



DSM 599: Leveraging Social Media for Social Impact
Sections: #21894D (4 units)

Spring 2025: January 13 – May 14, 2025

Time: Wednesdays, 2-4:50pm

Location: ANN 409ABC

Instructor: Misha Kouzeh, MSc, EdD
Part-Time Lecturer of Communication
Annenberg School for Communication & Journalism

Office Hours: By appointment

Contact: kouzeh@usc.edu (response within 2 business days)

I. Description

In today's corporate and social landscape, there is an urgent need for organizations to address pressing societal issues such as climate change, DEIA (Diversity, Equity, Inclusion, and Accessibility), and ethical business practices. As a result, there is a growing demand for professionals with the digital expertise to communicate these initiatives in impactful and authentic ways.

This elective course, "*Leveraging Social Media for Social Impact*," is designed to equip students with the critical skills and strategic insights needed to meet this demand. In a market where companies are increasingly expected to engage in socially responsible practices, the ability to effectively communicate these commitments through transparent, engaging, and strategic online campaigns has become essential. Social media has emerged as a powerful platform for driving social change, amplifying corporate responsibility initiatives, and connecting organizations with audiences that value ethical leadership and sustainability.

Through this course, students will learn how to harness the full potential of digital platforms to design, implement, and manage campaigns that resonate with consumers, employees, and stakeholders. The curriculum will focus on developing the capacity to create and execute social media strategies that not only promote corporate responsibility but also foster genuine engagement and build long-term brand loyalty. Emphasis will be placed on the need for transparency and authenticity in digital communications, ensuring that social media strategies reflect an organization's true commitment to addressing global challenges.

Additionally, the course will explore the intersection of ethics and digital strategy, considering how companies can balance business goals with their social responsibilities. Topics such as privacy, AI ethics, and the responsible use of data will be examined in the context of creating campaigns that are both effective and aligned with ethical business practices.

In a business environment that increasingly values social responsibility and sustainability, professionals who can leverage social media to authentically communicate these efforts are in high demand. This course will prepare students to become digital strategists capable of shaping impactful online narratives, creating meaningful change, and helping organizations lead the way in advancing DEIA, sustainability, and ethical business practices.

II. Learning Outcomes

By the end of this course, you will be able to:

- **Develop** and execute social media strategies that communicate an organization's DEIA, sustainability, and ethical business practices in impactful and transparent ways.
- **Analyze** how digital platforms can be leveraged to create genuine engagement and build long-term brand loyalty while promoting social responsibility.
- **Create** campaigns that showcase an organization's commitments to addressing global challenges, such as climate change and social justice, aligning with consumer expectations for ethical leadership.
- **Evaluate** the ethical considerations of digital strategies, including privacy, AI, and data usage, to ensure alignment with responsible business practices.

- **Measure** the success of social media campaigns using key performance indicators (KPIs) that reflect both digital engagement and broader social impact.

Throughout the course, you will engage with diverse perspectives and practice key communication skills — like writing, design, and presentations — while nurturing your curiosity and understanding the significance of being an agent of change in the digital age.

III. Notes

This graduate-level course requires extensive reading, research, teamwork, and digital media development. For each unit of in-class contact time, the university expects two hours of out-of-class student work; consequently, prepare to invest **eight hours per week** outside of class into course-related work.

In addition to lectures and in-class exercises, this course is web-enhanced, with mandatory discussions and lecture slides posted on Brightspace. Students will also use ChatGPT or other AI apps to complete projects.

USC computing support:

- [USC Computing Center Laptop Loaner Program](#)
- [Zoom information for students](#)
- [Brightspace help for students](#)
- [Software available to USC Campus](#)

Note that some class members will have in-depth expertise and experience in digital media, perhaps even on a professional level; others will have cursory experience limited to their own personal communications; and most will be somewhere in between. Regardless of where you fall, you can always learn from others AND even teach them — beginners can have stronger insights than those who have used a digital medium for years. Keep an open mind and adopt a helpful attitude, regardless of the topic.

IV. Instructor Bio

Dr. Misha Kouzeh is a TEDx speaker, social entrepreneur, consultant and distinguished lecturer with expertise in digital marketing, social impact and sustainability across three continents. For the past decade, she has worked with organizations such as Coca-Cola, Unilever, the United Nations' World Health Organization as well as Cal State Universities and various nutrition technology and medical companies to leverage the power of marketing, social impact and education to drive positive change for purpose-driven brands.

