



Food Security Field Study Project

FSPR 3080 (3 Credits / 45 hours)

SIT Study Abroad Program:

India: Agroecology and Food Security in the Himalaya

PLEASE NOTE: This syllabus represents a recent term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Course Description

This project-based course is designed to immerse students in food and nutritional security from the ground up. Students design and develop a field study project related to the program theme in collaboration with community members. In addition to detailing the food security-related project's genesis and purpose, the group provides recommendations for project implementation and long-term sustainability through a final oral presentation. Engagement in this project allows students to understand and analyze changes in local food production, nutritional security, the complexity of food politics and organic food production, impacts of climate change, and community-based action focused on food and nutritional security.

Students will be introduced to the food security project at the start of the program and significant time will be dedicated to the project in the second half of the program in the village of Chalamthang and Patuk. Each team of students will meet with the project advisor to refine ideas and create a project plan and development brief that articulates a viable design, defines basic team member roles, and adheres to strict human and environmental ethics standards that students will carry out over approximately two and a half weeks. The final few days of the program will involve project presentations and final debriefing sessions.

Learning Outcomes

By the end of the course, students will be able to:

- Develop a feasible project design process and end-product;
- Carry-out a food-related project in strict observance of ethics including SIT's Human Subject Review policy;
- Demonstrate skill acquisition/advancement in areas such as: Project management, interpersonal communication, problem-solving, oral and written presentation skills;

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- Articulate context-specific project design and evaluate the relevance of context-specific design, including recommendations for future projects;
- Communicate project design, development process, and outcomes, including reflection and next steps, in a written report and oral presentation.

Course Requirements

Although the majority of the food project will be conducted during the final half of the program, preparation for it will start during program orientation. You will be coached on maintaining a journal of program themes, goals, and outcomes in Sikkim. By the end of week three of the program, students will meet with the Academic Director or specified project advisor to hone ideas and develop a project plan. While the basic parameters of the project are identified prior to the start of the program, the actual design proposal may draw from students' own experiences, skills, and the context-specific details learned during the program. A proposal for the project will be due near the end of the *Agroecology and Food Security* seminar. All projects involving human subjects will be reviewed by the Local Review Board after students submit a human subjects' review application. The project design and execution phase will take place over approximately two weeks in two villages and the entire group will convene for three days of write-up time, presentations, and debriefings. Students will receive a stipend for transportation and other expenses such as translator, equipment, and supplies.

Description of Assignments

More detailed instructions and grading criteria will be given out at the start of each assignment. The paragraphs below provide general information.

Attendance and Participation

10%

Regular and positive contribution to the student team project and to peer learning is vital to success in this course. Active listening, asking appropriate questions, giving comments, demonstrating interest and enthusiasm, exercising critical thinking, and engagement during the entire course project design and development process all constitute active attendance and participation.

Advisor Meeting(s)

5%

In advance of submitting a project proposal, you and your team should schedule meeting(s) with the project advisor and be prepared to present cogent ideas and questions to make good use of this limited time.

Project Proposal

10%

Students will submit a proposal outlining the topic, project rationale and description of end product and the methods used to achieve the end outcome.

Project Journal

10%

Students will maintain a journal of existing digital social innovation projects as well as project ideas and topics of interest. Each student's journal must contain at least 5 significant and thoughtful entries. At about the mid-point of the course, small teams of students will meet at least once with the Academic Director or other project supervisor to refine the ideas and project design and implementation plan. Students must arrive at the meetings prepared to ask questions and present ideas. The team should take pains to organize itself prior to arriving. All students must bring their journal to the meeting to refer to and take notes in.

Project End Product

40%

Assessment of the end product includes efficacy of design relative to the project goal, with attention given to teamwork and collaboration of each student in the design development and testing processes, in addition to the quality of final project's outcome.

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Presentation

25%

In the final two days of the program, each student team will have 15-20 minutes to present the project and its results. The talk portion should be about $\frac{3}{4}$ of the time and the remainder is for questions. Each person in a team must talk for approximately the same length of time. Excellent talks will be well practiced and demonstrate clear grasp of all concepts by all team members. Slides will be well composed and balance needed information with clear images and readability.

The presentation must be accompanied by appropriate figures and additional data or methods information. An A-level project will: be innovative, clearly exhibit excellent grasp of major concepts, contain evidence of thorough design and project development, be augmented by testing of design efficacy, data ethics and access considerations, and be clearly but concisely presented. Creativity in presentation is welcome.

Assessment:

Attendance and Participation	10%
Advisor meeting/s	5%
Project	
- Proposal	10%
- Food Project Journal	10%
- Project End Product	40%
- Project Presentation	25%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Expectations and Policies

Engage your brain and ask questions

Be ready to contribute actively every day. Success in this program will require active participation.

Show up prepared

Be on time, have your readings completed, and points in mind for discussion or clarification.

Think critically

This course is designed to help you develop your critical thinking abilities; these life skills will help you analyze, infer, evaluate, and make reasoned judgments related to many facets of life.

All assignments must be completed on the due date/time

Written assignments received after the specified time will be considered late and as such, docked 10% per day. Any written assignments not received by 5 days after the due date will receive a zero. Presentations must be completed at the specified time. Exceptions will only be for serious medical reasons and extensions **MUST** be arranged before the due date/time.

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Comply with academic integrity policies (no plagiarism or cheating, nothing unethical)

Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits)

You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

Disability Services: For information about and support from Disability Services (DS) to facilitate an accessible educational experience, please contact disabilityservices@sit.edu or +1-802-258-3390. Additional information regarding SIT Disability Services can be found on the DS website at: <http://studyabroad.sit.edu/disabilityservices>.

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