

Week 3 (Online Module) Jan 29-Feb 4

Class
Exercise:

Asset-Based Community Development

An important aspect of [sustainable development](#) is wise resource use. While it is easy to spot “**problems**” within communities, how broad is our definition of community resources? How has technology, to a certain degree, changed our perspective of individual capabilities? Physical communities? Our ideas about “community” itself?

Read:

- **Hidden Treasures: Building Community Connections . . .**
www.northwestern.edu/ipr/abcd/hiddentreasures.html
(first 9 pages & 1 case study of your choice)
- **People Power**
www.wired.com/wired/archive/14.07/people.html

Conquering Expertise?

In the last module, we read **wikipedia** entries. Read this article from the New Yorker exploring and critiquing this technology.

- **Know It All**
www.newyorker.com/fact/content/articles/060731fa_fact

(the following two essays are mentioned in the article – read them, if you care to)

- The use of knowledge in society
www.econlib.org/library/Essays/hykKnw1.html
- The Cathedral & the Bazaar
http://en.wikipedia.org/wiki/The_Cathedral_and_the_Bazaar

Read also this recent transcript from a *Chronicle of Higher Education* discussion about Wikipedia:

- **Wikipedia: Beat it, Join it, or Ignore it**
<http://chronicle.com/live/2006/10/halavais/>

Note how the guest expert categorizes the volunteer nature of Wikipedia – and the role that teachers / professors should play in relation to Wikipedia.

The “Architecture of Democracy and Participation”

New communications technology (sometimes referred to as [Web 2.0](#)) has been heralded as offering the “architecture of democracy and participation” – including tools that, in form and function, advance the idea of [demarchy](#) - or “sortition” that is critical to [classical democracy](#). However, this technology is not without its critics. The article below critiques some of the ideas presented in the Wired article above – including in terms of the commercial interests shaping Web 2.0:

- **The Long Tail**

www.newyorker.com/critics/books/articles/060710crbo_books1

In addition, the **Frontline** program “Tank Man” explores how modern China's system of Internet censorship (the so-called **great firewall of China**) “would be completely impossible without the active compliance of private business” – including many of the firms responsible for (or now controlling) the latest Web 2.0 breakthroughs:

- **Tank Man** (watch the 6th segment of the show)
www.pbs.org/wgbh/pages/frontline/tankman/

In what other ways do you think Web 2.0 represents the “non-neutrality” of technology?

Academic Charisma & Modern University Practice

Consider how changes and/or increases in public participation in community development via - among other vehicles - new technology use parallel (or don't parallel) changes in formal education in recent years – especially, at the university level.

The article **The Nutty Professor** provides a good outline of the roots of the modern university and its current challenges (browse this article):

- www.newyorker.com/critics/books/articles/061023crbo_books

The article concludes with the quote

“Today . . . **dwindling public support** has forced university administrators to look for other sources of funding, and to assess professors and programs through the paradigm of the efficient market. Outside backers tend to direct their support toward disciplines that offer practical, salable results . . . and universities themselves have an incentive to channel money into work that will generate patents [or other forms of positive recognition] for them.”

This new paradigm impacts the way that some universities approach community-based learning. As the article suggests, entrepreneurial skills and individual charisma can trump actual academic achievement or scholastic abilities in the hiring and retaining of some instructors.

Related, the need or desire to secure private-sector-, student- (through optional fees), or grants-based funding (and the need for a “compelling story” to attract such funds, including by appearing to be deeply rooted in the investigation or addressing of a critical / popular issue - such as New Orleans recovery . . . or American Indian issues!) can bend university community-based work in [unethical](#) directions.

Because of these pressures, it is increasingly important for students and others to be prepared to critique university practices – at the classroom level and beyond.

[UTWatch](#) is one of many new groups to emerge (and benefit from new technology) in recent years to draw attention to such issues as [tuition increases](#), [student debt](#), a resurgence of [in loco parentis](#) administrative policies (literally, the extending of adolescence through the granting of parental powers over students to universities) and the [militarization of campus policing](#) – including through electronic surveillance measures, such as [hidden video cameras](#) on campus and secret [student data mining](#).

The article **The Nutty Professor** also critiques, to a limited degree, “traditional” modern university instructional methods – specifically, the professor-to-student lecture.