Misha obtained a Doctorate degree in Education at USC and holds two Master of Science degrees from RSM Erasmus University and Wageningen University in Marketing Management and Nutrition & Health and a Bachelor of Science in International Business Administration from Erasmus University in the Netherlands. Located in Los Angeles, she obtained two UCLAx Certificates in Marketing and Sustainability and a Harvard certificate in Higher Education. She also serves as a member of advisory board for several community organizations empowering individuals from youth to C-Suite executives to change the world. She welcomes connections on LinkedIn: www.linkedin.com/in/mkouzeh.

IV. Required Media

In addition to the following required media, additional articles might be assigned throughout the course. Please see the lecture schedule for details.

- **Mahoney, L. M., & Tang, T. (2024). Strategic social media: From marketing to social change (2nd ed.). Wiley-Blackwell.** This book is highly relevant to the course, offering strategies for using social media to drive social impact. We will read select chapters to explore key frameworks.
- **Dodhia, R. (2024). AI for social good: How artificial intelligence is helping to address society's biggest challenges. Wiley.** Although this book primarily focuses on AI, select chapters will be assigned as readings to highlight how AI intersects with social media in driving social impact.

V. Assignments

The following are brief summaries; complete instructions and learning objectives will be posted on Brightspace.

- **Case Study Analysis (15%):** Analysis and reflection on real-world examples of social media campaigns will provide you with insights into effective strategies and pitfalls to avoid. This assignment will challenge you to think critically about the ethical implications of social media use for social impact. Your critical ability to analyze and articulate ethical considerations will be evaluated as part of this project.
- **Social Media Campaign Project (20%):** You will work in teams to plan, execute, and measure the impact of a social media campaign for a real-world social issue. The success of this project will demonstrate your practical skills, understanding of social media platforms and analytics for social impact.
- **Final: Social Media Impact Plan (40%):** Students will develop and present a detailed social media impact plan for a chosen social issue. The goal is to apply the knowledge gained throughout the course to create a practical strategy that can be used to affect positive change through social media. Your team will then present the plan in class as a PowerPoint presentation.
- **Reading Discussions (10%):** This entails two requirements on Brightspace.
 - **Assigned Readings:** In 100-300 words, evaluate course readings by responding to discussion questions and classmates' posts in your own writing (no AI).
 - **Weekly News Evaluations:** You must stay atop news related to social impact. Every week, you will share on Brightspace a relevant recent article from *Sustainable Brands*, *Triple Buntit*, *Trellis* (formerly *GreenBiz*), and express your opinion about it in approximately 100 words (no AI). You may be selected to present your evaluation during class.
- **Class Participation (15%):** Attendance in every class is required, since sessions are not recorded, and learning involves discussing and applying concepts, not just consuming lectures and readings. Since discussions are an essential element of this course, attendance alone won't earn participation points. Whether in class or with your team, you must converse, ask questions, and debate respectfully. Staying silent is unacceptable, especially in the company of guest speakers, since it conveys disengagement. If you remain silent, you may be "cold called" to respond to a question or issue. To prepare for discussions, review past lectures, complete assigned readings, research additional materials, and apply theories to personal experiences. Here is how your class participation is evaluated:
 - Is it relevant to the discussion and respectful of others?
 - Does it address ideas offered by the readings, lectures, guests, or classmates?
 - Does it increase everyone's understanding or merely repeat facts?
 - Does it support views with data, third-party theories, and research?
 - Does it test new ideas and challenge assumptions, or just "play it safe"?

On a related note, unauthorized use of phones and computers in class is distracting to those around you (including your instructor) while preventing you from fully participating. You are in attendance but not fully present. Consequently, it might result in 1 participation point deduction per incident, and you might be asked to leave the classroom. Similarly, arriving late or leaving early is disruptive and impedes learning, and might also result in a 1-point deduction.

VII. Grading

The instructor will provide written evaluations of your assignments within one week of submission. Should you wish to dispute a grade, you must contact your instructor within one week of receiving it.

