

**CMGT 581: Media in Social Services, Design and Evaluation of Campaigns
(Fall, 2018)**

Professor Peter Clarke
6:30 – 9:20, Mondays
ASC G34

Note: Instructor provides items in red in digital form.

This course focuses on multi-platform campaigns that help people change. While many of the campaigns we consider concentrate on health-related behavior, the principles we uncover apply equally well to other areas of social services such as education, recreation, employment opportunities, and political or civic action. Each student pursues his or her interests and completes the design of an individual campaign.

CMGT 581 has four objectives, skill-sets you will acquire. At the end of our time together, you will be able to:

1. Conduct background research and explain the results, that illuminate the challenges of changing the public's behavior on a topic that you choose.
2. Design and present essential elements of a social marketing campaign intended to change behavior on a topic that you choose.
3. Express the principles of behavior change that underlie your campaign's strategies.
4. Navigate the internal politics of non-profit organizations that sponsor efforts toward behavior change, so that your ideas gain attention among organizational leaders.

Along the way, you will also learn to appreciate the possibilities for, and limits to, helping people change. You will discover how much wisdom and other resources for constructive change lie dormant in communities, waiting to be identified and unleashed. You will discover how to create powerful messages for campaigns. And, you will consider uses of such strategies as narrative messaging, social media, serious games, and viral networking.

Required course materials include three books that you purchase, sources that are available free online, and articles and chapters that I provide in digital form. The books you should purchase are:

Timothy D. Wilson, *Redirect: Changing the Stories We Live By* (New York: Little Brown, 2015).

Nancy R. Lee & Philip A. Kotler, *Social Marketing: Changing Behaviors for Good*, (Thousand Oaks: SAGE, 2016).

Chip Heath & Dan Heath, *Made to Stick: Why Some Ideas Survive and Others*

Die (New York: Random House, 2008).

Overview of Assignments

At many class sessions, I'll assign you a number of ideas that are discussed in the next week's readings. At the next week's session, you will explain these ideas to the class. As we get into the semester more deeply, you will add status reports about your intended campaign, Parts 1 and 2.

The Campaign Analysis and Proposal represent the major focus of your work this term. Appendix A describes these assignments in detail. Your final grade will be based on these contributions:

Your work during the semester	Share of your final grade
Participation in class	35 percent
Part 1, Analysis of a Topic for a Campaign	10 percent
Part 2, Proposal of a Campaign	55 percent

"Participation in class" means: attending; explaining in detailed and lucid ways the week's readings that were assigned to you; the written notes you prepare that guide your explanations; and asking questions and offering observations about course materials and objectives.

Course Activities and Readings, Week by Week

Note: Please bring assigned readings to class on the occasions when they will be discussed.

Week 1 Overview of the course. Your career as a social entrepreneur. What you
Aug 20 need to know, and capabilities you need to cultivate.

Week 2 Flaws and perils in people's habits and instincts; possibilities and limits for
Aug 27 change.

Read: Wilson, Chs. 1-6.

LABOR DAY, NO CLASS

Week 3 Case studies in change.

Sep 4

Read: Wilson, Chs. 7-10.

We should meet individually during this week for 15-30 minutes when you present the topic of your Campaign. I will provide you help in moving

forward with Part 1, Analysis, and getting started with Part 2, Proposal of your Campaign.

Week 4
Sep 10 Social marketing and the foundations of campaigns

Read: Lee & Kotler, Parts I and II.

Week 5
Sep 17 The architecture of campaigns

Read: Lee & Kotler, Part III

Week 6
Sep 24 Useful theories of persuasion

Read: Cialdini & Sagarin, Ch. 7 in Brock & Green, *Persuasion: Psychological Insights and Perspectives*, 2005. Also, go online to Cialdini's website, Influence at Work, <http://www.influenceatwork.com>.

Part 1: Analysis of Topic for a Campaign due in class

Week 7
Oct 1 Creating powerful messages with information design

Read: Heath & Heath, entire work. Go online to the Heaths' website at <http://www.heathbrothers.com>. Register, it's free. Browse the site and download three resources: *The Myth of the Garage*; *Learning from the Urban Legends*; and *Switch for the Social Sector*. Read or listen to the downloads.) Read, also: Goodman, *Why Bad Ads Happen to Good Causes*, entire book. Download after a free registration at http://www.agoodmanonline.com/bad_ads_good_causes

Week 8
Oct 8 Campaign strategies

Read: Lee & Kotler, Part IV

Week 9
Oct 15 Campaign management

Read: Lee & Kotler, Part V.; and Foster, Kim, & Christiansen, *Ten Nonprofit Funding Models*, 2009.