Such instructional methods (when utilized as the primary mode of instruction for a course) have been described as a “[banking approach](#)” to education. Consider how larger class sizes necessitate such approaches, how new technology can (potentially) expand class sizes . . . and how economic factors help determine class size, faculty-student relations, and other instructional decisions at a university level.

Youth as Resources

Related to the idea of “the end of expertise” in education - and/or the greater participation of individuals in development (broadly defined) is the [youth in planning and decision-making](#) movement.

Youth in the U. S. (and elsewhere), and especially teens, face a number of critical inconsistencies in our democratic society. They can be tried and convicted as adults (and at [increasingly younger ages](#)) and taxed like adults (via income tax and, most importantly in recent years, [sales tax](#)), but they are clearly not afforded the same rights as adults (including the right to vote and freedom from various age-based restrictions – which are increasingly introduced and defended based on [pseudo-biological](#) arguments).

Imagine any other group in U. S. society facing similar regulation (including seniors, whose [deteriorating mental condition](#) obviously places them in danger to themselves and society and who therefore need special regulation – just kidding.)

Opportunistic arguments about the “diminished autonomy” of teens relates to what we learned about American Indian U. S. policy in the last module – it also sets precedent to allow arbitrary regulation to be extended later into “adulthood” (via [in loco parentis](#) policies at universities) and, potentially, be re-introduced later in life (doubtful, considering the [political power](#) of seniors currently).

Educational theorists such as [John Dewey](#) stress that individuals **learn from experience, including the act of schooling at different levels** (“*the process and the goal of education are one and the same thing.*”)

	<p>Increasingly, U. S. high school students describe their schooling experiences as being preparation for a school-to-prison pipeline – a charge which the new rank of the U. S. as having the largest prison popular in the world does not greatly diminish.</p> <p>Consider the idea of technology use itself as being somewhat of an equalizer of youth-adult relations and/or counter to “adulthood”</p> <p>Read these two articles. www.cbsnews.com/stories/2006/10/14/national/main2089658.shtml?source=RSSattr=HOME_2089658 http://home.earthlink.net/~mmales/yt-myspa.htm</p> <p>How could the idea of youth as resources or partners in decision-making possibly conflict with (or support) traditional American Indian views of social roles or leadership? How could technology use in general conflict with traditional culture? How new / universal is the concept of adolescence (consider past life expectancy rates)?</p>
<p>Week 3 Assignments to Complete</p>	<ul style="list-style-type: none">○ download SKYPE (www.skype.com) to the computer that you will be working with this semester, and create a SKYPE account for yourself. Add me to your list of contacts (username mark.tirpak)○ SKYPE a classmate or a friend who is a SKYPE user – be sure that you are able to use SKYPE to chat and talk with other people.○ If you haven't done so, review the course calendar, and help set a time for the week 4 chat.○ Search for an example of “asset-based” American Indian community development (possibly in All our Relations). Share your example and explain why you think it represents “asset-based development” via a blackboard post - by Feb 9 (you choose the format). From what you can find out about the current demographics of your example's community base (using the demographic api), could greater youth involvement be argued based just on demographic information (a large youth population)?○ Watch segments 6 & 9 of the <i>Sixth Annual Media that Matters Film Festival</i> (www.mediathatmattersfest.org/6/#). Think about how segment 6 (The Rules of the Game) relates to what you read in Chapters 1-2 of <i>Killing the White Man's Indian</i>. What parallels can you draw?○ Note in segment 9 (The School-to-Prison Pipeline) students' geographical awareness of a “school-to-prison” pipeline in New Haven, Connecticut. Using Planethazard, what identified top polluters (if any) can you find near(within 2 miles) of that “pipeline” (located east of Yale University)? What other sources of environmental pollution can students be exposed to in or near schools?

The "School-to-Prison Pipeline" in New Haven, CT



- just east of Grove Street Cemetery & Yale University

(note: I captured this image through a screenshot. I paused the video and hit "prtsc" on my keyboard while the image above was on my screen. I then pasted the image into this document and cropped and edited it using the picture toolbar).

- If you have a community organization in mind to attempt to work with on a distance service project, begin to research the community's current political boundaries and governance structures. How do political boundaries relate to the geography? What "hot" development issues related to these factors is this community facing? (you will report on your research later).