Food, Environmental & Agriculture Systems in UK and Ireland

Orientation
Tuesdays, 5 – 7 p.m.
48 Agriculture Hall

Program Dates
Depart USA: Sunday, May 11
Depart UK: Thursday, June 5
For a full itinerary, please see the WWW site at:
[http://www.msu.edu/course/aee/475/ireland]

Instructors
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Student assistants:
Caroline Jansen, Agriscience Senior – jansenca@msu.edu
Travis Marshall, ABM Junior – marsh189@msu.edu

Program Description
This three-week study program features the UK and Ireland agro-ecosystems, with
special emphasis on selected food, environmental and land management issues. You
will visit farms, agribusinesses, wildlife sanctuaries and forests, as well as selected
cultural and historical sites.

The traveling study tour will include an exciting mix of urban and rural experiences,
including sojourns in Dublin, Cork and Galway in Ireland, plus Edinburgh and
London in the United Kingdom.

Program goals
This program seeks:

1. To enhance your ability to understand and interpret cultural differences and to
understand the underlying values supporting these differences;
2. To further your understanding of food, environmental and agricultural systems in
Ireland, the United Kingdom and the United States;
3. To illustrate the interdependent nature of food, environmental and agricultural
systems;
4. To help students better understand global problems and potential solutions; and
5. To develop your critical thinking skills.

attendance
Attendance for all orientation meetings is mandatory. Absences should be the
exception not the rule and result from extenuating circumstances. Students who miss
a session or are unable to attend a majority of sessions should contact Jim Lucas or
Doreen Woodward. These students are responsible for obtaining information or
materials missed due to an absence and will be expected to assist with additional days
as student leaders while in country.
Trip Resources

Instructors will distribute reading materials throughout the orientation sessions. Students are asked to purchase a copy of *Affluenza*, which is available at campus bookstores.

We recommended that you purchase a travel guide for the Ireland/UK region or conduct some on-line research before departure. The Office of Study Abroad has a resource room you might want to look at before buying your own. Also, the instructors strongly recommend that you take time to read the major periodicals and newspapers from the region online:

- *The Economist* [http://economist.com/countries/]
- CNN—Europe [http://europe.cnn.com/]
- *The Irish Times* [http://www.ireland.com/]
- *The Times (UK)* [http://www.timesonline.co.uk/]

Assignments

Specific guidelines for all assignments and activities follow the syllabus.

**Pre-departure work:**
- Day trip guides: 100 points
- WWW page: 100 points

**In-country work:**
- Exam #1: 200 points
- Exam #2: 200 points
- WWW page: 100 points
- Journal: 150 points
- Reflection/participation: 150 points

Participation & expectations

To earn full credit for participation, we expect students to actively engage in discussions before and during the trip. To accomplish this task, students must spend time reading and surfing the Internet to gain background knowledge on relevant topics.

Students should also evidence their time researching and thinking about the current events and culture of the countries in their coursework. All assignments and dialogue should exhibit a knowledge and understanding of the material covered. For example with activities related to livestock, the instructors would expect basic understanding of:

- Key livestock issues in the United States, especially Michigan
- Key livestock issues in the host country
- Recent diseases and their impact on the industry
- Research and scientific innovations in the field
- Legislation and government standards impacting the industry
- Role of industry in the national psyche and economy
Formatting assignments

Students should type all assignments using a 10- or 12-point font size, standard typeface (Arial, Times, etc.), double-spacing and one inch margins. All papers should include page numbers. Instructors will expect quality writing and grammar on all papers. For citations, students should follow standard APA guidelines.

