The Design and Conduct of Campaigns to make Corporations More Socially and Environmentally Responsible

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15 Week Course

Course Overview: Corporations occupy a very central place in our economy and our society. They provide us with services and products that raise our standard of living. They provide many of our fellow citizens with employment which allows them to purchase these services and products and the ability to rent or own a home and save for retirement. But some corporations also cause social, environmental, and political harm in the process of providing us with services and products. Millions of people worldwide have died prematurely because of pollution from oil, gas, and coal. Millions have also died from smoking tobacco products, using infant formulas in poorer countries, using products with toxic ingredients, becoming addicted to alcohol, opiates and other prescription drugs, as well as foods that "addict" us to sugar, salt, and fat and more subject to diseases.

Corporations by their nature generate wealth for their employees and shareholders, but they concentrate that wealth in the hands of as few people as possible, often not paying livable wages to those at the bottom of their organizational hierarchy. They also use that wealth to shape our democracy through their political contributions. Those contributions overwhelmingly favor politicians who oppose organized labor and regulating, taxing and holding companies liable for the damage they cause. This is why many civil society advocacy organizations conduct campaigns to pressure corporations to be more socially, environmentally, and politically responsible. In the last 50 years, these corporate campaigns have targeted many of the largest companies in the world. They have been largely responsible for eliminating many of corporations' most harmful practices.

The unbridled pursuit of wealth means that corporate campaigns must continue to play a vital role in protecting people and the environment. Government cannot be relied on to do so. This is a course dedicated to helping future inside and outside social and environmental advocates understand the role of corporate accountability campaigns and how to design and conduct them in the most effective manner. You will find it both inspiring, informative, and demanding, which is the nature of social and environmental advocacy.

Objectives:

1. To acquire a basic understanding of the evolution of corporate campaigns and to know the issues and groups that conducted many of the seminal campaigns.
2. To understand how corporations are structured and operate to determine how they might be vulnerable to corporate campaigns' influence.
3. To learn how to use publicly available sources to research potential target corporations and their structure, leadership, and pressure points.
4. To know the major tracks of corporate campaigns (employees, customers, shareholders) and how they can play a role in influencing a company to change.

5. To know the major stages of a corporate campaign (research, planning, launch, escalation, negotiations) and how they are conducted and build on each other.
6. To understand how to use power mapping to develop a campaign strategy that prioritizes the best tracks and identifies the best allies.
7. To understand how to develop a communications plan with the most persuasive framing and talking points, and digital and traditional media channels to utilize.
8. To understand the various channels for fundraising such as members, high donors, charitable foundations, and crowdsourcing; their opportunities and challenges.

Week 1: Why Corporate Campaigns are Necessary

Classroom lecture: Understanding the Relationship between Corporations and Government. The lecture might cover Government's responsibility to regulate potentially harmful corporate behavior; the different federal agencies responsible for certain harmful categories of behavior (e.g., labor, environment, health, human rights, etc.; how companies gain influence over government (e.g., campaign contributions, lobbying, post-employment, etc.)

Suggested Readings:

1. Reining in the Bulls, Preface and Chapter 1: Why Corporate Campaigns Matter
2. Martin Gilens and Benjamin I. Page, "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens," *Perspectives on Politics* 12(3), 2014, pp. 564–581. https://www.cambridge.org/core/journals/perspectives-on-politics/article/abs/testing-theories-of-american-politics-elites-interest-groups-and-average-citizens/62327F513959D0A304D4893B382B992B
3. Jacob Hacker, Alexander Hertel-Fernandez, Paul Pierson and Kathleen Thelen, **"The** American Political Economy: Markets, Power, and the Meta Politics of US Economic Governance," *Annual Review of Political Science* 25 (2022): 197–217. https://www.annualreviews.org/content/journals/10.1146/annurev-polisci-051120-013916?utm_source=chatgpt.com
4. An optional resource would be Alex Garlick, Wiebke Marie Junk and Heath Brown, "How Lobbying Matters," *Annual Review of Political Science* 28 (2025): 457–475 at: https://www.annualreviews.org/content/journals/10.1146/annurev-polisci-033123-124920?utm_source=chatgpt.com

Assignment:

1. Option #1: Write a two-page paper answering the following question: "Of all the reasons why corporations have influence over government, which one (or two) do you think are the most influential, why, and how could they be reformed?"
2. Option #2: Write a two-page paper answering the following question: "Based on their ability to block any legislation that might adversely impact their profitability, what industry appears to have the most influence on the federal government right now and what evidence confirms this?

