) clarifying the role of the food policy committee in the symposium and planning process

e) aligning the symposium with the later 2014 Kellogg symposium

As a class, we will use the Midwest Academy Strategy Chart approach, with student groups tasked with completion of points a-e above.

**SW 652 projects:**

Students will select one of the following projects for consultation/action work; more detail follows in September 2013:

- **GEAR UP:** We extend work completed by Professor Savas SW 683 Fall 2012 course by designing a social media site for state of Michigan GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). GEAR UP is one of extremely few programs nationwide that work to provide education access for disenfranchised rural, urban, first-generation youth in the US. Critical given the race, class and economically stratified education access currently challenging United States.

- **Another Ann Arbor.org:** A local community organization repositioning itself for a new generation of social advocacy. They require tactical work on an existing social media website as well as overall social action plan and paradigm work.

I will use pedagogical methods such as mini-lectures, in-class interviews with guests, discussions, editing sessions, instructor consultations and role plays. The Gleaners directors and administrators will be invited to sessions at the beginning and end of the course to discuss process and deliverables. Students are expected to access C-tools course folders for additional course-relevant articles, resources and to submit assignments.

**Principles of Instruction: Adapted from Rosenshine, B., Research-based Strategies that All Teachers Should Know, American Educator (Spring 2012).**

- I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.”
- I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions.
- I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate.
- I will provide scaffolds for difficult tasks and notify students of possible errors.
• I will guide student practice through additional explanations, live review of drafts, and small group consultations.
• I will monitor students for understanding by asking specific questions and checking student responses.
• I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course.
• I will note student successes and give students ample opportunity to practice independently.
• I will provide feedback as students begin to practice independently.

**Housekeeping Details (Conduct of the Course)**

*Religious Observances*
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

*Electronic Devices (Cellphones, Smart Phones, iPads, Computers and other devices).*
In consideration of your classmates and your own learning please mute or set to vibrate all devices during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. I prefer no texting during class; during the breaks, indulge yourself.

I encourage in class computer use that supports the mission of the course (e.g. taking notes, finding relevant information, etc.). I do not support or endorse generic web browsing, email, texting, IM’ing, etc. during class (break time is fine for these activities). There will be some times when I ask for “screens down or screens blank” during some parts of the class and I’ll expect ready compliance with that request.

*Students with Special Needs/Universal Design Issues, or who are just nervous or anxious about the course.*
If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall to coordinate reasonable accommodations for students with documented disabilities.

Beyond this, if you have any anxieties, concerns, or panic attacks with the course content or instruction style, see me right away. Some things can be fixed, and others cannot, but we certainly can discuss matters before they lead to serious problems.

Sometimes, crises lead students to unwise decisions. In classes, panic or other issues causes some students to take short cuts or plagiarize work. That’s an incredibly bad idea; see the next
Plagiarism: Don’t do it. This is a zero tolerance class: Detected and documented plagiarism for any class related assignment leads to automatic failure of the course. I want your own learning, writing, and thinking in the class. It is amazingly easy to plagiarize in today’s Internet connected world. It is also extremely easy for any instructor to detect and document plagiarism in seconds if not minutes. Also, don’t recycle your own papers (self-plagiarize) or other students’ work.

Relationship of the Course to Curricular Themes

• **Multiculturalism and Diversity:** The course will focus on the issues involved in working for social and political change in a multicultural society and in engaging in social and political action in and with multicultural communities. It will also address the problems and potential of engaging in successful social and political action with diverse populations inclusive of diversity dimensions previously listed. Case examples of social and political action within multicultural communities in the U.S. and other nations will be used to illustrate strategic and tactical issues.

• **Social Justice and Social Change:** An underlying assumption of the course is that the goals of social and political action are to promote social justice and produce positive social change. The course will explore the different meanings of social justice and social change, and their implications for the development of strategies and tactics of social and political action. Historical and contemporary illustrations will be used to analyze these concepts.

• **Promotion, Prevention, Treatment, and Rehabilitation:** Although the course will focus on change at the macro level of intervention, it assumes that the creation of socially just and responsive policies and organizations through social and political action is a pre-condition for the development of effective programs that emphasize prevention, treatment, and rehabilitation. In fact, the underlying principles of social and political action complement rather than contradict the objectives of promotion, prevention, treatment, and rehabilitation in social service programs.

