

JOB DESCRIPTION

Traveling Faculty

SIT Study Abroad/International Honors Program

IHP Climate Change: The Politics of Land, Water and Energy Justice

The International Honors Program (IHP), a program of World Learning/SIT, offers international semester-long study abroad programs emphasizing the comparative study of key global issues. IHP's learning model is grounded in critical pedagogy, experiential learning, and cultural immersion.

World Learning is currently seeking a traveling faculty member to join an interdisciplinary team of faculty, fellows, and host country coordinators for IHP's ***Climate Change: The Politics of Land, Water, and Energy Justice*** for the Fall 2020 and Spring 2021. Each four-month term will take approximately 30 diverse students from leading U.S. colleges and universities. The itineraries are as follows:

- Fall 2020 (mid-August to mid-December): San Francisco (program launch), Vietnam, Morocco, and Bolivia
- Spring 2021 (late-January to mid-May): San Francisco (program launch), Vietnam, Morocco, and Bolivia

It is possible to apply for a traveling faculty position for either one semester, or for two semesters running, i.e. Fall 2020 and Spring 2021. Please indicate on your application whether you are applying for one semester only and which one, or if you are available for a full year.

IHP Climate Change: The Politics of Land, Water, and Energy Justice

In the **IHP Climate Change** program, undergraduate students visit key sites in California, Vietnam, Morocco, and Bolivia to learn about the multi-scalar complexities of climate change through the lens of environmental justice and in comparative perspectives across different parts of the world. Through both classroom and field-based inquiry, our students examine the systemic causes and impacts of climate change and develop the ability to critically analyze the politics of mitigation and adaptation strategies. We pay attention to the historically contingent ways in which social relations of power mediate human impacts on the environment, and conversely, shape how environmental change impacts communities in socially differentiated forms. Students learn to interrogate the politics of knowledge at the science-policy interface, and debate the appropriate roles of government, business, social movements, and individuals in addressing the climate crisis. Led by the traveling staff as well as host country coordinators, local faculty, and their teams, students learn from and engage with in-country academics and professionals; public servants and policy makers; civil society actors such as NGO managers, union members, activists, and social movements leaders; and homestay families. A significant component of the learning experience entails excursions to sites of food, water, and energy production/management.

CORE VALUES

COMMUNITY

INTERCULTURAL
UNDERSTANDING

SOCIAL INCLUSION &
JUSTICE

SUSTAINABILITY

More information on our program (including more detailed itineraries and sample syllabi) can be found at: <https://studyabroad.sit.edu/program/fall-2020-ihp-climate-change-the-politics-of-land-water-and-energy-justice/>

Responsibilities

- Teach two semester-long academic courses:
 - *Political Economy and Environmental Change since 1492*
 - *Fieldwork Ethics and Comparative Research Methods*
- Preparing the syllabus (previous syllabi serving as models)
- Providing a minimum of 22 hours of in-class instruction per course
- Advising students on independent research projects
- Conducting ongoing assessment of student learning
- Full participation in all aspects of the study abroad program schedule. This includes participation on site visits/excursions; attendance during local guest speakers/lectures; facilitation of other structured program activities such as guided reflection and synthesis sessions
- Ongoing support and communication with students both in and outside of the classroom
- Close collaboration with the IHP Trustee Fellow (who is primarily responsible for student affairs / ongoing non-academic student support)
- Communication with the Program Director as needed
- Other duties as assigned

The days are full and the teaching is very hands-on. Experiential education teaching strategies and pedagogy are critical for success. The traveling faculty role does not include designing, planning and managing program logistics.

Requirements

- Ph.D. (ABD considered) in political economy, sociology, anthropology, history, geography, political ecology or other social science or interdisciplinary field engaged with environmental studies. In some cases we may consider candidates with a M.A. along with several years of experience working in fields broadly related to climate change, including environmental justice advocacy work.
- Experience teaching at the college level;
- Commitment to experiential learning, including non-didactic methods that promote critical thinking and field-based research, discussion, and self-reflection;
- Experience living and working abroad (preferred);
- Research and/or practical experience at the interface of environment/development;
- The physical stamina, emotional maturity, mental health, and personal qualities—patience, adaptability, collegiality, cross-cultural competence, and organization—needed to be part of an intensive, team-oriented study abroad program that covers four countries in four months;
- The ability and desire to support and communicate with students throughout the study abroad experience both in and outside of the classroom.

Deadline

March 1, 2020 or until filled.

To apply

Please visit <https://www.worldlearninginc.org/get-involved/work-with-us/> and apply via the online application system by uploading your letter of interest, as well as a CV (including the contact information of three academic references).

Considerations

Traveling with students for four months, guiding their learning and field research across multiple global cities and rural spaces, and conducting classroom discussions and small-group seminars, presents unique challenges and demands particular qualities. Please consider this carefully in your letter of interest, paying special attention to how you would handle the conceptual, pedagogical, intercultural and interpersonal demands of a field-based, mobile, experiential education program such as IHP. What in your academic background and work experience has prepared you to do this job? Why this job instead of a more traditional academic job?

As well as learning about your academic background and research experiences, we are interested in learning about your experiences working in a team, your ability to build relationships with students, your capacity to be flexible and nimble in your teaching style, and your ability to bring a creative and innovative approach to your pedagogical practice.

Why World Learning Inc.

Eighty-five years later, World Learning Inc. continues to lead worldwide efforts to foster empathy among people from different cultures. Our global nonprofit World Learning offers 79 global programs that improve education and employment opportunities around the world while promoting civic engagement and strengthening institutions. Our School for International Training offers study abroad programs to 2,200 students each year. And the Experiment in International Living has provided semester long homestays, service, and study opportunities to more than 70,000 students since its inception.

World Learning is an equal employment opportunity/affirmative action/veterans/ADA employer, committed to increasing the diversity of its workforce.