Week 2: How Corporations are Structured and Operate
Classroom lecture: The lectures this week might focus on the generic structure of corporations (i.e., their inputs, throughputs, and outputs) that is covered in Chapter 5 of Reining in the Bulls (RITB). A second lecture might also be devoted to a particular company like Apple Inc. (see suggested videos below)

Suggested Readings:

1. "Reining in the Bulls," Chapter 5: Understanding Corporate Structure
2. OpenStax, *Organizational Behavior*, §15.4, "The Internal Organization and External Environments." https://openstax.org/books/organizational-behavior/pages/15-4-the-internal-organization-and-external-environments?utm_source=chatgpt.com
3. OpenStax, "Organizational Designs and Structures." https://openstax.org/books/organizational-behavior/pages/15-3-organizational-designs-and-structures?utm_source=chatgpt.com
4. Case study reading: Joel M. Podolny and Morten T. Hansen, "How Apple Is Organized for Innovation," *Harvard Business Review*, November–December 2020. https://hbr.org/2020/11/how-apple-is-organized-for-innovation?ab=at_art_art_1x4_s01&utm_source=chatgpt.com
5. An optional three-part Harvard Business Review video series on Apple's structure is also insightful. Each video is about 5 minutes long. https://www.youtube.com/watch?v=5hENFA3CJUY

Assignment: Apple is being attacked by NGOs like The Heat for allowing child sexual abuse materials (CSAM) to be recorded on its phones, encrypted and sent via its network, and saved in the iCloud where abusers can promote and profit from them. Question: What are the one or two places in Apple's organizational structure (Inputs-Throughputs-Outputs) that you would investigate further because of their potential to influence Apple's CEO to change the company's policy on CSAM?

Week 3: How Corporate Accountability Campaigns are Structured and Operate
Classroom lecture: This will draw heavily on RITB's Chapters 2, 3 and 4. They describe the different types of corporate campaigns, the different tracks and different stages of campaigns. Michael Marx, author of RITB, is preparing two 20-minute video lectures that will be loaded onto the corpcampaignscenter.org website. You can use them in the classroom or for preparing your own lectures for the class. The first lecture will focus on the different types of corporate campaigns. The second lecture will focus on the tracks and stages of the campaigns. They will be completed by the end of 2026.

Suggested Readings:

1. "Reining in the Bulls," Chapters, 2: Types of Corporate Campaigns, 3: Tracks of Corporate Campaigns, and 4: Typical Stages of a Corporate Campaign
2. David P. Baron, "Private Politics." Stanford Graduate School of Business Working Paper No. 1689.

https://www.gsb.stanford.edu/faculty-research/working-papers/private-politics?utm_source=chatgpt.com

3. Gerald F. Davis, Brayden G. King and Sarah A. Soule, "Do Social Movements Improve Corporate Behavior: A Discussion and Research Agenda, *Rutgers Business Review*, Vol. 7, No. 2 (2022), pp. 139–152.
4. Optional reading: Kellogg, "How do Activists Create Change?" https://insight.kellogg.northwestern.edu/article/how-do-activists-create-change?utm_source=chatgpt.com
5. Case Study: Greenpeace — Kleercut: Kimberly-Clark Commits to End Deforestation. https://www.greenpeace.org/usa/kleercut-kimberly-clark-commits-to-end-deforestation/?utm_source=chatgpt.com
6. Optional Case Study: "Corporate Campaigns and Sweatshop Activism." Steve Striffler, in *Solidarity: Latin America and the US Left in the Era of Human Rights*. https://www.jstor.org/content/oa_chapter_monograph/j.ctv9zckcf.12?utm_source=chatgpt.com&seq=1

Assignment: Select a podcast from the corpcampaignscenter.org website in the Seminal Campaigns section. Listen to it, identify the issues, demands, and groups involved. Then write a two-page update on what issues and companies those groups are now focused on.