• **Behavioral and Social Science Research:** The course includes the analysis of contemporary and historical research on the application of theoretical models of social action and social change. Case examples of social and political action efforts will be evaluated in terms of the validity of their theoretical premises and their effectiveness in achieving stated ends. Issues for further research will also be identified.

Relationship of the Course to PODS (Privilege-Oppression-Diversity-Social Justice)

**Privilege:** A critical, if often unacknowledged manifestation of social injustice is the difference in the degree of privilege experienced among individuals and groups in the U.S. – on the basis of race, class, gender, ethnicity, religion, sexual orientation, age, and physical ability – in their efforts to create social and political change. One goal of social and political action is to eliminate or reduce these disparities – through both ends and means. This course will explore how privilege, or its absence, influences the nature of social change at the community and societal levels and what can be done to overcome it.

**Oppression:** Social workers have an ethical obligation to work to overcome oppression in society in all its forms. This course will examine how social and political action can contribute
to this goal by altering societal institutions, structures, policies, and processes, and by
empowering oppressed communities to work on their own behalf.

**Diversity:** The course will focus on the issues involved in working for social and political
change in a multicultural society and in engaging in social and political action in and with
multi-cultural communities. It will also address the problems and potential of engaging in
successful social and political action with diverse populations. Case examples of social and
political action within multicultural communities in the U.S. and other nations will be used to
illustrate strategic and multicultural issues.

**Social Justice:** An underlying assumption of the course is that the goals of social and political
action are to promote social justice and produce progressive social and political change. The
course will explore the different meanings of social justice and social change, and their
implications for the development of strategies and tactics of social and political action.
Historical and contemporary illustrations will be used to analyze these concepts.

**Relationship of the Course to Social Work Values and Ethics**
The NASW *Code of Ethics* (revised 1996) establishes an ethical imperative for social workers to
engage in social and political action on behalf of social justice and in support of the needs of
diverse and disadvantaged populations. Since the emergence of the social work profession in
the U.S., the pursuit of social justice through a variety of social and political strategies has been
one of its fundamental tenets. This course reflects that heritage and applies those values in the
analysis of contemporary social and political action efforts. It also discusses some of the ethical
issues involved in pursuing social justice through social and political action.

**Required Texts (bobo and smock - Available at Common Language Bookstore; Mathos
and Norman – online order OR CLB within 3 weeks)**

* [All texts will be on University Library Reserve by September 20th, 2013]*

Kim Bobo, Jackie Kendall, Steve Max (2009) Organizing for social change: Midwest
Academy manual for activists, Publisher: Seven Locks Press 4th ed.

Kristina Smock (2004) Democracy in action: Community Organizing and Urban Change,
New York, Columbia University Press.

Melanie Mathos and Chad Norman (2012). 101 social media tactics for non profits: a

**Articles.** All course articles are on digital (Ctools) reserve.

It is *highly recommended* that students create their own news blog or download news
apps, such as Democracy Now/War and Peace Report, Associated Press, USA Today, and/or
Financial Times.
Grades and Assignments

**Grading Elements:** For all assignments, please keep a hard/digital copies for yourself, and remember to back up your computer files so you don’t lose your papers, resources, and drafts! (No more “the dog ate my flash drive” stories!!)

I grade assignments using rubrics. Following the rubrics generally leads to much stronger scores on assignments than not following them. Rubrics for all assignments will be available on the CTools site no later than the second class meeting.

Please anticipate your responsibilities and start your assignments well in advance of the due date. Be sure to have a back up copy and in hard copy of everything you submit. Similarly, be sure to back up your files regularly so that you do not lose your materials before submission; use a combination of hard drive and cloud resources such as Dropbox, iCloud, etc. All course work must be completed by the end of the term; incompletes will only be given for exceptional reasons, and will require documentation.

**My policy on drafts of assignments.** Students are strongly encouraged to submit **up to two drafts** of the assignment before the due date. I will provide ungraded feedback using the rubrics for each assignment. The last revision must be submitted to me no later than four days before the due date.

