**Farm Education for Youth Capstone**

UNST 421-506, CRN 63938

Spring Term 2022, T/Tr 10-11:50am

Parkmill (PKM) #183



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Course Description

Welcome to your senior capstone course! Nationally, [approximately 1 in 6 children](https://www.savethechildren.org/us/charity-stories/food-insecurity-america-malnutrition-united-states) live in food insecure households. [Recent reporting](https://www.npr.org/2020/09/27/912486921/food-insecurity-in-the-u-s-by-the-numbers) suggests that food insecurity rates for households with children have tripled since the onset of the pandemic. In this course we will examine the impact of food insecurity and our current food system on youth. Secondly, we will apply a structural equity lens to our examination of the US food system with a strong focus on historically marginalized communities. Finally, we will consider ways to improve the food system to ensure social, economic and environmental sustainability.

As a student in this course, you will participate in weekly Community-based Learning activities (CBL) with the [Sauvie Island Center](http://www.sauvieislandcenter.org) to support their efforts to educate youth and community members about food, farming, and the land.

Course Design

This “Community-Based Learning Course” (CBL) may feel different from other courses you have taken in the past. . This course will rely less on lecture-style content and more on experiential and student-led learning. Each of you brings particular expertise from your major and life experience to this course. You are invited to contribute this expertise to our class activities, assignments and community-based learning work. Attendance and full participation is critical to a successful learning experience in this course. Please note that active participation can take many forms including, but not limited to, the sharing of diverse perspectives and deep listening. As your instructor, I will work actively to ensure that all voices are included in our class discussions.

In the capstone setting, students, the instructor and community partners are all viewed as co-teachers and co-learners. Our community partners will be present at many of our class sessions and will be integral members of our learning community. Together, I hope we can co-create an experience that results in robust academic learning and a positive contribution to our surrounding community.

Course Learning Outcomes

By the end of this course, you should be able to:

1. Distinguish among federal definitions for hunger, food insecurity, and food security. *(inquiry and critical thinking)*
2. List the factors which contribute to food insecurity. *(ethics, agency and community; diversity, equity and social justice)*
3. Describe some of the impacts of food insecurity and our current food and agricultural system on childhood health and development. *(ethics, agency and community; critical thinking)*
4. Explain the structural underpinnings of racial inequities in the US food and agricultural system. (*diversity, equity and social justice; inquiry and critical thinking)*
5. Explain the three dimensions of the US Farm Bill as they relate to federal food aid, sustainable agriculture, farm subsidies, and the shape of our current food system. (*critical thinking, communication)*
6. Apply physical, communication, organizational, and critical thinking skills through community-based learning activities with the Sauvie Island Center. *(communication; diversity, equity and social justice; inquiry and critical thinking)*

University Studies Goals

The University Studies goals are an integral part of this course offering. You will see these goals show up in our classroom activities and assignments throughout the term. I have attached specific UNST goals to each of the course learning outcomes listed above so you have a sense for how they relate to our course themes. Here is the full text for each of the University Studies Goals:

*Communication -* Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others through group work, and to be competent in appropriate communication technologies.

*Inquiry and Critical Thinking -* Students will learn various modes of inquiry through interdisciplinary curricula- problem-posing, investigating, conceptualizing- in order to become active, self-motivated, and empowered learners.

*Diversity, Equity and Social Justice* - Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

*Ethics, Agency and Community -* Students will examine values, theories and practices that inform their actions and reflect on how personal choices and group decisions impact local and global communities.

Course Grading Criteria

Your final course grade will be based on the following criteria:

| Class Session Attendance | 20% |
| --- | --- |
| Class Session Participation | 20% |
| Weekly Reading & Writing Assignments (QQR) | 30% |
| Community-based Learning Activities | 30% |

I use a standard A-F grade scale: <https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale>

Our Community Partners

The Sauvie Island Center provides farm-based education to learners of all ages. Our hands-on programs, which include summer camps, farm field trips, school visits and community-based learning workshops, celebrate and illuminate the connection between the food we eat, farms and our environment. Since our founding in 2005, the Sauvie Island Center has provided more than half of all programming at no charge through our need-based scholarship program.

