

After viewing “Power and the Land,” the short film on rural electrification in the early twentieth century, we will discuss how it portrayed electricity as a solution to problems facing rural communities in the Great Depression-era United States. Take note of the way the Rural Electrification Administration persuaded Ohio farmers and their families to participate in this infrastructure project, and with your peers, address any shortcomings you identify in the REA plan.

For the first part of this exercise, try to imagine you are dealing with the developments represented in the short story by Samuel Delany that we are reading this week. Your job, as part of a team, is to bring electricity to all people, everywhere on the planet, at no cost to them. You find yourself in the position of the “devils” and “demons” who make up the crew of the “Gila Monster,” on the border between the United States and Canada, bringing power to a group of people who have chosen to live without electricity even though it is available.

How will you persuade the “angels” on High Haven to allow you to install Global Power lines and electrical outlets at their home?

You will be presenting these arguments to a group of your classmates.

For this part of the exercise, imagine you are the “angels” on High Haven in Samuel Delany’s short story. You have chosen to live on the border between Canada and the United States without electricity, even though it is available everywhere on the planet, to all people, without cost. You encounter the crew of the “Gila Monster,” a team of “devils” and “demons” trying to install Global Power lines and electrical outlets in your home.

How will you counter the arguments presented to you by the “devils” and “demons” (i.e., a different group of your classmates) for installing Global Power lines and electrical outlets in your home, since you don’t want them?

Your task is to refute the arguments presented by your peers. Be creative, but be specific.