**My policy on assignments submitted by due date and by “grace period”**. I typically provide a ‘grace’ period of seven days after the formal due date for the assignments. **While students may submit final assignments (no drafts) during this grace period, the maximum letter grade equivalent earned will be reduced by one –half grade. The grace period begins immediately after the established due date and time.**

**Example:** Student A submits assignment 1 by the due date and receives 28/28 (Letter Grade of A). However, if Student A submits assignment 1 during the grace period and receives 28/28, the highest letter grade earned/posted will be A-). **This scoring reduction is in effect from 5:00:01 PM after the due date through the end of the grace period. Assignments turned in after the grace period date and time will be reduced by one letter grade for each day (by calendar date) late, regardless of quality of the submission.** Exceptions to this policy will only be made for extreme circumstances that may require documentation. Typically, these exceptions reflect very unusual or extraordinary situations including natural disasters, accidents, flareups of chronic diseases, inclement weather, etc.

**Table 1: Revision Dates, Due Dates, Grace Periods (All submissions due that date at 5:00pm EST)**

<table>
<thead>
<tr>
<th>Design consultation (small groups)</th>
<th>Last Revision Date</th>
<th>Due Date</th>
<th>Grace Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ass. 1: 9/23/13</td>
<td>Ass. 1: 9/27/13</td>
<td>Ass. 1: 10/4/13</td>
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<tr>
<td>Ass. 2: 10/8/13</td>
<td>Ass. 2: 10/11/13</td>
<td>Ass. 2: 10/18/13</td>
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<tr>
<td>Ass. 3: 10/29/13</td>
<td>Ass. 3: 11/1/13</td>
<td>Ass. 3: 11/8/13</td>
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<tr>
<td>Ass. 4: 11/5/13</td>
<td>Ass. 4: 11/8/13</td>
<td>Ass. 4: 11/15/13</td>
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<tr>
<td>Ass. 5: 11/12/13</td>
<td>Ass. 5: 11/15/13</td>
<td>Ass. 5: 11/22/13</td>
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</tbody>
</table>

**My policy on resubmissions.** Near the end of the term, students may choose to resubmit any one assignment (if they would like to improve their course grade). Students will be provided one ungraded review of the revised assignment no later than three days before the last day of
class. Revisions must be clearly highlighted in the revised manuscript (e.g. revisions in red). The revised assignment is due no later than 5:00pm EST December 12, 2013. The maximum grade possible on any revised assignment, regardless of quality and responsiveness to instructor comments, will be B+. Late revised assignments (submitted after 5:00 pm that day) will be neither reviewed nor accepted.

Submission format: You may submit hard copies of documents; electronic copies are preferred. It is preferred that students submit assignments in CTools using the “Assignment” tab/button. Revisions and resubmits may be submitted via hard copy, email to the instructor or using your CTool drop box. Please inform the instructor of your method for submitting revisions and resubmits. Students using the drop box are responsible for informing the instructor of this option.

You may use a traditional written paper format for submission or any assignment, or you may use a media based presentation (brochure format, web-based, new media, mixed media). The same grading rubric will be used for either format; all formats should be responsive to Universal Design Issues. (Most traditional form documents prepared electronically are already Universal Design ready).

I require all written assignments to be double-spaced, using 12-point font, with no less than 1-inch margins on all sides of the paper. A portion of your grade for written assignments is based on your clarity and thoroughness. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors or one that is difficult to read is unacceptable in a professional masters degree program, and will be marked down (see grading rubrics).

Page length is the page length! In my courses, page length refers to the narrative content in the document. Page length does not include cover page, references, or appendix (note: appendix may have up to 5 pages of material. This does not count against the page length!). Please remember that for my assignments, the appendix must only have information that supplements or supports the narrative. The appendix is not a continuation of the narrative! If you have any questions about whether your appendix is supplemental or continuation, please ask me for clarification.

Grading and Course Activities, Attendance and Assignments (Further details will be discussed in class).

Exam on history of Social Action in the United States and Social Action Approaches (20% of grade): December 5, 2013.
The exam assesses student knowledge on the history of community organization in the United States, models of social action, e.g. Smock’s models of social action (community building, power-based, civic, women-centered, transformative), and approaches to community work, e.g. Gamaliel, PICO, Highlander, NWRO, Midwest Academy.
Collaborative (with SW 683) Design project: 35% of course grade (might shift to 40% depending on reality) – Strategy chart work – primarily. Similar to assignment 1 with a de-emphasis on social media as of 9/5/13.

