

The Purdue University Passport to Intercultural Learning (PUPIL)

Assignment to complete in conjunction with the 2013-2014 [Common Reading Program](#) selection,

No Impact Man.

This assignment takes the form of a 3-part project and is designed to facilitate reflection upon your intercultural knowledge and effectiveness AND taking collective action to foster good living.

Assignment Overview

Many of these assignments have multiple parts or projects designed to be completed in order. *It is a good idea to read through all parts or projects within each assignment as one part or project may be dependent on another.*

The primary outcome of this assignment will be your co-development of a “no impact” project that will foster:

- a. Strong intercultural social connections
- b. Meaningful work
- c. Use of your highest talents
- d. Contributing to a higher purpose you define

In preparation for developing a “no impact” project, you will need to:

1. Select 3 or 4 teammates who come from varying international cultures.
2. Identify your own conceptualization of what “no impact” means.
3. Share your own conceptualizations and ideas about contributing to “no impact” with your teammates - first-year peers from varying cultural backgrounds - and co-prioritize issues to address.
4. Research the environmental issues you co-prioritize for the project.

Project Part One – A Narrative

“That’s what the whole No Impact experiment is about, really. It’s about not wasting resources and not wasting life. How can we live good lives without harming the planet?” (p. 148)

Respond to the following prompts/questions in no less than a total of 2000 words.

- A. Identify your own conceptualizations of what “no impact” means by answering the questions below.

- a. How do you define the term, *community*? Describe the role and importance of *community* in your life.
 - b. How is “no impact” described, discussed, visualized, and prioritized in your community? Provide written, video, and/or photo examples when available.
 - c. In what ways do you personally identify with how “no impact” is described, discussed, visualized, and prioritized in your community?
 - d. Describe a “good life.” What is it? What does it involve? What does it look like? How does it feel? How do you know when you have a good life?
 - e. Based upon how you conceptualize “no impact,” how might you contribute to Colin Beavan’s idea that “no impact” is “about not wasting resources and not wasting life.”
 - i. Describe your highest/greatest talents. How would you most like to use your talents in general – not specific to a “no impact” project?
 - ii. What is your response to Colin Beavan’s question: “how can we live good lives without harming the planet”?
 - iii. As an undergraduate student, you selected a major; describe how you have chosen your major. (The Undergraduate Studies Program, USP, counts as a major for the sake of this assignment.) Using your imagination, how might you use your highest/greatest talents AND future development in your major in a meaningful way, to reduce widespread environmental impact and to foster a good life?
- B. Share your own conceptualizations and ideas about contributing to “no impact” with your teammates – record the conversation[s] with some sort of audio equipment (i.e. iPhone). Electronically share the recorded conversation[s] via an mp3, mp4, or some other audio format, with all team members.

Within 48 hours of the initial group conversation, listen to the recorded conversation and write your responses to the following questions.

- a. With which elements of your peers’ “no impact” and “good life” ideas was it most difficult for you to relate or connect?
- b. What elements of your own culture and life experiences influence this difficulty?
- c. With which elements of your peers’ “no impact” and “good life” ideas were you able to easily relate or connect?
- d. What elements of your own culture and life experiences influence this ability to relate and connect?

Upon completing these steps, determine what environmental and life issues you and your teammates would like to prioritize and address through your “no impact” project.

Project Part Two – Researching “No Impact” Issues

- A. Research the “no impact” issues you and your teammates prioritized. The research is to enhance your knowledge of the issues you choose to address, increasing your credibility. There will be no formal writing requirement associated with the research beyond submitting research articles, notes, and references.
 - a. As you will more than likely not have time and energy to research four or five different topics, work together as a group to negotiate which ONE or TWO topics you will combine as a focus for your project.
 - b. Begin researching your topic as a team.
 - i. Access the Online Writing Lab, [OWL](#), for basic research and writing assistance.
 - ii. Access Purdue Libraries’ [online tutorials](#) for additional research assistance.
 - iii. Consider using [Google Scholar](#) to search for scholarly articles.
 - iv. Electronically store all scholarly articles, notes, and any writing you do individually and collectively in a format and space that each member of your team can access.
- B. Organize and compile all your research in one electronic format that all teammates can access and reference.

Project Part Three – Project Design

- A. As a team, design a “no impact” project that addresses the issues you collected identified and prioritized. Be sure that the research you conducted informs your project design. Be sure to thoroughly write all elements of the design in a manner that anyone who has not read, “No Impact Man,” can understand.
- B. Use the following criteria as a guide when designing your project. The project must:
 - a. Foster strong intercultural social connections
 - b. Involve meaningful work (you determine what “meaningful” work is)
 - c. Use of all teammates highest/greatest talents
 - d. Contributing to a higher purpose (Maybe reducing environmental impact is the higher purpose? You decide.)