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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | **Building Power for Social Change:** An Introductory Video for Students Across Disciplines  |
| **Discipline:** all  | **Type:** Case Study | **Time Commitment:** 30-75 minutes | **Category:** UN SDGs, Case Studies, Sustainability in Atlanta |
| **OVERVIEW:**What is power? How can we work together to build power? What are some of the strategies and actions that change agents employ to build power and win change? This tool introduces power and social change through a 15-minute video produced by Georgia Tech Sociology Professor Kate Pride Brown. It is intended for use across a wide range of disciplines to help instructors empower students to respond constructively to the complex and often overwhelming social problems they explore in their classes. |
| **INSTRUCTIONS:** This teaching tool uses a video to introduce students to key elements of building power to bring about change. The video is organized into these segments: 1) What is Power?; 2) How Can I Build Power?; 3) What Can I Do?; and 4) Change Doesn’t Happen Overnight. This document includes instructions for instructors, discussion questions and sample activities, and suggestions for further reading. The video is stored in One Drive and linked in the instructions, below. |
| **STUDENT LEARNING OUTCOMES:****After completing this teaching case assignment, students will be able to:*** Identify an overarching vision and concrete “small win” that could help guide a social movement.
* Identify several power-building strategies and tactics.
* Provide examples of resources change agents can turn to for inspiration and guidance when trying to build social power.
* Identify at least one kind of role they are excited to take on to contribute to positive social change on campus, in their workplace, or in their community.
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**Tool Instructions:**

1. Assign the video as homework. It is a little more than 15 minutes in length. To access the video, search in Canvas Commons for “SLS Teaching Tool – Power and Social Change Video Introduction.” You should then be able to import it into your course to make it accessible to students.
2. If your course uses a particular platform for reading responses (Perusall, Ed Discussion, Padlet, etc.), direct students to respond to at least one of the discussion questions on that platform before they come to class. If you do not typically use a discussion tool in this way, you can save the discussion for class.
3. Open the class discussion by inviting students to share their thoughts about your reason for assigning the video. What is the connection between the course content and a video about power and social change? Have them reflect on what they might choose as their social change vision, and what a “small win” associated with that vision might look like. If that feels too big, you might suggest they think specifically about their current context—Georgia Tech—and what they’d like to change here.
4. Depending upon class size and dynamics, select from the following discussion questions and sample activities (or develop your own!). You may find it helpful to refer to this [CTL resource](https://ctl.gatech.edu/best-practices/engaging-students/discussion) for suggestions about facilitating class discussions.

**Suggested discussion questions:**

* In the video, Dr. Pride Brown describes the way social scientists think about power. Based on her discussion, how is power defined in the context of social movements? How does this understanding of power differ from the ways you hear the word used in everyday conversations?
* Why is it important for groups working for social change to have a “dream big” compelling vision AND identify small, concrete objectives?
* Describe at three different kinds of roles people can play as part of a social movement. Which roles best align with your strengths and what you enjoy?
* Based on what you’ve learned from the video, provide an example or two of actions Georgia Tech students can take to advance the kinds of changes they would like to see on campus.

**Suggested activities:**

* In the video, Dr. Pride Brown describes the importance of social change groups getting their message out and shaping their messages in ways that resonate with their target audience(s). Ask students to use the Internet to identify several examples of messaging from social change organizations. Work with them to identify who the target audiences might be. Ask them to evaluate how effective the messaging is likely to be in mobilizing volunteers and persuading people that their cause is worthy.
* Drawing on a social challenge you have discussed in class, invite students to work individually, in pairs, or in small groups to 1) articulate a compelling vision for change, as described in the video, and 2) identify 2-3 small, concrete advances toward that vision that a social change group could feasibly “win” within a year or two. Alternatively, student could identify a social problem at Georgia Tech that they would like to address and use that as the basis for the exercise.

**Additional Readings**:

Goodwin, J., & Jasper, J. M. (Eds.). (2009). *The social movements reader: Cases and concepts* (No. 12). John Wiley & Sons. (available in Georgia Tech library)

SLS Reflection authored by Sociology Professor Bill Winders: [Reflections on Protests Against Racial Injustice](https://sls.gatech.edu/reflections-protests-against-racial-injustice).

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