Operating on the grounds of Topaz Farm on Sauvie Island, we acknowledge that we are growing and learning on unceded lands of the Confederated Tribes of the Grand Ronde, who represent a portion of the original inhabitants of this land. The land was originally home to a band of the Multnomah People of the Chinook Nation. This group of Indigenous people, residing along the Columbia River between Vancouver and Kalama, were members of the Wapato (Wappato) Valley Indians. In fact, the first colonial name for Sauvie Island was Wapato Island due to the vast amounts of this wild potato, duck potato, or arrow potato growing on the island. The name Wapato was not the original name of this island nor of the wild potato, but was also a name coined by colonial settlers. This tuber was a staple food of the Indigenous folks on the island; there are still patches of wapato growing on Sauvie Island today. Wapato was roasted, stored via drying, and used as a trading commodity between the Multnomah People and other nations and tribes.

It is important to note how this island has been a rich source of food and sustenance for centuries. When colonial settlers arrived on the island there were at least 15 villages with 2,000 inhabitants. As more settlers arrived, so did their diseases, which took the lives of the majority of the original island inhabitants, those that survived fled the island. We respectfully acknowledge the Multnomah People of the Chinook Nation, who have stewarded this land throughout the generations. We pay respect to elders both past and present.

Our key contacts at the Sauvie Island Center will be:

* Jenna Lowe, Education Manager,jenna@sauvieislandcenter.org, 503-200-8118
* Helen Dixon, Program & Outreach Manager, helen@sauvieislandcenter.org, 971-322-7443
* Joanne Lazo, Executive Director, joanne@sauvieislandcenter.org, 503.201.5923
* General phone: 503-341-8627

Course Schedule

During most of the term, we will meet as a whole class on Tuesdays from 10-11:50am in the classroom for academic learning. These sessions will include content delivery, readings’ discussion, guest speakers, and reflection activities. During Weeks 2-9 when community-based learning activities (CBL) are happening, we will not meet in the classroom on Thursdays. Instead, Wednesdays and Thursdays will be reserved for CBL activities on the farm from 9am-2pm.

Here’s a general outline of our weekly full-class sessions. I will share a more detailed agenda at the beginning of each class session.

*Typical Class Agenda*

* Check-in Question and Announcements
* Readings Discussion
* Break
* Small Group Activities and/or Content Delivery
* Next Steps
* Farewell

Community-Based Learning Activities (CBL)

Typically, the Sauvie Island Center offers school-based field trips for elementary age youth which are led by capstone students and other volunteers. Due to the ongoing pandemic, some adjustments have been made to the programming schedule. For you, what this means is that our capstone experience will include a combination of the following:

1) Supporting the ongoing maintenance and development of the educational garden site where kids and community members gain direct experience with planting, tending, tasting, studying and harvesting fresh vegetables. At each garden-based session, we will document the ongoing growth of the garden and record videos to be used in weekly social media posts by the Sauvie Island Center.

2) Supporting staff in the delivery of elementary ed school-based field trips with a focus on pollination, the seed to harvest cycle, and plant parts that we eat.

You are invited to choose either Wednesdays or Thursdays from 9am-2pm for your weekly CBL activities. (You will go to the farm on the same day each week.) Each week may look different but I trust you will enjoy all of the community-based learning activities at the site.

\*Please note that the Sauvie Island Center may have protocols in place to ensure COVID safety while engaging in CBL on the farm. As a student in this capstone, you are expected to adhere to these guidelines to ensure safe programming for all.

Course Materials

A variety of articles, films and web links will serve as the learning materials for this course. There is no additional cost for these materials

Course Assignments

\*Please turn in assignments by 10am (class time) on Tuesdays so we can draw on your reflections during our class time together.

