

Week 1 (Online Module) Jan 15-21:

<p>Class Exercise:</p>	<p><u>Course Introduction</u> Watch the introductory video (5 minutes – available only to students registered for the course), providing:</p> <ul style="list-style-type: none">- overview of the course- background of the facilitator- thoughts on “path-dependency,” and how it shapes this course.- thoughts on the inherent contradictions of this course!- disclaimer on the idea of “education as downloadable” – which this course seems to suggest- explanation of first assignments <p><u>Ethical Experiential Learning</u> After watching the video, explore the class website (www.sdwaic.org) – specifically, download and read the “ethical experiential learning” pdf posted there (adapted from the questions posed by www.ethicalvolunteering.org).</p> <p>We will return to the questions posed by this document throughout the course – including in terms of evaluating and structuring our work together.</p> <p><u>Just & Sustainable Communities</u> Listen to Robert Bullard – “<i>Building Just & Sustainable Communities</i>” – a podcast from the series “Champions of Sustainability,” produced by Sustainable Pittsburgh (55 minutes) www.sustainablepittsburgh.org/NewFrontPage/Champions_Inventory.html</p> <p>Bullard talks from personal experience of the tendency of sustainable development efforts to miss the equity concerns of sustainability. He also name-checks a number of organizations and projects – what ideas expressed here interest / concern you?</p> <p><u>The Thanksgiving Story</u> In his talk, Bullard briefly mentions his work with American Indians on sustainable development issues. For many Americans (myself included), our first knowledge of American Indians is gained through the “Thanksgiving story.”</p> <p>Read this excerpt from Bill Bryson’s <i>Made in America</i> www.uta.edu/faculty/kulesz/Engl%203340/Bill%20Bryson%20excerpt.htm</p> <p>Consider Bryson’s description of the Pilgrims: [...] They packed as if they had misunderstood the purpose of the trip. They found room for sundials and candle snuffers, a drum, a trumpet, and a complete history of Turkey. One William Mullins packed 126 pairs of shoes and 13 pairs of boots. Yet between them they failed to bring a single cow or horse or plough or fishing line. [Bryson’s ref: Vernon Heaton, <i>The Mayflower</i>, 1980, p. 80].</p>
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	<p>Does this description conflict with your perceptions of the “first settlers?”</p> <p>And what of the “first Indians” speaking <u>English</u>? How aware were you of this fact?</p> <ul style="list-style-type: none"> ○ Read this critique of a popular “politically-correct”(?) modern Mayflower lesson plan for American school children (not the version I was taught in grade school): www.mayflowerhistory.com/Introduction/lessonplandebunk.php ○ Compare this with a modern Christian interpretation of the Pilgrim experience – and the ‘miracle’ of an English-speaking Indian (an important perspective to consider when thinking about the impact of modern Christian missionary work in American Indian communities – an idea explored more in the next module) www.joyfulheart.com/thanksgiving/squanto.htm ○ Finally, read “That First Thanksgiving” by John Tierney (NYT), which compares the American Indian-Pilgrim experience to Iraq! http://seleniumisdeadly.blogspot.com/2005/11/that-first-thanksgiving.html <p>Which version (or elements of the various versions) of the Thanksgiving story do you find most compelling? Why?</p>
<p>Week 1 Assignments to Complete</p>	<ul style="list-style-type: none"> ○ Obtain the required texts for the course & required materials (see the course outline) – not available in the bookstore. ○ Complete the pre-course survey related to skills, experiences, & desires for the course – and email it to Mark (marktirpak@mail.utexas.edu) Mark’s responses to this survey are posted here ○ Develop a 12 slide max. PowerPoint presentation. <ul style="list-style-type: none"> - On first few slides, introduce yourself to the class (any format you can produce is welcome – audio, weblink, video, etc). - On the next slides, pose any questions that you might still have about the course after reviewing course materials (esp. in regards to “ethical experiential learning”). - On the next slides, indicate three ideas or facts that interest or Concern you from Bullard’s audiocast. Provides the class more information related to these points – including any relevant web links, etc. Beyond what he shares in his talk, I know nothing about Bullard – what can you find out about him? Share (and source) what you find! - On the next slides, indicate which version (or elements of the various versions) of the Thanksgiving story presented here you find most compelling and why. - On the last slides, let me know what you think of PowerPoint as a technology / vehicle for sharing ideas and knowledge.

	<p>Be sure to source references and images – and, when possible, include web links. Post your PowerPoint to the course blackboard site by Jan 23. (Note: you should explore all other students' PowerPoint presentations before completing the next module – add comments to these postings if you have questions or if you have additional info. to add. Monitor your own post for such feedback.</p> <ul style="list-style-type: none">○ Determine the time of the week 4 group chat (block out 2 hrs of time on the course calendar when you will have access to a computer with an internet connection and SKYPE downloaded to it) (Note: if you are not able to use the calendar – please try first – email Mark (marktirpak@mail.utexas.edu) your time preferences for chatting that week).
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