Week 4: Researching and Selecting the Corporate Target

Classroom Lecture: The first lecture this week should focus on the factors that influence what company to name as the primary campaign target. A good way to generate class involvement is to name the factors one by one that are outlined in RITB Chapter 6, provide a brief overview of why each would be important, and invite students to provide examples of companies that might get a high targeting score on that factor. A second lecture could focus on how to research the target company(s) based on the first half of Chapter 7. This would include discussion of 10-K reports companies must file annually as well as Phil Mattera's Dirt Digger's Guide. He is one of the premier research experts on corporate campaigns. The Dirt Digger's Guide website could provide the structure for this presentation: https://www.corp-research.org/dddresearchguide.

Suggested Readings:

1. "Reining in the Bulls," Chapter 6: Researching and Selecting the Target Company
2. Mary-Hunter McDonnell, Sarah Soule, and Brayden King, "Taking Aim: Corporate Opportunity Structures and Activists' Selection of Corporate Targets." Stanford Graduate School of Business Working Paper No. 3537 (2017). https://www.gsb.stanford.edu/faculty-research/working-papers/taking-aim-corporate-opportunity-structures-activists-selection?utm_source=chatgpt.com
3. The Dirt Digger's Guide (https://www.corp-research.org/dddresearchguide)
4. Phil Mattera RITB podcast on research at https://corpcampaignscenter.org/podcast/episode-26-phil-mattera-good-jobs-first/

Assignment: Select 10 targeting factors from Chapter 6. Break the students randomly into small groups and instruct the groups to research and score four high-tech artificial intelligence producer-companies (Meta, Google, Microsoft/Open AI, and Anthropic) based on those factors, as is done on page 93 in RITB. Ask them to write a brief rationale for their ratings and the company that emerges as the best campaign target.

Week 5: Selecting the Best Campaign Target
Classroom lecture: In the first class session, ask the team representatives to stand up and report the 1st, 2nd, 3rd and 4th priority company targets they selected. Then ask each to identify which of the 10 factors was most influential in selecting the top company target and why it was so important for differentiating between the companies. Draw attention to differences among the groups and the reasons they scored the key factors as they did. Then facilitate a discussion among the students on how those differences could positively or negatively affect the success of the campaign. End by selecting the company that will be the focus of next week's exercises. The goal is to underscore how important selecting the right target is to the strategy and ultimately the success of a campaign.

In the second class session, start by underscoring the importance of power mapping to set strategic priorities for the campaign and determine what allies are needed and their roles. Using the company chosen previously as the best overall target, provide an overview of how the power mapping process would proceed.

Suggested Readings:
1. "Reining in the Bulls," Chapter 7: Power Mapping the Campaign Strategy
2. Beautiful Trouble, Power Mapping Methodology, https://beautifultrouble.org/toolbox/tool/power-mapping

Assignment: Using the process described in the suggested readings, each team should meet to develop a power map targeting the best target company. They should assume they will have $100,000 budget for the first year. Their power map should include: Who/what are the most strategic primary influencers? Why? Who/what are the most important secondary influencers? Why? Who are the most important allies (or type of allies to recruit for the campaign? Why? How should the $100,000 campaign budget be allocated to the secondary influencers' actions?

Week 6: Refining the Power Mapping Strategy
Classroom session: As before, have representatives of each of the small groups stand and present their power mapped strategy and answers to the questions in the assignment. After they have all presented, highlight the most common areas of agreement and disagreement in terms of the power map strategy. Lead a discussion on why there were areas they agreed on. Then lead a discussion on why there were areas where they disagreed. Identify the assumptions that groups made and the evidence they had to support their assumptions. Then get students to identify what research steps they need to take to verify their assumptions and resolve the disagreements.

No Suggested Readings
No Assignment:

Week 7: Crafting the Communications Strategy
Classroom session: The first class begins by noting how important story telling is to all cultures. Emphasize that a campaign is really a real-world drama being played out with harm, victim, villain, and hero. The narrative of the story entails answering the four critical questions that are raised in RITB Chapter 8: What is the harm and to whom? Why are companies causing the harm? What is the solution? What is the action we need to achieve the solution? Ask students to suggest real-world dramas that are playing out right now in our world and answer what is the harm, who is the victim, who is the villain(s), and what is the solution?