*Weekly Readings & QQR Assignment:*

To reflect on our learning process, you will be assigned a weekly “Quote, Question and Reflection” (QQR) assignment that invites you to reflect on the readings/videos and themes for the week. This assignment involves reviewing the weekly readings/videos, choosing a quote from each that resonates with you, developing a discussion question or two that ties together the assigned readings/films, and writing a brief reflection on the week’s themes. A template for this assignment can be found in the Weekly Assignments folder on Canvas

Readings for the following week will be posted every Tuesday afternoon in the “Weekly Assignments” folder on Canvas.You will be required to complete these readings and upload your QQR assignment to Canvas by the start of class the following week. For example, your “Week 3 Readings & QQR” will be due on Tuesday of Week 3 at 10am. In this way, you will arrive at class prepared to discuss the themes for the week.

Late assignments will lose 20% credit unless prior arrangements have been made. Assignments will be read and returned the following week. No late assignments will be accepted after assignments have been returned. Here’s a test to see if you are reading this. You have permission to skip one QQR assignment this term without penalty.

QQR assignments will be graded on the following 10-point scale:

| Assignment responds to the QQR format | 2 points |
| --- | --- |
| Assignment is well organized and free of grammatical errors. | 2 points |
| Assignment demonstrates critical analysis including posing and defending arguments, raising questions, and the sharing of new ideas. | 4 points |
| Assignment demonstrates synthesis with other course components, other courses or your life experience. | 2 points |

*Final Reflective Writing Assignment*

You will be asked to complete a final reflective writing assignment at the end of the term detailing your reflections on the course. This assignment will be approximately 2 single-spaced pages in length.

**University Policies and Resources:**

Resource Center to schedule an appointment and initiate a conversation about PSU Codes of Conduct: A productive learning environment relies on our adherence to PSU [Codes of Conduct](https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility) .

Academic Integrity: Academic integrity is a vital part of the educational experience at PSU. PSU defines plagiarism as including “word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas”. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always citing the sources you have consulted, as well as those you borrow from directly. If you are having difficulty with an assignment or a due date, please contact me.

Access and Inclusion for Students with Disabilities: PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of the instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about your reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

Title IX Reporting: Portland State is committed to fostering a safe, productive learning environment. Title IX and PSU policies prohibit discrimination, including discrimination on the basis of sex/gender and sexual harassment, which includes sexual assault, domestic and dating violence, and stalking. We expect a culture of mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Title IX Coordinator, [Office of Equity and Compliance](https://www.pdx.edu/diversity/file-complaint-discriminationharassment), or the [Office of the Dean of Student Life](https://www.pdx.edu/sexual-assault/reporting-options).

Please be aware that as an instructor, I have the responsibility to report any instances of sexual harassment, sexual and relationship violence and/ or other forms of prohibited discrimination to PSU’s [Title IX Coordinator](https://www.pdx.edu/diversity/title-ix), the [Office of Equity and Compliance](https://www.pdx.edu/diversity/equity-compliance) or the [Dean of Student Life](https://www.pdx.edu/dean-student-life/) [office](https://www.pdx.edu/dean-student-life/) and cannot keep information confidential. However, the information will be kept private and only those with a need to know will be provided with what you disclose. If you would rather share information about sexual harassment or sexual and relationship violence to a confidential employee who does not have this reporting responsibility, you can contact a [confidential advocate](https://www.pdx.edu/womens-resource-center/sexual-and-relationship-violence-response-program) at 503.894.7982 or by scheduling [online](https://psuwrc.youcanbook.me/). You may also contact other confidential employees found on the [sexual misconduct resource webpage](https://www.pdx.edu/sexual-assault/get-help).

Please complete the required student module [Understanding Sexual Misconduct and Resources](https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module) in Canvas, which provides information about PSU policy and resources.

