TECHONOLOGY FOR SOCIAL CHANGE

Fall 2011

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Office Hrs: 12:30-1:30 pm Tuesdays, Thursdays, and by appointment

Class Time and Location: Tuesdays and Thursdays 9:30-10:45 am; Education L155

Course website: http://learnuw.wisc.edu/
Blog: http://techforsocialchange.wordpress.com/

Note. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels s/he may need accommodations based on disability should contact the instructor to discuss your specific needs to coordinate your documented disabilities. For more information about accommodations and related service, visit McBurney Disability Resource Center (http://www.mcburney.wisc.edu/)

COURSE DESCRIPTION

This course is an upper-level undergraduate "service learning" course (for detailed definition, http://morgridge.wisc.edu/programs/servicelearning/Faculty-Definition.html) that integrates the study of the social impact of new communication technologies and community engagement practices. The course will illuminate social, political, psychological, and policy implications of the adoption and use of new and emerging technologies and provide an educational opportunity to apply the knowledge and skills obtained from the class to a local community-based project that aims to strengthen the community.

COURSE OBJECTIVES

The course is designed to help students learn the enduring, current, and potential issues of new communication technologies, not only through readings and peer discussions, but also by adopting and experiencing new technologies as class assignments. Through a collaborative project, students will apply the knowledge and analytical skills obtained from class to the real world by developing ideas on the use of new communication technologies for social change. Students will closely work with various groups in a local community to deliver tangible outcomes of the project (i.e., campaign proposal and an exemplary social media platform as part of an integrated communication campaign) by the end of the course. The course also encourages students to equip themselves with basic skills related to new technology usage (e.g., website design and publishing; integration of social media applications) by offering software training sessions and consultations.

COURSE MATERIALS

Readings

The study of new communication technologies is constantly changing. This course does not provide "the" textbook. Instead, the course presents selected readings that include popular articles on the media as well as the most recent academic research. Most popular media writings are provided to generate ideas and facilitate discussion concerning the social implications of new communication technologies. Academic observations and research writings serve to enhance students' knowledge about social scientific concepts and theories concerning new communication technologies and will sharpen students' analytical skills. The course readings also include case reports or studies focusing on the adoption of new communication technologies for social change.

In experimenting students' knowledge and skills learned from the class through community engagement, the course uses *The Nonprofit Marketing Guide: High Impact, Low-Cost Ways to Build Support for Your Good Cause* (by Miller, K. L. 2010, John Wiley & Sons). Students are strongly encouraged to use this book as a guide in planning and executing the collaborative campaign through social media campaign for community.

The course readings and the reference book are available through E-Reserves, accessible through the "academic" tab on your MyUW web page. (Go to www.wisc.edu and click on "MyUW.")

Project Guidelines

Project guidelines that include detailed, step by step instructions for the class project as well as resources students can utilize for the project are provided and available at the class website.

Lecture Slides

Lecture slides summarize important concepts and cases we will discuss in class. However, not every detail will be included in the lecture slides. Lecture slides for class are available at the class website prior to the class.

Blog

Students are expected to write blog entries and make comments on others' entries to encourage active learning (see **Course Requirements** for details).

Technology Training

To help with the platform construction, the course will offer website construction and hosting training sessions, which will be run by STS (Software Training for Students) at DoIT. There will also be in-class consultations from STS trainers, which will be customized for the class. Students are also encouraged to take the opportunity to learn about the basic skills for website design and publishing outside of the class.

COURSE REQUIREMENTS

Exam (50 points; individual grading):

There is one exam for this course. The exam will consist of "objective" questions and will be worth 50 points toward the final grade. **Any information presented in lecture slides, in-class discussion, blogs, as well as the readings may appear on the exam.**

Blog Writing (total of 50 points; leading entry+ in-class demo for two topics, 20 points for each x2=40; minimum two responses, 5 points each x2=10; 2 extra points for each additional comment; individual grading)

Throughout the course, a total of six topics will be discussed on the class blog. Questions will be raised by the instructor. Each student will sign up for two topics and write the lead entry to address the instructor's question/issue. A topic may require a short in-class demo or presentation as well. Other students will write a comment on the lead entries. Throughout the class, students must comment on a minimum of two different topics. Each additional comment will be rewarded with 2 points extra credit. Students must submit blog entries/comments by **12:00 am** on the due dates. Students are required to read the entries before the class. Some information on the blog may appear on the exams.