In the second class, start by talking about how campaigns typically frame their story and key talking points. Provide an overview of opinion research polling and focus groups. On opinion research, project a visual of an opinion research survey (A copy of the national Uber-Lyft opinion survey will be posted on the corpcampaignscenter.org website in the Resource Hub section under "Corporate Campaign Stages" item #5: How to Design a Comms Strategy.") Walk through the sections to give students a sense of what questions are asked and how they are asked to avoid creating a "demand effect." Conclude this session showing how survey and focus group answers are used to shape the campaign's communications frame and key talking points.

Suggested Readings:
1. "Reining in the Bulls," Chapter 8: Crafting the Campaign Story
2. Patrick Reinsborough, Campaign Communication Consultant, RITB Podcast. https://corpcampaignscenter.org/podcast/episode-6-patrick-reinsborough-framing-and-telling-the-campaign-story/
3. The Commons Social Change Library, Joel Dignam, "Frame the Debate: Insights from Don't think of An Elephant!" https://commonslibrary.org/frame-the-debate-insights-from-dont-think-of-an-elephant/
4. Pam Wellner, Eco-Amply, RITB Podcast. https://corpcampaignscenter.org/podcast/episode-23-pam-wellner-chief-strategist-for-amplify-eco/

Assignment: Instruct students to develop hypothetical framing and key talking points for a campaign aimed at the company previously selected as the overall target. They should provide a 2–3-page rationale for why they selected these and include footnotes that support their decisions.

Week 8: Recruiting Campaign Allies
Classroom Session: The first session on allies should discuss why a diversified alliance is necessary to take on some of the largest corporations or industries in the world. This is an

opportunity to tie the power mapping exercise into the recruitment and selection of allies. It is also an opportunity to discuss the "eco-system" of change agents required to win many campaigns-i.e., frontline activists, researchers, policy experts, solution experts, digital activists. The second classroom session might delve more deeply into how to recruit and organize allies with special attention on when to use a coalition, alliance, or network organizing model.

Suggested readings:

1. "Reining in the Bulls," Chapter 9 Recruiting and Organizing Allies
2. Kenny Bruno, The Tar Sands Campaign podcast, https://corpcampaignscenter.org/campaign-stage/how-to-organize-your-ngo-allies/
3. Blueprints for Change: Building Networked Coalitions. https://docs.google.com/document/d/1CH-aMsrbdEUp3IBhO50FWzScXgwoVGMnVyB7ZuqJ_9Y/edit?tab=t.0

Assignment: Given the results of the power mapping exercise and the need to bring pressure on the company's CEO from different primary and secondary influencers, identify some of the top priority individuals and organizations to recruit as allies. Briefly explain why you consider them to be high priority allies. And explain whether you would organize them as a coalition, alliance, network or hybrid of these organizational structures.

Week 9: Organizing the Shareholders

Classroom sessions: Shareholder activists are "arms-length" high-priority campaign allies. While most NGO advocacy organizations do not submit shareholder resolutions, some NGOs specialize in these submissions. The first class session might focus on clarifying the step-by-step shareholder resolution process described in Chapter 10. It might identify some of the well-known shareholder advocates like the Interfaith Center on Corporate Responsibility (ICCR) and As You Sow. It might provide examples of typical shareholder resolutions and shareholder votes.

The second classroom session might focus on the emergence of DEI (Diversity, Equity, and Inclusion) and ESG (Environment, Social, and Governance) as institutional shareholder resolutions to address climate, discrimination, and other issues. It should also address how conservative states and the Trump Administration have tried to block this trend by punishing companies that make these progressive commitments and what have been the results. It might also include changes to the Securities and Exchange Commission (SEC) that Trump's appointees have made to weaken shareholder activism.

Suggested Readings:

1. "Reining in the Bulls," Chapter 10: Organizing the Shareholders
2. Leslie Samuelrich, CEO Green Century Fund, The Costco Shareholder Campaign, https://corpcampaignscenter.org/podcast/episode-15-leslie-samuelrich-costco-shareholder-campaign/

3. Andy Behar, "The Shareholder Action Guide: Unleash Your Hidden Powers to Hold Corporations Accountable," https://www.amazon.com/Shareholder-Action-Guide-Corporations-Accountable/dp/B0G1ZK5DZK

Assignment: Students should be invited to select a company that has a social and/or environmental practice that is harmful. Identify a shareholder advocacy group that it would approach to submit a resolution. Then craft a draft shareholder resolution that meets the SEC's requirements. Identify the largest institutional shareholders and suggest what kind of direct field and digital direct actions might be directed at them to enlist their support for the resolution.