You may also report sexual and relationship violence to law enforcement on campus with [Campus Public Safety Office (CPSO).](https://www.pdx.edu/campus-safety/)

Or you may file an [anonymous report](https://docs.google.com/a/pdx.edu/forms/d/e/1FAIpQLScGJ2EsjqRT9MBkEkQCAuaeLfvZBiRDfHztvIEzMyCqO3DVJg/viewform) [with Campus Public Safety Office](https://www.pdx.edu/campus-safety/make-report) or a [Bias Incident report](https://web.imaging.pdx.edu/AppNet/UnityForm.aspx?key=UFKey) with the [Bias Review Team (BRT).](https://www.pdx.edu/diversity/bias-review-team) PSU does not typically investigate the reports that are made through these two avenues. These reports help PSU understand what students and employees are experiencing on and around campus and provide support where needed.

**Campus Resources for Students:**

The Writing Center: The Writing Center at PSU can provide help at any stage of the writing process (from idea generation to revising). You can make an appointment at <https://www.pdx.edu/writing-center/>.

Cultural Resource Centers: provides student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. You can find more info at: <https://www.pdx.edu/cultural-resource-centers/>.

The Basic Needs Hub: provides students with one place to stop for all concerns related to providing for basic needs support. Our mission is to connect PSU students to resources in the moment of need so students can focus on academics, career goals, and interpersonal relationships. Additional information can be found at: <https://www.pdx.edu/dean-student-life/basic-needs-hub>

My Student Support Program: PSU students taking 1+ credits are now able to access free, confidential mental health and wellbeing support 24/7 via the My Student Support Program (MySSP) @ PSU app, telephone, or website. To learn more about My SSP, please go to:

<https://www.pdx.edu/health-counseling/my-ssp>

The Center for Student Health and Counseling: Also known as SHAC. Students may experience stressors that can impact both their academic experience and their personal well-being. PSU offers many resources, some of which are listed here: <https://www.pdx.edu/health-counseling/>.

Food Assistance: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Committee for Improving Student Food Security. You can find more info at: <https://www.pdx.edu/student-access-center/>.

The PSU Landing: The PSU Landing at FUMC is a collaborative community resource providing transitional, temporary, safe-haven housing for PSU students navigating severe housing insecurity and homelessness. The Landing offers assistance to students by allowing them the time and support they need to seek permanent and affordable housing solutions, including guaranteed space and resources 7 nights/week with meals, for up to a complete academic term. Reach out to the PSU C.A.R.E. Team if you are in need of transitional housing assistance (askdos@pdx.edu, 503-725-4422).

**Current COVID-19 Policies**

#### Classroom Requirements for All Students and Faculty Due to Covid-19:

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

##### Vaccination:

* Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](https://www.pdx.edu/covid-19-response/vaccinations) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

##### Health Check, Illness, Exposure, or Positive Test for COVID-19:

* Complete the [required self-check for COVID-19 symptoms before coming to campus each day.](https://www.pdx.edu/health-counseling/sites/g/files/znldhr771/files/2021-04/Student_COVID_Check_4.19.21.pdf)
* If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call [The Center for Student Health and Counseling (SHAC)](https://www.pdx.edu/health-counseling/) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
* If you test positive for COVID, [report your result to SHAC](https://docs.google.com/forms/d/e/1FAIpQLSfu4kQiNOxF1V0F0lsYZ90e4vyyefE3R0Z4Dmz-ADI1MOlsYQ/viewform) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.
* Please notify me (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
* If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

##### Failure to Comply with Any of these Rules:

##### As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom, or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility).

##### Guidance May Change:

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University’s main [COVID-19 Response](https://www.pdx.edu/covid-19-response) webpage and look for emails from the University on these topics.

**Course Schedule– Spring Term 2022**

(\* Please note that this schedule is subject to change.)