Breakdown

Assignment	Due	% of Grade
Case Study Analysis	Feb 5	15
Social Media Campaign Project	Feb 27	20
Final: Social Media Impact Plan	April 20	40
Literature Review	every week	10
Class Participation	every week	15
TOTAL		40%

Scale

94% to 100%: A	84% to 86%: B	74% to 76%: C	64% to 66%: D
90% to 93%: A-	80% to 83%: B-	70% to 73%: C-	60% to 63%: D-
87% to 89%: B+	77% to 79%: C+	67% to 69%: D+	0% to 59%: F

Standards

Grade	Description
A	Excellent: A's and A-minuses must be earned by "going the extra mile" to produce professional-caliber work that could be submitted to a client, supervisor, or investor. A-level work features high production quality with zero mistakes, draws on in-depth research of authoritative sources, reflects comprehensive understanding of course fundamentals, and demonstrates superlative creativity, critical thinking, and communication skills. Recommendations may be provided on request only to students who earn a solid A in the course.
B	Good: B's are for graduate-school caliber work featuring in-depth research of authoritative sources, critical thinking, and solid if not thorough understanding of course fundamentals, with only minor shortcomings. The ideas and/or production quality need to be stronger for a professional context.
C	Fair: C's are for undergraduate-level work, reflecting insufficient research, only basic understanding of course fundamentals, a need for stronger critical thinking, and/or flawed production quality. The ideas are unimaginative and commonplace. Note that for graduate students, a C- is equal to failing.
D	Marginal: D's are for amateurish work featuring insufficient research, many errors, incomplete assignments, and/or superficial analysis. The work demonstrates only rudimentary understanding of course fundamentals. Note that three or more unexcused absences will also result in a D.
F	Failing: F's are for work that's incomplete, not researched, carelessly executed, and/or plagiarized. Plagiarism may also result in disciplinary measures. The work demonstrates little to no understanding of course fundamentals.

Rubric

Assignments will be graded on the following criteria without fixed percentages, since unacceptable quality in any one area (writing, research, etc.) can undermine an entire project. Conversely, exceptional quality in one area may contribute to an overall positive evaluation.

- **Critical Thinking:** In communication there are few right answers: so-called "best practices" for one entity might fail for another — or even for the same entity at another time. Consequently, you should not just answer the questions, you should also question the answers, including methods and data. (Academic journal articles are not immune from critical analysis.) Assignments are not just reports: they must describe "why" and "how," not just "what," and will be evaluated on the quality of the reasoning.
- **Creativity:** Your work should feature original ideas, not just "best practices," and should NEVER consist of copied or AI-generated work (see "Academic Integrity" in this syllabus). Creativity is expected for both content ideas and market strategies. You may certainly be "inspired" by others, including AI, as long as you properly credit the sources, but most of the thinking and execution should be yours, and higher grades are awarded to work that is innovative and imaginative. The goal is to distinguish yourself — after all, "outstanding" literally means "to stand out."
- **Production Quality:** Your work should feature professional production values in terms of writing, design, and (as applicable) video and audio content. Treat your work as a submission to a client, supervisor, or investor. Eliminate all errors by proofreading meticulously, using Microsoft editing tools, AI apps, and/or Grammarly.com (strongly recommended). For help with fluency or simply polishing your writing, contact Annenberg's Graduate Writing Coach (<http://cmgtwriting.uscannenberg.org/>). For design tips, read *Presentation Zen* (available via USC library).
- **Research Quantity and Quality:** Support your work with research from multiple authoritative sources, including academic journals, major news publications, and credible experts — no guessing, generalizations, or stereotypes (such as "Gen Z").
 - Start with the USC online library and our librarians, who have prepared Research Guidelines for departments throughout the university (<https://libguides.usc.edu>).
 - Search Google Scholar (<https://scholar.google.com/>) before searching regular Google.
 - Never cite Wikipedia; rather, refer to the sources listed in the Wikipedia article.
 - Cite every use of AI tools (please see <https://libguides.usc.edu/generative-AI/citing-generative-ai>).
 - Avoid company blogs (unless they are companies you are researching) and superficial news sites like the 3F's (*Forbes*, *Fortune*, and *Fast Company* are not authoritative).
 - Conduct direct primary research, such as focus groups, surveys, and interviews, particularly of subject-matter experts like professionals and professors.
 - Within the body of papers, include reference notes, either parenthetical, such as (Lee 2017), or in the form of footnotes or endnotes.
 - Bibliography entries must include COMPLETE source information, not just a URL. You may use any format that includes ALL the following: FULL FIRST NAMES AND LAST NAMES of authors (we respect creators in this course, so a first-name initial alone is not enough — a critical flaw with APA style), article/chapter titles, the name of the publication, dates of publication, original URLs (not USC library), and the dates a particular website was accessed.
- **Timeliness:** As in the professional world, meeting deadlines is critical, since missed deadlines can result in penalties, lost business, or legal actions. Without an exceptional circumstance and the instructor's permission, late assignments will be penalized one grade level (e.g., A to B) per day of lateness