Week 10: Organizing the Employees
Classroom sessions: As companies become increasingly reliant on well-educated technologically sophisticated employees and are headquartered in larger more progressive metropolitan areas, employees become a very important influencer group. They want jobs consistent with their values. Campaigns create cognitive dissonance. This first session might provide examples of campaigns where employees played a central role, e.g., Amazon.com, Google, Facebook. Possibly play a segment from the Eliza Pan podcast (which will be edited to include the video) about the Amazon Employees for Climate Justice campaign. The second session builds on the Amazon story with a focus on techniques for educating and recruiting employees, advising them to act internally, and organizing potential future employees on college campuses from which companies draw.

Suggested readings:
1. "Reining in the Bulls," Chapter 11: Organizing the Employees
2. Eliza Pan, Amazon Employees' Zero Emissions Campaign, RITB podcast, https://corpcampaignscenter.org/podcast/episode-3-eliza-pan-amazon-employee-zero-emissions-campaign/
3. Forrest Briscoe & Abhinav Gupta Winter 2021, Stanford Social Innovation Review, "Business Disruption from the Inside Out," https://ssir.org/articles/entry/business_disruption_from_the_inside_out
4. Harvard Business Review, "How to Push for Policy Changes at Your Company," Women at Work, Season 8, Episode 6, 53:45 minute Video. https://hbr.org/podcast/2022/11/how-to-push-for-policy-changes-at-your-company

Assignment: Write a brief 2-3 page paper providing examples of companies where employees came together to generate pressure on their companies to change practices. In each example identify the issue, the tactics used, and the result.

Week 11 Direct-Action Field Strategies and Tactics
Classroom sessions: This session might begin with video examples of direct-action field tactics from several different campaigns (video links provided below in Suggested Readings). Then after several examples, discuss the principles that shape the use of direct-

action field tactics. These include willing grassroots, good physical action targets, media photo ops, etc. It would be good to underscore the principles that guide the selection of tactics including contributing to the larger movement, reinforcing the campaign's framing, communicating the nature of the issue, etc. In the second session, discuss the principle of tactical escalation, centralized or decentralized, legal or non-violent civil disobedience and introduce the notion of integrating field and digital tactics (which is the topic for next week).

Suggested Readings:

1. "Reining in the Bulls," Chapter 12: Direct-Action Field Strategies and Tactics
2. Beautifultrouble.org, Toolbox/Tactic. Numerous examples of different tactics.
3. Video. The Greensborough Lunch Counter Protest. 1960. youtube.com/watch?reload=9&v=uFQ3ZCAgAA0&utm_source=chatgpt.com
4. Video. Shell Kayaktivists: Block Shell Oil Rig 2015. https://www.youtube.com/watch?v=aHDupw5ssLc
5. Video. Barclays Funds Climate Chaos 2023. https://www.youtube.com/watch?v=w9eY5R8D3x0
6. Video. McDonald's Animal Equality 2018. https://animalequality.org/video/youtube-pqaoinpeiq0/?utm_source=chatgpt.com

Assignment: Select a harmful corporate practice that you want to design a campaign to end. Begin this week to write a campaign strategy paper that documents the problem, chooses the corporate target based on selected factors, does a simple power mapping exercise to set strategic priorities, identifies a small group of allies that provide a diverse and complementary set of skills, creates a draft shareholder resolution and identifies the specific shareholder advocates you would approach, lays out a strategic field and digital tactics plan that escalates, and selects, targets, and justifies which primary and secondary influencers will be its strategic priority. This paper will be due at the end of the semester.

Week 12: Direct-Action Digital Strategies and Tactics

Classroom sessions: The first session could begin with the Vojtech Sedlack podcast on the Theory and Practice of Digital Campaigning (the URL link is below in Suggested Readings). This will start with a very practical, current, frontline perspective on using digital tactics in corporate campaigns. You might end this session by suggesting students google examples of corporate campaign ads as a prep for the next class. In the second session, you might begin with a couple of examples of digital ads (links below in Suggested Readings), but then quickly move to discuss what is required for an effective Digital Campaign Operation. The three decision points are discussed in the book but should be highlighted, perhaps with additional examples. Also, the unpaid and paid options should be highlighted.