**Week 1 – Introduction to Capstone & Community Partners**

Tues 3/29

Introductions & Course Overview

What is a Capstone?

Syllabus Overview

Learning Community Agreements

Thurs., 3/31

Sauvie Island Center Overview with Joanne, Jenna, & Helen

* Mission & History
* SIC Slide Show
* CBL Overview

[SIC Teaching Pedagogies](https://docs.google.com/presentation/d/1WoLUSAqinsp_Zh_lk_J4sNDED1t1tp7e2x2PijPVfsk/edit?usp=sharing)

Determine Tentative CBL Groupings & Days on the Farm

* Due:
	+ Complete Pre-course Survey & CBL Scheduling Form
	+ Review the [Sauvie Island Center](https://www.sauvieislandcenter.org/about/) website before class today
	+ Review our canvas site with attention to the “Quote, Question, Response” instructions

**Week 2 – The US Farm Bill & CBL Farm Visit**

Tues., 4/5

The US Farm Bill

Finalize CBL Groupings

Prep for Farm Visit

Readings Discussions

Stretch Zones

* Due: Week 2 QQR

Wed., 4/6 or Thurs, 4/7

Farm Visit & Field Trip Training, 9am-2pm

**Week 3 – Defining Food Insecurity**

Tues., 4/12

“I am from” Food Poems

Federal Definitions for Hunger

Readings Discussion

Freeze Frame Activity

* Due: Week 3 QQR

Wed. or Thurs., 4/13-14

CBL on the Farm, 9am-2pm

**Week 4 – Responding to Food Insecurity - Food Banks**

Tues. 4/19

Hunger in Oregon: Stats & Root Causes

Readings Discussion

Schedule Individual Interviews for Week 5 & 6

* Due: Week 4 QQR

Wed. or Thurs., 4/20-21

CBL on the Farm, 9am-2pm

**Week 5 – Impact of Food Insecurity on Childhood Health & Development**

Tues., 4/26

Childhood Nutrition 0-5

Physical, Cognitive, Emotional Impacts of Food Insecurity on Youth

Readings Discussion

* Due: Week 5 QQR

Wed. or Thurs., 4/27 - 28

CBL on the Farm, 9am-2pm

**Week 6 – Food Insecurity & Minimum Wage**

Tues., 5/3

Shopping for Survival Activity

Readings Discussion

* Due: Week 6 QQR

Wed. or Thurs., 5/4-5

CBL on the Farm, 9am-2pm

Field trips on both days! - Harrison Park 5th Graders

**Week 7 – Racial Inequities in the US Food System - Part I**

Tues., 5/10

Potential Guest Speakers: [RACEME Farm Collective](https://racemefarmers.org/)

Readings Discussion

* Due: Week 7 QQR

Wed. or Thurs., 5/11-12

CBL on the Farm, 9am-2pm

Field trip on Wednesday - Holy Cross Catholic 2nd Graders

**Week 8 – Racial Inequities in the US Food System - Part II**

Tues., 5/17

Racial Inequities in the US Food System - Activity

Readings Discussion

Two Feet of Service

* Due: Week 8 QQR

Wed or Thurs., 5/18-19

CBL on the Farm, 9am-2pm

Field trips on both days!

Wed = James John 4th Graders

Thurs = Sauvie Island School Kindergarteners

**Week 9 – Reflecting on the CBL Experience**

Tues 5/24

End of Term Reflection with Community Partners

Due: Week 9 QQR

Wed. or Thurs., 5/25-26

Last week of CBL on the Farm, 9am-2pm

(Field trip scheduled for the 26th)

**Week 10 – Reimagining a New Food System**

Tues., 5/31

The US Agricultural System - History & Hope

* Due:
	+ Final Reflective Writing Assignment
	+ CBL Log & Self/Peer Evaluation for CBL

Thurs., 6/2

Transforming the US Food System: The Continuum of Social Change

Course Retrospective & Reflection on UNST Goals