VIII. Policies and Procedures

- **Attendance:** Participation from each student is critical to the success of this course; therefore, class attendance is mandatory. You must attend all classes, arrive on time, and stay for the entire session. Note that attendance alone won't earn participation points. Whether online, in class, or with your team, you must come prepared, converse, ask and respond to questions, and debate respectfully. Staying silent is unacceptable, since it conveys disengagement. You might be in attendance, but not truly "present."
 - **Excused absences:** If you need to miss a class for a valid reason, such as religious observances or medical procedures, you must attain written approval from the instructor in

- advance (except, of course, in emergencies). Student athletes should provide approved Travel Request Letters. Note that work-related absences, such as job interviews, are not excused; please plan them around your academic commitments.
- **Illness:** If you are feeling ill, particularly with COVID symptoms, stay home to protect the health of your classmates, your instructors, and yourself. If you show up to class with an illness, you will be asked to leave and will be recorded as absent.
 - **Unexcused absences:** Although no points are awarded for attendance, an unexcused absence will result in the loss of 5 grade points (half a grade); 3 or more unexcused absences will result in a D or lower for the course. In addition, arriving late or leaving early without instructor permission may result in a 1 participation point deduction.
 - **Electronics:** You must have a computer for accessing course materials from home; *however, phones, tablets, and computers may NOT be used during class meetings without permission of the instructor*, and should be completely hidden away before class begins. Any unauthorized use of electronics will result in the loss of 1 participation point, and you might be asked to leave the session and recorded as absent.
- **Artificial Intelligence Apps:** Using AI is a valuable skill, particularly for communication students and graduates; consequently, you are encouraged to use tools such as ChatGPT and Claude, but you must adhere to the following guidelines.
 - You must acknowledge using any AI tools, just as you would any other reference source. In each assignment, include a paragraph explaining which AI tools you used and how you used them, including specific prompts. Failure to do so is a violation of academic integrity policies.
 - AI is useful for helping start an assignment — even overcome writer’s block — but the final submission must reflect your ideas and revisions. Treat AI as a personal assistant: someone who can help you, but who has shortcomings and is prone to mistakes.
 - Don’t trust what AI tools claim as facts. Not only are their databases limited, AI tools might draw from fiction and misinformation. In some cases, they might fabricate sources. Assume the answers are incorrect, and doublecheck them. You will be held responsible for any errors.
 - Provide detailed prompts to get the best results. You might have to try multiple variations.
 - Your work might become part of the AI’s database, so do not include any sensitive information.
 - **Zoom etiquette:** Class meetings will take place in person on campus, but occasional meetings might take place on Zoom. Without a valid reason (connectivity issues or privacy concerns), you should turn your camera on and contribute actively to the class. Keep your microphone off except for discussion or questions. Also, *be present*: except for Zoom use, your phone must be turned off and put away, and avoid interactions with housemates during class; if such interactions are unavoidable, step away from your camera (or turn it off) to avoid distracting your instructor and classmates.
 - **Respect:** Treat classmates, the instructor, and speakers with courtesy. You may certainly question and criticize ideas — that is encouraged in the learning environment — but never criticize the person. We are a community, so respect the opinions of others; instead of saying that you “disagree” or even “respectfully disagree,” offer a “different perspective.”
 - **Appointments:** If you have questions or concerns, whether academic, career, or personal, contact the instructor to arrange a meeting (please see email addresses on the first page of this syllabus). In emergencies, see the support systems below.

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Statement on University Academic and Support Systems

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:[Annenberg Student Success Fund](#)

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

[Annenberg Student Emergency Aid Fund](#)

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

[Annenberg Graduate Writing Support](#)

In addition to being the place to make one-on-one appointments with the writing coach, this website will host resources, videos, and news about upcoming programs.

[Annenberg Digital Lounge](#)

Free lessons and certifications on a range of digital media.

[USC American Language Institute](#)

English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC.

