

### SCENARIO for Unit 3b:

Like Shawna, Miguel participated in OCSS City Repair's youth programs--the Day of the Dead ceremonies and working on the city's Urban Design Guidelines--but his insights from these were related to choosing a career path. He enjoyed the ceremonies and getting to know the features of the city, but now he wants to work towards a specific career. He wants to find work that meaningfully connects him to a community of thoughtful people – a social web that reinforces meaningful reflection.

Knowing that you have studied East Asian social webs that strengthened different forms of reflection, Miguel consults you to help her decide between three options he is considering:

- A. In reading about the history of the city, Miguel found out about the Wakamatsu Tea & Silk Colony, a historical site near Coloma that is being restored by the American River Conservancy. Being a tea lover himself, having worked at Arden Mall's Teavana store, and also attended a tea ceremony at Sacramento State, Miguel is very excited to have found this site so close by. Miguel is interested in applying to the American River Conservancy to help **interpret the cultural history of the farm**, including submitting a proposal to bring tea traditions and demonstrations back to the farm.
- B. Miguel's experience of doing Day of the Dead ceremonies with his family has given him a new sense of connection with his Catholic upbringing. Although in the past he always thought priests were older white guys, seeing the young Hispanic priest at his church has inspired him to consider **becoming a priest** himself. In the past he always wondered why priests couldn't get married, but reading about the reasons for this has given him a deeper understanding of why celibacy is one of the requirements of priesthood, and further deepened his interest.
- C. Miguel, whose mother says his grandfather's mother was a Native American medicine woman, heard Native American fiction writer Greg Sarris talk at Sacramento City college event, and then read his book *Mabel McKay*, which tells the story of a Maidu medicine woman with whom Sarris grew up. Miguel is considering **studying with Sarris at Sonoma State**; he thinks he may want to write about survivals of Native American tradition in the twenty first century.

Having heard from you that the practices of these traditions share certain features with Japanese and Korean practices, Miguel asks for your advice about **how he could most effectively approach these different career options**. Remember that his GOAL is to be part of a community that reinforces meaningful reflection of some kind.

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HOMEWORK: Using annotations &/or concept maps, gather evidence from the historical records of the Korean & Japanese practices assigned for this unit that helps you evaluate the way **participation** of people in distinct roles **perpetuates** the **practice, inspiring &/or deepening** participants' **reflection**.

- Identify **actions, objects, spaces/locales & people** involved in the practices; **words & images** on which those people reflect; and **roles & relationships** in each social web associated with the historical sources, which show **participation** of people in **distinct roles perpetuating practice, inspiring &/or deepening reflection**. **\*\*MAKE SURE TO MARK PAGES FOR EACH EXAMPLE\*\***
- Since you will eventually be asked to apply what you learned to contemporary activities A-C proposed above, **look for ways that the historical Southeast Asian practices are similar to those activities**.