Week 10
Oct 22 Workshop on designing your Proposal of a Campaign

No assigned readings

Week 11
Oct 29 Using narratives to propel your campaign

Read: Wang & Singhal, *East Los High*, 2018; Green, Brock, & Kaufman, *Understanding Media Enjoyment*, 2004; Murphy, Frank, Chatterjee, et al.,

Comparing the Relative Efficacy of Narrative vs. Nonnarrative Health Messages in Reducing Health Disparities Using a Randomized Trial, 2015; and Murphy, Frank, Moran, & Patnoe-Woodley, Involved, Transported, or Emotional? 2011.

Week 12
Nov 5

Bringing social media and other digital tools into the equation

Study resources you find at the Centers for Disease Control website <http://www.cdc.gov/socialmedia>. Download and skim the Social Media Toolkit.

Week 13
Nov 12

Formative evaluation of campaign materials

Read: *Evans, Clarke, & Koprowski, Information Design to Promote Better Nutrition, 2010; Clarke & Evans, How Do Cooks Actually Cook Vegetables?, 2016; Higgins, et al., Using Formative Research to Lay the Foundation for Community Level HIV Prevention Efforts, 1996; and Pettigrew, Donovan, Boldy, & Newton, Older People's Perceived Causes of and Strategies for Dealing with Social Isolation, 2014.*

Week 14
Nov 19

Challenges of disseminating good ideas

Read: *Evans & Clarke, Disseminating Orphan Innovations, 2011; Toyama, Geek Heresy: Rescuing Social Change from the Cult of Technology, Chs. 2 & 3, 2015.*

THANKSGIVING, NO CLASS

Week 15
Nov 26

Class reports of each campaign's most clever idea

Campaign Analysis paper, Part 2 due

Assignment of Letter Grade

<u>Points</u>	<u>Grade</u>
90-100	A
78-89	B
66-77	C
54-65	D
0-53	F

Class Attendance

Class sessions are an essential part of the course's learning experience. Attendance will be recorded. You may have one excused absence (please message me ahead of time or shortly after a missed class). Any additional absences will cost you 5 points per missed class.

Academic Accommodations

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Academic Integrity

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of students' entire conduct records at the university and will be designed to hold students accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of students and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at: <http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at: <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

Other Student Services and Helpful Resources

The USC Writing Center is available to help students improve their critical thinking and writing skills. It offers free materials and online resources at <https://dornsife.usc.edu/writingcenter/>

The USC Kortschak Center for Learning and Creativity offers free online resources for time management, note taking, paper writing, and goal setting, which can be accessed at <http://kortschakcenter.usc.edu/>

The USC Libraries offers free research guides on 22 subjects at <http://libguides.usc.edu/>

Lynda.com can be accessed from the Blackboard homepage and provides free video tutorials on a wide range of topics and academic skills.

Office Hours and Contact Information

Prof. Peter Clarke: 213-740-0940 or chmc@usc.edu; office hours: Mondays, noon – 2pm in ASC 324G. Appointments at other times can easily be arranged. I normally respond to emails within 24 hours.

You should monitor your e-mail in-box for messages from me via Blackboard.

APPENDIX A

CMGT 581

Analysis of Topic and Proposal of a Campaign

Part 1: Due Sep 24, in class

Part 2: Due Nov 26, in class

Below is a detailed outline for your campaign papers. Although many students will choose a health-related topic, campaigns in other areas are eligible--such as civic engagement and interventions for education or training. Message me if you have any doubt about the appropriateness of your campaign and topic.

Part 1 constitutes your “Analysis of Topic for a Campaign” and is worth 10 points.

Part 2 constitutes your “Proposal of a Campaign” and is worth 55 points. In this report you may either re-imagine a campaign you encountered while completing Part 1, OR design an entirely new campaign. We will discuss these options in class.

Throughout your two written reports, organize your materials into the numbered sections indicated, and use these numbers as sub-headings in bold face, centered on pages. Double-space and use 1” margins. Remember to reread and edit your reports carefully. Clarity of expression, coherent organization, and grammatical usage matter.

Review the organization of your reports to make certain that your answers to points in the assignments are placed in the proper sections. Don’t repeat yourself. Respond to each action-point.

You need to cite source materials throughout, in virtually every numbered section. Sometimes, sources will be the assigned course readings: *you cannot complete Part 2 without reading these materials closely*. In addition, you will cite other sources outside of class readings; these materials may be in books, articles, or online. Adopt either the MLA or APA style of citation (you should own a style manual).