Assessment scale

Students will receive a numeric grade according to the point scale below. Instructors will grade assignments on a point scale, with the final grade calculated at the end of the trip.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>4.0</td>
<td>930 – 1000</td>
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<tr>
<td>3.5</td>
<td>875 – 929</td>
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<tr>
<td>3.0</td>
<td>825 – 874</td>
</tr>
<tr>
<td>2.5</td>
<td>775 – 824</td>
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<tr>
<td>2.0</td>
<td>725 – 774</td>
</tr>
<tr>
<td>1.5</td>
<td>675 – 724</td>
</tr>
<tr>
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<td>625 – 674</td>
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<tr>
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Orientation Schedule

The following is an overview the pre-departure orientations sessions for spring semester 2003.

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Details</th>
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| Tuesday, January 14 | First orientation session  
  - Introductions  
  - Spartan Travel Presentation  
  - Cultural activities  
  - Overview of itinerary  
  - Program requirements  
  - Arrange groups – Leadership days, WWW pages, etc. |
| Tuesday, February 4  | Second orientation session  
  - Speaker  
  - First set of “Leg of Trip” presentations/WWW pages  
  - Discussion of course offerings  
  - Email Doreen with web biography |
| Tuesday, February 25 | Third orientation session  
  - Second speaker  
  - Second set of “Leg of Trip” presentations/WWW pages |
| Tuesday, March 18   | Fourth orientation session  
  - Third speaker  
  - Third set of “Leg of Trip” presentations/WWW pages |
| Tuesday, April 8    | Fifth orientation session  
  - Fourth Speaker  
  - Fourth set of “Leg of Trip” presentations/WWW pages  
  - Discussion of course offerings and enrollment  
  - Day trip guides due |
| Tuesday, April 22   | Sixth orientation session  
  - Final preparations for trip  
  - Packing tips  
  - Fifth set of “Leg of Trip” presentations/WWW pages |
Day trip guides

Student will provide leadership for multiple days on the trip (see below). As part of this duty, students will complete a three-page, single-spaced day guide for the group. Trip leaders will combine the day guides into a packet for students to use as a resource during the trip.

The guide will include:

- Information about the area or region
- Background on the specific visits for the day
- Background on related issues or programs in the United States
- Facts, figures, charts, etc. to support the above information

Think of the guide as a newsletter with substantial academic content. The guide should not merely be a tourist itinerary. We do not want to see photographs or maps, which will not photocopy well.

Leadership and web page

In preparation for work in country, students will complete a preview web page for a full trip day or days. This preview web page will include general information about the day's activities. This information might include historical, cultural, or tourist information on the region visited and/or specific technical information related to the day's visits (e.g., livestock, forestry, aquaculture, etc.). In addition, each page will include:

- A map
- Four - 6 photographs
- Five - 10 related links.

Students should see the student assistants, Jim or Doreen for help creating their page. All web pages should be completed and submitted to Jim for posting the day before the orientation session.

While in-country, students will take responsibility for "leading" the group for a day. These responsibilities will include:

- Briefing the group about the schedule, restroom stops, etc.
- Informing the group about relevant cultural, tourist and technical information related to sights and visits
- Greeting and introducing all guest speakers
- Thanking guest speakers with gifts and letters
- Taking digital pictures
- Updating the day's web page

The student leaders will also assist with additional duties, which may include helping distribute materials, organizing meals, making decisions, etc.

Journals

The staff will provide journal notebooks for students to write their reflections in. Reflections should be about a page per day, but can be longer depending on the number of activities in any given day.

The purpose of the journal is to reflect on, compare and contrast, and question events and activities from the time spent overseas. Instructors will provide a question each day for students to reflect on in their journal; students should not simply regurgitate a blow-by-blow of what they did for the day.
Instructors will collect and evaluate journals four times while overseas.

Periodically during the trip, the group will sit down for a reflection session. This session will allow students to relate readings and past experiences to the study abroad program.

A group of students will help summarize course readings, provide questions for the group to discuss, and help relate the trip to issues in the United States. Each session will last about two hours.

- Session one: Chapters 1 - 8
- Session two: Chapters 9 - 15
- Session three: Chapters 16 - 23
- Session four: Chapters 24 - 30