

Farm Education for Youth Capstone

UNST 421-504, CRN 14641
Cramer Hall 488
Fall Term 2018, T/Tr 10-11:50am



"If kids grow kale, kids eat kale." Ron Finley, Urban Farmer, South LA

Instructor: Celine Fitzmaurice
Portland State University –University Studies
Cramer Hall #117-B
Phone: 503.725.8260
Email: celine@pdx.edu
Office Hours: By Appointment
Preferred Gender Pronouns: She/Her/Hers

Course Description

Welcome to your senior capstone course! Currently, approximately 1 in 6 children live in food insecure households (feedingamerica.org). At the same time, the Center for Disease Control and Prevention reports that “the percentage of children with obesity in the United States has more than tripled since the 1970s” - placing youth at risk for a variety of health problems in adulthood. In this course, we will examine the impact of food insecurity and our current food system on youth. We will also consider a variety of solutions to food-related challenges facing youth in the US. Finally, we will explore the root causes of food insecurity through a structural equity lens.

As a student in this course, you will volunteer with the Sauvie Island Center (sauvieislandcenter.org) to lead farm-based field trips for elementary age students. **To participate in this course, you will need to travel to Sauvie Island one day per week throughout most of the term.** You will have a choice of Mon., Wed, or Thursday field trip slots. Field trip leaders are required to be at the farm from 9am-2pm on field trip days. You are responsible for providing your own transportation to and from the island on these dates (in the past, students have formed carpools.) During field trip weeks, we will not meet in the classroom on Thursdays.

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. (*critical thinking*)
2. List the factors, which contribute to food insecurity among youth in Oregon. (*social and ethical responsibility, diversity*)
3. Define the concept of “community food security.” (*social and ethical responsibility*)
4. Describe the impact of food insecurity and our current food system on childhood health and development. (*social and ethical responsibility, critical thinking*)
5. Explain the structural underpinnings of racial inequities in the US food system.

6. Apply communication, organizational, and critical thinking skills to the leadership of farm-based field trips for elementary age youth. (*communication, diversity, critical thinking*)

University Studies Goals

The University Studies goals are an integral part of this course offering. You will see these themes show up in our classroom activities and assignments throughout the term. I have attached specific UNST goals to each of the course goals 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 in-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 and Social Responsibility - Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.

Course Design

This course may feel different from other courses you have taken in the past. The 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 will be asked to contribute this expertise to our class activities, assignments and fieldwork. 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 viewed as co-teachers and co-learners. We will work together to achieve goals that both benefit your educational experience and meet a real need in the community.

Community Partner

Established in 2005, the Sauvie Island Center (sauvieislandcenter.org) educates youth about food, farming, and the land. The Sauvie Island Center increases food, farm and environmental literacy in the community by providing hands-on educational field trips for elementary school children. The trips take place on the Sauvie Island Organics farm and on the grounds of the 120-acre Howell Territorial Park, managed by Metro Regional Government. The program primarily serves students from low-income elementary schools in North and Northeast Portland.

Our key contacts at the Sauvie Island Center will be:

- Sarah Philips, Program Director, sarah@sauvieislandcenter.org, 503-341-8627
- Joanne Lazo, Executive Director, joanne@sauvieislandcenter.org, 503-509-9152

Community-Based Learning Activities

The final project for this course will center on leading and enhancing farm-based field trips for elementary age youth. The project will include two steps:

- 1) You will have the opportunity to lead farm-based field trips for elementary age students to support our community partner's mission of "educating youth about food, farming, and the land." To complete this final project you will need to travel to Sauvie Island one day per week throughout most of the term. Field trip leaders are required to be at the farm from 9am-2pm on field trip days.
- 2) You will be asked to reflect on your field trip leadership experience through a final reflective writing assignment that will serve to inform future efforts of the Sauvie Island Center. The guidelines for this paper will be posted on D2L and the final paper will be due on the last day of class. This paper will satisfy requirements for reflective writing assignment #5.

Reflective Writing

The purpose of reflective writing assignments is to a) record observations, insights, and questions that occur as part of your Capstone experience and b) connect the course experiences to University Studies goals. Each assignment should be typed, single-spaced, and approximately two pages in length. (Please note: Your final reflective writing assignment will be slightly longer to allow for deeper reflection on the course and field trip leadership experience.)

Late papers will lose 20% credit unless prior arrangements have been made. Writing prompts will be posted on Tuesdays via D2L and a hard copy of your assignment will be due in class on the following Tuesday. Reflective writing assignments will be read and returned the following week. No late papers will be accepted after assignments have been returned.

Reflective writing papers will be graded on the following 10-point scale:

Paper responds completely to the writing prompt:	2 points
Paper is well organized and free of grammatical errors:	2 points
Paper demonstrates critical analysis:	4 points
Paper demonstrates synthesis with other course components, other courses or your life experience:	2 points

Course Readings

The following book will serve as our main text for this course. Additional articles or web links for reading assignments will be assigned throughout the term via the "course readings" folder on our D2L site.

Pringle, P., editor (2013) *A Place at the Table: The Crisis of 49 million Americans and how to solve it*. New York: Participant Media.