652 Design Project: 45% of course grade (requires completion of assignments 1-5 below).

Community work consultation and deliverables: Creating and completing a Strategy for Social/Political Action: (point totals for each assignment will be completed and online by 9/12/13):

Consistent with consultation/design approaches to education, students will make formal presentations of the work to clients for the 652 projects. These presentations will occur in Late November 2013.

Assignment 1 is an initial strategy chart that outlines a social action. This proposed social action incorporates a (1) multi-media campaign to address an issue of concern to the clients or constituents with which it works, (2) project management features that demonstrates strategy components, responsibility for completion of components, and a way to insure communication within your working group, (3) explicit identification of the model of social justice reflected in the strategy chart, (4) model/theory of community work used in the strategy chart. **Part 1 is maximum 4 pages (1000 words) in length. Due: September 27, 2013 (Grace Period 10/4/13), 5pm.**

Assignment 2 is the development of an offline component for the social action. The offline component could be in the form of with visuals, artifacts (brochures, zines, postcards), storyboards, digital media images along with a 750 - 1000 word written (or audio) narrative. Please provide two examples of offline PR strategy artifacts (e.g. brochures, zines, postcards, billboard copy/mockups, etc.) Provide detail on the communication efforts for the social action (that is, how will you insure you get the word out to people and that people come to the event?) **Part 2 is maximum 4 pages (1000 words) in length. Due: October 11, 2013, (Grace Period 10/18/13) 5pm.** [this may be submitted online or hard copy].

Assignment 3 is the **design and creation** of a simple, low cost easy to maintain social media technique as a support or supplement for broadcasting, empowering, branding, mobilizing, and fostering your social political action plan. **There must be an accessible link between the offline and online components of the social action plan.** In a written (or audio) narrative of 750-1000 words, (1) detail the outcomes of the technique, (2) explain how you think the technique will generate the outcome (3) explain the rationale of your online technique by discussing the connection between your identified audiences and technique(s) used, and (4) generate an evaluation protocol to document use and impact of the social media approach(es). [Examples of techniques include but are not limited to websites, blogs, vlogs, twitter, social bookmarks, Wikis, Facebook, Google Docs, Audio/Video Hosting (e.g. You Tube Channels), digitally created PSAs, etc.] **Part 3 is maximum 4 narrative pages (2000 words) in length. Due: November 1, 2013 (Grace Period, 11/8/13) 5pm.**

Assignment 4 (25% of Assignment 2) is a revised and updated strategy chart (compared to the

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1 It is important that the offline component be able to stand alone (in case the online component…crashes….).
initial strategy chart draft) that outlines the strategy. This proposed social action incorporates a (1) multi-media campaign to address an issue of concern to the clients or constituents with which it works, and (2) project management features that demonstrates strategy components, responsibility for completion of components, and a way to insure communication within your working group. 

**Assignment 4 is maximum 4 narrative pages (1000 words) in length. Due: November 8, 2013 (Grace Period, 11/15/13) 5pm.**

**Assignment 5:** Creation of a sustainability plan for the social organization and/or social function. Sustainability includes volunteers, staff, budget and fund development strategies. 

**Due: November 15, 2013 (Grace Period, 11/22/13) 5pm. Assignment 5 is maximum 4 narrative pages (1000 words) in length.**

Client Presentations: Presentation/execution of the strategy. This is a formal presentation of the result of the consultation including observations, lessons learned, etc. Audience includes client, class, and general public.

**Course Outline and Readings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Bobo</th>
<th>Smock</th>
<th>Mathos &amp; Norman</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5/12</td>
<td>Ch 1. Popular Democracy and Urban Change; Ch. 2 Models of Community Organizing: An overview (Part 1)</td>
<td></td>
<td>Ch 27. The breakdown of the Real Economy</td>
<td>Challenges to Community Organizing: The case of “re-imagineing Detroit” {slides 36-46 of Kresge Detroit Audit Briefing}</td>
</tr>
<tr>
<td>September 19</td>
<td>Ch 9 Lessons Learned</td>
<td></td>
<td>Ch 27. The breakdown of the Real Economy</td>
<td>“Situational Analysis” “Tactical Analysis” &amp; “Tactics”</td>
</tr>
</tbody>
</table>
### October 3: Social Media for Social Change

- **See below for expanded presentation and discussion**
  - “Power Mapping” & “Spectrum of Allies”