Suggested Readings:

1. "Reining in the Bulls," Chapter 13: Direct-Action Digital Strategies and Tactics
2. Jim Arkedis, CEO, Electica, Online Corporate Campaign Tactics, RITB podcast, https://corpcampaignscenter.org/podcast/episode-10-jim-arkedis-online-corporate-campaign-tactics/

3. Vojtech Sedlack, Digital Campaign Director, Stand.earth, Theory and Practice of Digital Campaigning, RITB podcast, Video. https://corpcampaignscenter.org/podcast/episode-22-vojtech-sedlak-theory-and-practice-of-digital-campaigning/
4. The Heat video entitled "Rotten," against Apple Inc. for Child Sexual Abuse Materials, https://corpcampaignscenter.org/resource/ai-against-apple/
5. Sierra Club video entitled "Something Meaningful" against Uber & Lyft for climate impact, https://corpcampaignscenter.org/resource/sierra-club-something-meaningful/

Assignment: Students should include field and digital strategies and tactics in the campaign design term paper that they are designing with reference to the guiding principles highlighted in this and the previous lectures.

Week 13: Negotiating and Institutionalizing Agreements
Classroom sessions: The first session focuses on negotiations principles and tactics. It's important to walk through the steps involved in the negotiations. This can be done relatively quickly and followed with an invitation to students to share what was particularly noteworthy for them in the proposed negotiations process. This might also be a chance for them to raise questions about circumstances they might face that require different negotiating tactics. The one podcast that is especially relevant to negotiations and institutionalizing the victory is the one with Glenn Hurowitz, E.D. of Mighty Earth, in their campaign against Wilman, an Indonesian company replacing rainforests with palm oil tree plantations (URL link below. This is currently audio only but could be re-edited to video upon request).

In the second class session the focus should be on institutionalizing the victory. It could start with two short videos-on for the Forest Stewardship Council certification system and the other for the Initiative for Responsible Mining Assurance. This session should discuss the options for institutionalizing victory and their comparative strengths and weaknesses. That could be a discussion with students' input.

Suggested readings:
1. "Reining in the Bulls," Chapter 15: Negotiating Agreements, and Chapter 16: Institutionalizing the Victory.
2. Glenn Hurowitz, E.D., Mighty Earth, Wilman campaign and negotiations, https://corpcampaignscenter.org/podcast/episode-7-glenn-hurowitz-palm-oil-campaign/
3. FSC. Forest Management Certification. Video. https://www.youtube.com/watch?v=c3OnSaIqAi4
4. IRMA. Initiative for Responsible Mining Assurance. Video. https://www.linkedin.com/posts/what-is-the-irma-standard-for-responsible-ugcPost-7363186278315507714-gaKc/?utm_source=chatgpt.com

Assignment: Students should include in their hypothetical campaign plans a way to certify that the agreement continues to be honored. This could include certification but might also include the other methods discussed in Chapter 16.

Week 14: Life as a Corporate Campaigner
Classroom sessions: This week is designed to help students realistically evaluate what it is that motivates them to be a corporate campaigner and more specifically, what role they find themselves most inclined to pursue. In the first session the instructor could share with students what it was that motivated them to even teach this course in the first place. They might talk about some of their personal advocacy work, which could be the fact that they teach advocates of the future. Students should be invited to stand and say what things in the course were the most significant or impactful for them. They might also share what they expect to be the most challenging for them if they pursue this work. In the second class session they might be asked to share a deeper dive into what in their background and experiences makes them interested in this work. They might also be asked to share what issues or problems they are most motivated to address and why.

Suggested Readings:

1. "Reining in the Bulls," Chapter 18: Life as a Corporate Campaigner: Challenges and Rewards.

Assignment: Students should be instructed to add a final postscript to their hypothetical campaign design paper that answers the question "what is it about this company and issue that speaks to a deeper part of me based on my background and experiences?"

Chapter 15: Summary and the Future
Classroom sessions: The first session might ask students to share what they think will be the most important corporate accountability campaigns going forward and to share any thoughts on the challenges they face and how to overcome them. In the second session, the instructor should walk through the corporate campaign process as organized over the course of the semester. They should inquire whether there are any additions, insights, or questions that students wish to add. It may be interesting to ask students to briefly summarize the hypothetical campaign they wrote about-the core issue and main company they would target.

No Reading Suggestions.
No Assignments.