# LaGuardia CTL Seminar: Food Inequity, Insecurity, and Injustice Assignment Introduction, Plan, and Reflection June 2022

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| **Introduction:** **Victoria Pérez-Ríos**  The low-stakes, extra-credit assignment offered below centers on the city but students will come across federal and state institutions too, so it will help them to better understand the concept of federalism. In addition, assessing whether the right to food is being fulfilled helps students assess whether the government is doing a good job and, if it is not, the assignment may prompt participation. Just being aware of the problem and the possibility of changing the situation strengthens their sense of being agents who can shape society. Learning that they can effect change means they understand what democracy is supposed to mean, a government of, by, and for the people.  Although they are provided with content knowledge and detailed instructions, students are expected to research on their own and “create” knowledge to share with their peers and me. In addition to my feedback, students are also being assessed by their peers, which enhances their learning. Furthermore, as students know that their assignments could be chosen to participate in a roundtable, they have an incentive to demonstrate their writing, research, analytical and creative skills (good photo/video). | | | |
| **Activity information** | | | |
| An extra credit video essay on the right to food in NYC | | | |
| Instructor:  M. Victoria Pérez-Ríos | Discipline:  Social Sciences  Program: Political Science, SSP 101  Level: Beginners | Competency  Inquiry & Problem Solving  Ability: Digital Communication | Assignment Time Frame:  One week close to the end of the semester; low stakes |
| **Purpose, objectives, format and materials, and assessment** | | | |
| Two relevant purposes of SSP 101 are:   * to understand the duties of the government toward people living in the territory over which it has jurisdiction * to determine what individuals can do to hold the government accountable in cases of non-compliance.   Successful completion of the activity on the right to food in NYC contributes to gaining the skills essential to a successful completion of this course and academic and professional life. | | | |
| **Assignment objectives**  To demonstrate understanding of the international human right to food as an obligation of the State (government) towards everybody who lives in any part of its territory, including colonies, you will:   1. Combine written sources with your own experience, documented via photos or video, of how the right to food is lived (guaranteed or not) in the city. 2. Create an informative and visually appealing video essay sharable with your peers and the larger community 3. Assess the work of your peers | | | |
| **Assessment**  The report shows an understanding of the right to food, provides data on NYC backed by fully cited sources, and includes images that support the findings. In addition, the pictures are high quality.   1. **Excellent work** will have good writing, analysis, sources, and photos (video) 2. **Good work** fulfills all but one of the previously mentioned elements well. 3. **OK work** may only do well one of the four elements mentioned, or just do all the elements without showing much understanding and/or interest. 4. **Failing work** misses completely two of the previous elements or barely does any of them.   **Potential Points:** **3**.  The paper with photos is worth **2 points.** and the evaluation of the post of one peer is worth **.50.** | | | |
| **Materials**   * OHCHRS, “The Right to Adequate Food” Fact Sheet 34, <https://www.ohchr.org/sites/default/files/Documents/Publications/FactSheet34en.pdf> * PPP on the “Right to Food” | | | |
| **The Activity**  **Performing the Objectives** | | | |
| 1. Read the folder with information on the right to food (Bb) 2. Find information on hunger in NYC. Use at least two newspaper sources from the last two years and cite them fully (author, title, publication, date and url) 3. Walk around your neighborhood and take photos of community fridges, food lines, food markets, food waste, etc. 4. Write one double-spaced page on the right to food in NYC, based on the information from the folder, the newspaper articles that you’ve researched, and your photographs. 5. Add one or two photos and explain how they support your statements. You can also use video. 6. Post your photo video essay on the Discussion Board 7. Read the posts from your peers and choose at least one to assess. The assessment must be substantive: explain whether your peers followed all the instructions, and provided relevant information and photos (video). Include what you liked, what you agree or disagree with, and why. | | | |
| **Student Reflection**  The assignment was implemented as extra-credit; students who fulfilled it met with me individually; overall, they liked it but it was a self-selected group of those who decided to complete the extra-credit assignment. I would like to incorporate the following student reflection: “Three things you learned, two questions that remain, and one thing you liked/or not!”   * I plan to use several of the submitted assignments for a roundtable on the right to food in NYC. | | | |
| **Accessibility**  I have thought about this issue: the assignment is broad enough for students to complete in different ways.  For example, if a student were visually impaired, I would add the following modifications:  1. As taking a photo may be difficult/impossible, the student could describe information read in a newspaper in lieu of the photo (video).  2. As seeing the photo (video) would be difficult/impossible, I would ask students to provide a written description of the photo (video) for students who have difficulty seeing. | | | |
| **Reflection**  For future interactions, I will introduce the assignment earlier on, around week 6 or 7 of the semester, and make it flow more naturally after I cover civil liberties and rights. I would not change the materials or the instructions but add to them re accessibility.  Students showed uneven performances. However, most students understood that there is a human right to food (which is different from SDG 2 because SDG 2 is not binding on States or independent countries), included a newspaper article that was mostly relevant to NYC, and included a photo of a food fridge or a food line.  Nevertheless, one student thought that community fridges were sufficient, because people would leave what they can and those in need would get food. The student didn´t realize that these fridges are just band-aids that do not cover all the needs of hungry people in the city. And another student just posted a photo from the media. Moreover, I may request students to add a city government source to assure that they understand how many are affected by hunger in NYC. | | | |