### November: please be flexible

- **Note:** possible Gleaners Community Symposium sometime in November

<table>
<thead>
<tr>
<th>November 7:</th>
<th>Ch 11. Developing Leadership</th>
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<tbody>
<tr>
<td>November 14:</td>
<td>Chs. 9 (Building and Joining Coalitions), 20 (Working with Religious Organizations)</td>
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<td>November 21:</td>
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<tr>
<td>December 5:</td>
<td>21 (Local Unions), 22 (Building Labor Community Partnerships)</td>
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</tbody>
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**Session 1: October 3, 2013**

1. Getting technically prepared – students encouraged to live tweet the class with hashtag #SMSC

2. So why use social media for social change?
   - First get student input
   - Social media sites provide a huge audience of potential supporters and activists that can rally around a cause
   - Social media is a very current venue and as social workers we need to meet people where they are
   - Social media can reach a different demographic than some traditional media
   - Social media activism can be “easier”

3. Form work groups around topic areas or causes.

4. Discussion of three overarching issues that we will continue thinking about over the 5 sessions:
   a. Malcolm Gladwell’s argument that “The Revolution Will Not be Tweeted” – social media activism is not true activism.
   b. Deanna Zandt’s discussion of replicating bias – real-world hierarchies, prejudices and inequalities can transfer directly to the online world. The internet and social media are not a cure-all for offline biases.
c. Mobile web and access – the digital divide creates unequal access to social media and generally disadvantages the elderly, the illiterate and those in poverty (without computers at home). However, mobile web such as smart phones allow for some increased access.

5. Introduction to Twitter for social change
   a. Case examples
      i. Trayvon Martin “Million Hoodie March” and rallies
   b. How To’s: Trending, using hash tags, following, frequency (per day)
   c. What To’s: Live tweets; event photos, locations and times; news; quotes; stats and information; questions and polls
Session 2: October 10, 2013

1. Going over issues that arise with Twitter
   a. How does Twitter relate to Gladwell’s argument?
   b. How does Twitter account for mobile technology and issues of access?
   c. How does Twitter replicate offline biases?
   d. What other issues can arise with Twitter?
   e. Using Twitter as an agent of an organization
      - do not tweet personal opinions or information
      - be sure that tweets reflect the organization and its mission, values and ethics

2. Project group time

3. Introduction to Facebook for social change
   a. Case examples: Bald and Beautiful Barbie, Kony Campaign
   b. How to’s: Page vs. profile, relationship building, addition of photos & videos
   c. What to’s: consciousness-raising with stats, quotes, info; storytelling to engage the audience; thanking volunteers & supporters; ways to donate or support the organization/cause

4. Going over issues that arise with Facebook
   f. How does Facebook relate to Gladwell’s argument?
   g. How does Facebook account for mobile technology and issues of access?
   h. How does Facebook replicate offline biases?
   i. What other issues can arise with Facebook?
   j. Using Facebook as an agent of an organization
      - do not post personal opinions or information
      - be sure that posts reflect the organization and its mission, values and ethics
      - engage with community members and allies professionally

Session 3: October 17, 2013

1. Introduction to Blogging for social change
   a. Case examples
   b. How to’s: Wordpress vs. Blogger vs. Tumblr, increased demand for visuals
   c. What to’s: breaking news, calls to action, photos & videos, stories, share resources, engage supporters & get feedback, numbered lists, highlight volunteers, donors or supporters

2. Going over issues that arise with blogging
   a. How does blogging relate to Gladwell’s argument?
   b. How does blogging account for mobile technology and issues of access?
   c. How does blogging replicate offline biases?
   d. What other issues can arise with blogging?
   e. Blogging as an agent of an organization

3. Project group time

Session 4: October 24, 2013

1. Creating social media strategies – use Idealware workbook
   a. Who will do it
   b. When will they do it (how often and how much time)
   c. Purpose & goals
   d. Intersection of social media platforms (cross-posting, Constant Contact, etc)
   e. Measurement

2. Reverse-engineering an existing example (or two, a good and bad one) of a social media for activism presence
3. Project group time

Session 5: October 31, 2013

1. Project group time

2. Discussion of other social media platforms
   a. YouTube
   b. Flickr/photo hosts
   c. Pinterest
   d. Mass texting
   e. Foursquare/location-based
   f. Others

3. Other topics, issues or pitfalls
   a. Constantly-changing social media
   b. Social media in interpersonal practice

4. Reflection and share-out of the groups