In-Class Participation (15 points; individual grading)

New communication technologies are all about user-driven participation. In this class, students are expected to actively participate in each class discussion.

Class Project (see the Project Guidelines for details)

"Expert Teams": Development Report and Presentation (120 points total; team grading)

The class will work as an "agency" that consists of "expert" teams: Research, Strategy, Content Development, Platform Design/Execution, and Promotion. All students work together on a community campaign project as an agency. However, each expert group has the *primary* responsibility for a specialized area. Each team reports the progress toward the project, develops ideas that are relevant to the assigned specialty area, and presents the ideas (and outcomes) to the entire class. The entire class poses questions, makes comments, and gives constructive feedback to each team.

The Research Team has the primary responsibility for identity issues, problems, or causes of concerns that are relevant to planning social change for a local community. After analyzing the issues, relevant audiences (publics) and their media usage patterns, the Research Team presents their findings to the entire class.

The Strategy Team has the primary responsibility for understanding the needs of the particular community, to propose a strategic plan detailing how new communication technologies can best be utilized for a social change in the community, and to deliver the idea to the community leaders (i.e., "clients"). This is the most important practice in this class; therefore the entire class will participate in this process. The Strategy Team has the primary responsibility to initiate brainstorming, collect and organize ideas from the class, and effectively communicate our strategic plans to the client.

As an exemplary platform to execute the idea, students will produce a micro-website. Students need to explore existing social media applications and incorporate these applications into a platform website as a part of their project. *The Content Development Team* has the primary responsibility to write up and update the content of the platform. It may involve reporting, photographing/videotaping, and any other activities that execute our campaign plans and mobilize community engagement. *The Platform Design/Execution Team* has the primary responsibility to collect appropriate technologies/applications, initiate design ideas, and design and construct the platform.

Students also need to develop an idea for organizing potential audiences/publics' participation for the campaign. Some offline events that are nicely integrated into the platform will serve this function. *The Promotion Team* has the primary responsibility to develop offline events or any other activities that promote the use of the platform and active engagement within the community.

Project Outcomes: Platform, Case Report, and Presentation (contributions to the outcomes,140 total points; team grading)

Throughout the course, students will engage in a) research of the issue, audiences/publics, and their media/technology usage patterns; b) planning a social campaign/community project by using new communication technologies (including social media applications); c) designing, developing, and launching an experimental micro-website; and, d) promotion of the website and other campaign activities. Finally, students will write a report on their case and present the case to the clients at the end of the course.

Peer Evaluation from Team (40 points from Team; individual grading)

To encourage teamwork and to avoid a "free-rider" problem, the project adopts a peer evaluation system. The peer evaluation will be an evaluation of your contribution and performance for your team, which will be conducted by the rest of the members of your team. At the end of the group project, each group member will assess other group members' performances and contributions.

Project Meetings (25 points; individual grading)

Since the entire class will work as an "agency," it is crucial to attend the project meetings that check the progress toward the project, pose questions, give constructive feedback, and plan for next action items. The class will have five mandatory project meetings throughout the semester.

Short Reflection Essay (4 pages, 15 points; individual grading)

As this course provides a unique community service learning experience, students will write a short essay reflecting on their learning experience throughout this course.

COURSE GRADING

The course grade will be based on performance in the following:

Individual Grading

Exam	50 points
Blog leading entry	40 (20 for each)
Blog comments	10 (5 for each)
Project Meetings	25 (5 for each)
Peer evaluation (from team)	40
In-Class Participation	10
Final Reflection Essay	15

Team Grading

Expert report (draft)	60
Expert presentation	60
Contribution to website	50
Contribution to final report	50
Contribution to final presentation	40

Total   **450**

Grades will be based on the following percentage distribution:

92 to 100 = A	82 to 87 = B	70 to 77 = C	Below 60 = F
88 to 91 = AB	78 to 81 = BC	60 to 69 = D	

Note: These percentage breaks may be altered (to make the grades more generous, but not more difficult).