Part 1:
Analysis of Topic for a Campaign
Due Sep 24, in class

While completing this section, you may find that you want to change topics or campaigns. That's a natural outgrowth of your work, so don't resist it.

Once you have settled on a topic and a campaign, immediately e-mail and telephone the organization that sponsors your campaign. Ask the organization to send you descriptions of campaign strategies, actual media materials that are used to reach targeted publics, and reports describing monitoring and evaluation research. Ask when these materials will be mailed. Be prepared to substitute another campaign for your initial choice, if materials will be delayed or if the sponsoring organization is hesitant to share them. If your organization is local, or if the organization has a local affiliate, set up an appointment with the director of communication to discuss your needs.

1. Describe the problem that your campaign addresses. The problem is some pathology or inadequacy in U.S. society, or another society--in communities, in individuals, or in families or other groups. Why is the topic important? Describe the behaviors and beliefs that are features of the problem. See Lee & Kotler for examples of behaviors and beliefs.
2. Describe the origins of this problem--when, where, why, and how the problem has attracted attention in the past 10 years.
3. Describe trends across time in the problem's magnitude, over the past 10 years.
4. Identify the geographic areas and the demographic groups most affected by the problem. Are any psychographic segments most affected? Explain.
5. Describe an organization that has developed a campaign to correct the problem. Is it for-profit, non-profit, or governmental? What are the apparent sources of its revenues? Who are specific individuals in the organization's top leadership, and what are their backgrounds/credentials? How long has this campaign existed (not the same question as how long the organization has existed)?
6. Describe the organization's: a) appeals; and b) uses of media in its campaign. Compare these to at least one other organization's efforts on this topic.

Sources: For questions 1-4 (above), you will use bibliographic search tools (Psycinfo, OVID, EconLit, PAIS, Sociological Abstracts, and Dissertations and Theses) and advanced search features of Google Search. I will introduce these tools in class. You will attach 10 or more documents or sources to your submitted analysis, bearing on points 1-4. At least seven documents or sources should be from academic journals.

For questions 5-6 (above), use search tools (ABI/Inform, the New York Times), organizations' websites, and other online search tools I introduce.

This paper should be 8 pages, minimum. It is worth 10 points. Sections 1 and 6 are worth 1 point each; remaining Sections are worth 2 points each.

**Part 2:
Proposal of a Campaign
Due Nov 26, in class**

With this report, you will EITHER re-imagine a campaign you encountered while completing Part 1, OR design an entirely new campaign.

Listed below are the sections for your report. You will submit this in both paper form and electronic form (so I can follow your hotlinks). Throughout, cite sources, often passages in Lee & Kotler (L&K).

1.

Provide your campaign's name, its slogan, if it has one, and a brief description of the sponsoring organization. Does the organization manage other activities than the campaign you are proposing (other campaigns, programs, etc.)? Explain.

2.

What are your campaign's specific: a) behavioral objectives (as distinguished from the broader problem that the campaign addresses); and b) knowledge-and-belief objectives? Itemize and briefly describe these. Complete and explain your entries in a prioritizing grid (L&K, p. 160) for the behavioral objectives. Identify barriers, competing behaviors or competing messages (L&K, p. 191) that each behavioral objective faces.

3.

Create and explain your entries in a Chart of Beliefs to Change (see L&K, p. 84).

4.

Describe formative research that you would like to conduct about your campaign. Provide details about at least one piece of formative research, referring to assigned readings and our class discussion.

5.

What are the target markets, both primary and secondary, for your campaign's various media and tools? Describe each market in detail, separately, in terms of demographic, geographic, and psychographic features. How do these targets align with concentrations of the broader problem that your campaign addresses (i.e., might your campaign neglect or overlook important primary or secondary targets--refer, if needed, to your Part 1)? Explain fully.

Why is each secondary market important to achieving campaign goals?

6.

Describe your campaign's messages and explain how these exemplify principles that are advocated by Cialdini/Sagarin (C/S), the Heath brothers, and Goodman. Draw and write copy for one piece of print or a screen of online messaging, and annotate this by

citing C/S, the Heaths, and Goodman. Provide a screenshot or other display of the existing messaging that you are improving.

7.

What features and/or content do you propose to change on your campaign's website, or add to it? Why are the new features/content important?

8.

Will you build a mobile app to support your campaign? If not, explain why. If you will build an app, briefly describe the most important functions your app will offer to users. And, explain how you will disseminate the app in ways that maximize actual usage.

9.