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

VIII. Class Schedule

This schedule will likely change depending on class progress, world events, and guest speaker availability. For final requirements, please refer to the lecture slides. Assigned readings should be completed prior to the NEXT class.

Class 1, January 15: Introduction to Social Media for Social Good

- Overview of social media's role in societal change, DEIA, and sustainability
- The 4P's: People, Planet, Profit and Purpose
- Readings (discuss on Brightspace before next class):
 - *Mahoney & Tang*, Chapter 1 (The Foundational Principles of Behavior Change)
 - *Dodhia*, Chapter 3 (AI for Good)
 - Varutti, M. (2024). Claiming ecological grief: Why are we not mourning (more and more publicly) for ecological destruction?. *Ambio*, 53(4), 552-564: <https://link.springer.com/article/10.1007/s13280-023-01962-w>
 - Weekly news evaluation
- Assignments: Introduce yourself on Brightspace and acknowledge syllabus

Class 2, January 22: Ethical Frameworks in Social Media & AI

- Review of UN Sustainable Development Goals
- Explore ethical concerns in AI and social media: bias, misinformation, privacy
- Readings (discuss on Brightspace before next class):
 - *Mahoney & Tang*, Chapter 5 (When Good AI Goes Bad)
 - Paine, L. S., & Schwarting, A. (2024, August). *How companies can take a global approach to AI ethics*. Harvard Business Review. <https://hbr.org/2024/08/how-companies-can-take-a-global-approach-to-ai-ethics>
 - Weekly news evaluation
- Assignment: Case Study Analysis — submit before class 4

Class 3, January 29: Building Movements: Social Media as a Tool for Activism

- Benefit Corporations: A new business model for activism?
- How to create movements, foster community engagement, and use platforms for social good
- Readings (discuss on Brightspace before next class):
 - *Mahoney & Tang*, Chapter 3 (Establishing Communities) and Chapter 4 (Mobilizing Your Users)
 - Auxier, B., & Jiang, J. (2023, June 29). *Americans' views of and experiences with activism on social media*. Pew Research Center.
<https://www.pewresearch.org/internet/2023/06/29/americans-views-of-and-experiences-with-activism-on-social-media/>
 - Weekly news evaluation
- Assignment: Identify Topic and Team for Social Media Campaign Project.

Class 4, February 5: Measuring Impact: Social Media Analytics for Social Good

- Deep-dive into social media analytics, KPIs, and interpreting data in the context of social good
- Track awareness, engagement, and action for social causes
- Readings (discuss on Brightspace before next class):
 - *Mahoney & Tang*, Chapter 5 (Social Media Uses) + Chapter 7 (Social Media Messages for Engagement) + Chapter 10 (Social Media Marketing Strategies)
 - Warby Parker. (n.d.). *2023 impact report*. <https://www.warbyparker.com/impact-report>
 - Weekly news evaluation
- Assignment: Social Media Campaign Project – submit before class 7

Class 5, February 12: Persuasive Storytelling: Crafting Content for Impact

- Creating engaging and persuasive content for social causes
- Stay away from "performative" activism
- Readings (discuss on Brightspace before next class):
 - *Mahoney & Tang*, Chapter 13 (Social Media for Social Behavior Change)
 - Berfond, A. (2023). *How to tell real stories about impact*. Stanford Social Innovation Review. https://ssir.org/articles/entry/how_to_tell_real_stories_about_impact
 - Weekly news evaluation
- Assignment: Continue working on campaign

Class 6, February 19: AI-Powered Tools for Campaign Optimization

- Using AI tools to optimize, target, and personalize social media campaigns for impact
- AI Growth hacking: Myth or fact?
- Readings (discuss on Brightspace before next class):
 - *Mahoney & Tang*, + Chapter 14 (Social Media and Health Campaigns)
 - Santoro, G., Jabeen, F., Kliestik, T., & Bresciani, S. (2024). *AI-powered growth hacking: Benefits, challenges, and pathways*. Management Decision. <https://doi.org/10.1108/MD-05-2024-1747>
 - Weekly news evaluation
- Assignment: Social Media Impact Plan – submit before class 13