Extra Credit Opportunities

1) Extra Blog Comments: Each additional comment beyond the minimum requirement (i.e., comments on two different topics) is worth 2 extra points.
2) Best Leadership Award: Each Expert Team will nominate a person who made the most contributions, and students in the class will vote for a person who demonstrated the best leadership in the class. The person will receive 20 extra points.
3) Study Participation: Throughout the semester, study participation opportunities may be announced. Each participation opportunity is worth 1 point. Students can earn up to 5 extra points through study participation.

COURSE POLICIES

✓ Students must notify the professor within the first two weeks of class of any specific days they will miss class for religious observance.

✓ If a student cannot complete an assignment or take an exam at the scheduled time, arrangements must be made in advance with the instructor. Failure to do so will result in the reduction of **one letter grade level (at a minimum) from the earned score**. Exemptions may be made for unusual circumstances.

✓ Late submission of an assignment will result in a reduction of grade points, **30% of the maximum grade points per each day of delay.**

✓ Permission for a student to receive an incomplete grade (I) is at the discretion of the instructor and must be accompanied by a written contract for completion of course requirements. Failure to take exams, complete assignments, or attend class are not acceptable reasons for an incomplete.

✓ This class will follow university guidelines concerning scholastic misconduct and grievance procedures.

✓ Students may have opportunities to earn extra credit points by participating in special research projects or tutoring students who require assistance. If you choose not to participate, your grade will not be affected adversely.

<div align="center">**COURSE SCHEDULE**</div>

<div align="center">TECHNOLOGY AND SOCIAL CHANGE: THE FUNDAMENTAL</div>

January 24   Course Introduction

January 26   Project Introduction

January 31   Meeting with our "Client": Community Leaders in South Madison

February 2   Lessons Learned: Evaluation of the Past Campaign
                    [**Sign-up for Blog Topics**][**Sign up for Team**]

- Savor South Madison, Fall 2011: http://savorsouthmadison.com/
- The Fall 2011 campaign book is available at the Journalism Reading Room library

February 7   Technology and Social Change

- Webster, F. (2006, 3rd ed.). Post-industrial Society: Daniel Bell. *Theories of the Information Society* (Ch. 3). New York: Routledge.

- Williams, R. (1974). The technology and society in *Television: Technology and cultural form* (pp. 9-31). New York: Schocken Books.

- Winner, L. (1985). Do artifacts have politics? In D. MacKenzie & Wajcman (Eds.). *The social shaping of technology* (pp.26-38). Milton Keynes, England: Open University.

February 9   Social Change through Service Learning

<div align="center">ISSUES IN THE ADOPTION OF TECHNOLOGY FOR SOCIAL CHANGE</div>

February 14   Community **[Blog 1 Due]**

- Putnam, R. (1995). Tuning in, tuning out: The strange disappearance of social capital in America. *PS: Political science and politics*.

- Hampton, K. & Wellman, B. (2003). Neighboring in netville: How the Internet supports community and social capital in a wired suburb. *City & Community, 2,* 277-311.

- Williams, D., Dutcheneaut, N., Xiong, L., Yee, N., & Nickell, E. (2006).
  From tree house to barracks: The social life of guilds in World of Warcraft.
  Games and Culture, 1, 338-361.

- Ellison, N.B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated-Communication*, 1143-1168

February 16   Field Work in South Madison

February 21   Technology, Community, and Nonprofit "Marketing" [**Blog 2 Due**]

- Miller, K. L. (2010). *The Nonprofit Marketing Guide: High Impact, Low-Cost Ways to Build Support for Your Good Cause* (Ch. 1 & Ch. 2), San Francisco, CA: Jon Wiley & Sons.

February 23   Access, Skills, and Motivations **[Blog 3 Due]**

- Hargittai, E. (2010). Digital Na(t)ives? Variation in Internet Skills and Uses among Members of the "Net Generation". *Sociological Inquiry, 80*. 92-113.