How will your campaign use advertising platforms in outdoor, radio, TV, and print media? What types of media buys will you make?

10.

How will your campaign use social media? (See course reading for Week 12, Nov 10, and L&K, Ch. 14.) Why are these media important for reaching target markets? If they are not important, or are just marginally useful, explain that.

11.

What kinds of events, attracting face-to-face contacts among people, will your campaign stage? What kinds of people are expected to attend these events? What are the values to your campaign of staging these events? If you do not plan events, explain why.

12.

How will your campaign incorporate narrative strategies? Provide an illustrative, story synopsis.

13.

Describe how you plan to position your campaign and its "offerings." Write a positioning statement (L&K, p. 242).

14.

Describe the products that your campaign will offer—core, actual, and augmented. Will you, for example, offer a kit or package of ideas? If so, what will it contain? If not, why not?

15.

If you plan to use token media (such as wearables, trinkets, coffee mugs, etc.), describe these. If not, explain why.

16.

Describe how your campaign will use strategies of price and of place (L&K, Chs. 11-12).

17.

How will your campaign use branding to add coherence and power to its elements?

18.

Describe specific changes in public policy that would bolster your campaign's intended outcomes. Who (governmental body? industry group? professional association?) is responsible for setting these policies? (See L&K, Ch. 11, for ideas.)

19.

Who are the strategic partners (co-sponsors) of your campaign? What do they gain from their partnership? What, specifically, does their participation provide to your campaign? Refer to your market segments from #5 above.

20.

What are the metrics by which your campaign's success or failure should be measured? How will these metrics be collected, in a cost-effective manner? How will you analyze these metrics (by time, location, or other variables)? How great a change in these metrics would constitute "success"? Explain why. (See L&K, Ch. 15.)

21.

What ethical issues are aroused by your campaign? Describe at least one, drawing on examples you find in Lee & Kotler.

22.

Provide a year's timeline, broken down by campaign functions, media-use, and activities.

23.

What is the most clever or most innovative feature of your campaign? Describe this feature, and what makes it clever or innovative.

24.

Choose a funding model for your campaign, and explain why it is appropriate. (See handout about funding models I distributed.)

The paper should be 30 pages, minimum. It is worth 55 points.

Other Recommended Books

Andreasen, Alan R. (2006) Social Marketing for the 21st Century. Newbury Park, Ca. Sage.

Atkin, C. & Wallack, L. (1990) Mass Communication and Public Health: Complexities and Conflicts. Newbury Park, CA: Sage.

Backer, T.E. & Rogers, E.M. (1993) Organization Aspects of Health Campaigns: What Works?. Newbury Park: Sage.

Ball-Rokeach, S.J., Rokeach, M. & Grube, J. (1984) The Great American Values Test: Influencing Behavior and Belief Through Television. New York: The Free Press.

Bray, Robert. SPIN Works!. 1st ed. Independent Media Inst., 2000.

Brown, Tim. (2010) Change by Design, How Design Thinking Transforms Organizations and Inspires Innovation. HarperBusiness,).

Canning, D., and P. Reinsborough. Re:imagining change, how to use story-based strategy to win campaigns, build movements, and change the world. Pm Press, 2010.

Cialdini, Robert B. (2007) Influence: The Psychology of Persuasion. Revised. New York, NY: Harper Paperbacks.

Goodman, A., (2010) Storytelling as Best Practice. L.A.: Andy Goodman

Graeff, A.G., Elder, J.P., & Booth, E.M. (1993) Communication for Health & Behavior Change. San Francisco, CA: Jossey- Bass.

Piotrow, P.T., Kincaid, D.L., Rimon II, J.G. & Rinehart, W. (1997) Health Communication: Lessons from Family Planning and Reproductive Health. Westport, Conn.: Praeger.

Rice, R. & Katz, J.(2001) The Internet & Health Communication. Newbury Park:, Ca. Sage.

Romer, Daniel, ed (2003) Reducing Adolescent Risk: Toward an Integrated Approach. Newbury Park, Ca: Sage.

Salmon, C. (1989) Information Campaigns: Balancing Social Values and Social Change. Newbury Park: Sage.

Singhall, Arvind, Everett Rogers, (1999) Entertainment-Education: A Communication Strategy for Social Change: New Jersey : Lawrence Erlbaum Associates

Valente, Thomas, (2002) Evaluating Health Promotion Campaigns: U.K. Oxford

Wallack, L. Dorfman, L., Jernigan, D. & Themba, M. (1993) Media Advocacy and Public Health: Power for Prevention. Newbury Park: Sage.