Class 7, February 26: Corporate Social Responsibility (CSR) on Social Media

- How brands integrate CSR into branding on social media
- Don't fall in the trap of greenwashing
- Readings (discuss on Brightspace before next class):
 - *Dodhia*, Chapter 6 (Putting Safeguards around AI)
 - Kantar. (n.d.). *The impact of greenwashing and social washing on brands*. Kantar. <https://www.kantar.com/north-america/inspiration/sustainability/the-impact-of-greenwashing-and-social-washing-on-brandshttps://journals.sagepub.com/doi/full/10.1177/20563051211003066>
- Assignment: Continue working on plan

Class 8, March 5: Navigating Misinformation and Building Trust

- Strategies to address misinformation, promote transparency, and build trust with audiences in the context of social good
- Readings (discuss on Brightspace before next class):
 - Mahoney & Tang, Chapter 15 (Social Media and Civic Engagement)
 - ASI Central. (2024, July). *AI spy: Tracking pixels feature in privacy violation lawsuits against Patagonia*. <https://members.asicentral.com/news/industry-news/july-2024/ai-spy-tracking-pixels-feature-in-privacy-violation-lawsuits-against-patagonia/>
 - Weekly news evaluation
- Assignment: Continue working on plan

Class 9, March 12: Social Media and Long-Term Advocacy: Do's and Don'ts

- Guest Lecture (TBD)
- Driving brand loyalty
- Are purpose-driven brands safe from cancel culture?
- Readings (discuss on Brightspace before next class):
 - Mahoney & Tang, Chapter 16 (Communication for Development)
 - Peterson, T. (2023). *How Ben & Jerry's has found the balance between activism and advertising*. Digiday. <https://digiday.com/marketing/how-ben-jerrys-has-found-the-balance-between-activism-and-advertising/>
- Assignment: Continue working on plan

Class 10, March 19 (No Class Due to Spring Break)

Class 11, March 19: The Age of Greenfluencers and AI-Powered Influencers

- Selecting the right collaborators, creators and influencers to drive social good
- Readings (discuss on Brightspace before next class):
 - Kapoor, P. S., Balaji, M. S., & Jiang, Y. (2021). *Greenfluencers as agents of social change: The effectiveness of sponsored messages in driving sustainable consumption*. *Journal of Business Research*, 132, 208-223. <https://doi.org/10.1016/j.jbusres.2021.04.042>
 - Allal-Chérif, O., Puertas, R., & Carracedo, P. (2024). Intelligent influencer marketing: How AI-powered virtual influencers outperform human influencers. *Technological Forecasting and Social Change*, 200, 123113. <https://doi.org/10.1016/j.techfore.2024.123113>

Class 12, April 2: Evaluating Your Campaign Impact

- Readiness plan if things go south
- From greenwashing to “greenhushing”: Crisis management in the impact space
- Readings (discuss on Brightspace before next class):
 - Mahoney & Tang, Chapter 18 (Social Media in a Post-Convergence Era)
 - Seligman, L. (2023, July 13). *Inside ‘greenhushing’: Why companies are going green, then going quiet*. *The Washington Post*. <https://www.washingtonpost.com/politics/2023/07/13/inside-greenhushing-why-companies-are-going-green-then-going-quiet/>
- Assignment: Continue working on plan

Class 13, April 9: Preparing Your Social Media Impact Plan

- Review Checklist Plan
- Workshopping Your Social Media Impact Plan
- Readings (discuss on Brightspace before next class):
 - Break from book chapters and articles
 - Weekly news evaluation
- Assignment: Continue working on plan

Class 14, April 16: What Is On The Impact Horizon?

- Exploring future trends in AI and its potential for driving social change
- Career tips in Social Impact and Media
- Readings (discuss on Brightspace before next class):
 - *Dodhia*, Chapter 20 (The Future of Social Media)
 - United Nations Educational, Scientific and Cultural Organization. (2023, September 18). *Online disinformation: UNESCO unveils action plan to regulate social media platforms*. UNESCO. <https://www.unesco.org/en/articles/online-disinformation-unesco-unveils-action-plan-regulate-social-media-platforms>
- Assignment: Continue working on plan and presentations

Class 15, April 23: Final Campaign Presentation Prep

- Guest Lecture (TBD)
- Preparing and refining presentations for social media impact plans and review
 - No readings, focus on plan submission
- Assignment: Submit Social Media Impact Plan + Presentations

Class 16, April 30: Final Presentations

- No readings, focus on presentations

Exam Week, May 7: Final Presentations

- No readings, focus on presentations
 - Course reflection on Brightspace