- Pariser, E. (2011). *Filter bubble: What the internet is hiding from you* (Ch. 5 & Ch. 8). London, United Kingdom. Penguin Publishing.

- Stroud, T. (2011). *Niche news: The politics of news choice* (Ch. 2). New York, NY: Oxford University Press.

- Kim, Y.M. (2009). Issue publics in the new information environment: Selectivity, domain-specificity, and extremity. *Communication Research*, 36, 254-284.

February 28   Community Engagement and Collective Action [**Blog 4 Due**]

- Bennett, W. L. (2003). Communicating global activism: Strengths and vulnerabilities of networked politics. *Information, Communication, and Society, 6*, 143-168

- Reingold, H. (2002). *Smart Mobs: The Next Social Revolution, Transforming Cultures and Communities in the Age of Instant Access* (Ch.7). Cambridge: Basic Books.

- Shirky, C. (2009). *Here comes everybody: The power of organizing without organizations* (Ch.6, Ch.7 & Ch.8). London, UK: Penguin Publishing.

March 1   **Research Presentation: Research Team**

- Miller, K. L. (2010). *The Nonprofit Marketing Guide: High Impact, Low-Cost Ways to Build Support for Your Good Cause* (Ch. 3), San Francisco, CA: Jon Wiley & Sons.

TECHNOLOGY FOR SOCIAL CHANGE: PLANNING

March 6   How to Use Technology for Social Change 1 [**Blog 5 Due**]

- Kanter, B., & Fine, A. (2010). *The networked nonprofit*: *Connecting with social media to drive change* (Ch.4 & Ch.5). San Francisco: CA. Jossey-Bass.

March 8   How to Use Social Media for Social Change 2

- Mansfield, H. (2011). *Social media for social good: A how-to guide for nonprofits* (Ch.4 and Ch. 5). New York, NY: McGraw Hill.

March 13   **Strategy Presentation: Strategy Team**

- Miller, K. L. (2010). *The Nonprofit Marketing Guide: High Impact, Low-Cost Ways to Build Support for Your Good Cause* (Ch. 4, Ch. 5, & Ch. 6), San Francisco, CA: Jon Wiley & Sons.

March 15   **Exam**

TECHNOLOGY FOR SOCIAL CHANGE: EXECUTION

March 20   Website Construction Training 1: Hosting a Platform
                       (College Library, Room 2257)

March 22   **Content Development Presentation: Content Development Team**

- Miller, K. L. (2010). *The Nonprofit Marketing Guide: High Impact, Low-Cost Ways to Build Support for Your Good Cause* (Ch. 7), San Francisco, CA: Jon Wiley & Sons.

March 27   Website Construction Training 2: Making and Designing a Platform
                       (College Library, Room 2257)

March 29   Technology Field Work: Social Media Apps, Plug-Ins, and Gadgets

April 10   Website Construction Training 3: Integrating Social Media Applications
                       (College Library, Room 2257)

April 12   **Platform Design Presentation: Platform Design Team**

- Miller, K. L. (2010). *The Nonprofit Marketing Guide: High Impact, Low-Cost Ways to Build Support for Your Good Cause* (Ch. 8 and Ch. 9), San Francisco, CA: Jon Wiley & Sons.

April 17   **Promotion Planning Presentation: Promotion Team**

- Miller, K. L. (2010). *The Nonprofit Marketing Guide: High Impact, Low-Cost Ways to Build Support for Your Good Cause* (Ch. 10 and Ch. 12), San Francisco, CA: Jon Wiley & Sons.

April 19   Mid-Term Meeting with Client

April 24   Consultation for Platform (College Library, Room 2257)

April 26   Consultation for Platform (College Library, Room 2257)

May 1-3   Writing a Case Report

May 8   Effective Presentation

May 9 (W)   **Presentation Evening [Final Campaign Book Due]**

May 10   Reflection on Service Learning Class
                          [**Reflection Paper Due; Vote for the Best Leader**]