Reading assignments for the following week will be posted every Tuesday afternoon in the readings folder of our D2L site. You will be required to complete and turn in reading notes form for each set of assigned readings. A “reading notes template” is posted in the readings folder of D2L to facilitate this process.

On-line Access to Course Information

The course syllabus, handouts, reflective writing prompts and additional resources will be made available on-line through D2L. You can log into D2L from the “My PSU” tab on the home page for PSU.

Support for Students in Crisis

Over years of teaching, many of my students have told me they are facing challenges in their lives related to housing, food, health issues or other crises. While I cannot commit to saving you, I would be happy to help you identify support services on campus if you find yourself in a time of challenge.

A current focus for PSU is to eliminate food insecurity among enrolled students. The PSU Food Pantry offers services to currently enrolled Portland State University students, by providing a free, welcoming, and inclusive environment to acquire supplemental food items on a regular basis. The pantry is located in SMSU 325. For more information about how to access emergency food or other crisis services on campus, please visit: <http://www.pdx.edu/studentaffairs/CISFS>

Technology Policy

Please turn off or silence your phone when you enter the classroom. If you need to take an important call, please step out of the classroom to do so. I also ask that you refrain from using a laptop in class unless you are using it as part of a group work session or have a registered accommodation with the Disability Resource Center.

ADA Modifications

Please see me if you have a disability that may require some modification to the course. I will work with you and the Disability Resource Center to arrange specific support.

Plagiarism and Student Conduct

A productive learning environment relies on our adherence to PSU Codes of Conduct: <http://www.pdx.edu/dos/policies-codes-of-conduct-at-psu>. In particular, please note that plagiarism will not be tolerated in this course. If you are quoting or relying heavily on another’s work in your written assignments or class presentations, you must acknowledge the source.

Course Grading Criteria

Your final course grade will be based on the following:

Attendance at class sessions and field trips	30%
Participation in classroom sessions and field trips	30%
Reflective Writing Papers	30%
Reading Responses	10%

Weekly Schedule: Our tentative weekly schedule is attached.

Course Schedule Farm Education for Youth Capstone – Fall Term 2018

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

Week 1 – Introduction to Capstone and Community Partners

Tues., 9/25

- Introductions
- What is a Capstone?
- Syllabus Overview
- Prep for Sauvie Island Center Site Visit and Orientation

Thurs., 9/27

- Sauvie Island Center Mission and History with Sarah Philips and Joanne Lazo
- Overview of Field Trip Modules & Pre-Survey
- Review of Background Check Procedures
- Federal Definitions for Hunger

Due: Complete Capstone Student Inventory

Review the Sauvie Island Center website (www.sauvieislandcenter.org)

Week 2 – Field Trip Training

Tues., 10/2

- Stretch Zone Activity
- Tips for Working with Elementary Age Students
- Field Trip Training in the Classroom with Sarah Philips, Emma Guida and Jules Montes

Due: Reflective Writing #1

Assigned Readings & Reading Notes

Wed, 10/3 OR Thurs, 10/4

- Sauvie Island Center Site Visit and Field Trip Shadowing, 9am-2pm. We will divide into two groups with one attending on Wednesday and the other on Thursday. Details TBA.

*Please note: Dress for the weather and bring your own snacks and water. You will be required to attend at least 2 hours of this session depending on the field trip module you choose to lead. Details will be discussed in class.

Week 3 – Food Insecurity in Oregon

Tues., 10/9

- Hunger in Oregon – Stats and Root Causes
- The Consequences of Food Insecurity for Children
- Confirm field trip modules/pairings & prep for first day in the field

Due: Assigned Readings & Reading Notes

Mon., Wed and Thurs. of this week

- Begin leading field trips (You will shadow an experienced field trip leader this week.)

Week 4 – Direct Aid as a Response to Food Insecurity

Tues. 10/16

- Guest Speaker: Andy Fisher, Author and Anti-Hunger Activist
- Two Feet of Service
- Thinking critically about Food Banking as a direct response to hunger

Due: Reflective Writing #2
Assigned Readings & Reading Notes

Mon., Wed and Thurs. of this week

- Field Trip Leadership (You will lead your module with the support of an experienced field trip leader this week.)

Week 5 – Tour of the Oregon Food Bank

Tues., 10/23

- Tentative Field Trip to Oregon Food Bank (10:15-11:30am)

Due: Assigned Readings & Reading Notes

Mon., Wed and Thurs. of this week

- Field Trip Leadership (You will be leading modules on your own this week and throughout the remainder of the field trip season.)

Week 6 – Intro to Community Food Security

Tues., 10/30

- Shopping for Survival Activity: Minimum Wage Earners Shop for a Family Meal (*Note: We will have Japanese visitors in class on this date.)

Due: Reflective Writing #3
Assigned Readings & Reading Notes

Mon., Wed and Thurs. of this week

- Field Trip Leadership

Week 7 – Systemic Change as a Response to Food Insecurity

Tues., 11/6

- Community Food Security
- Racial Inequities in the US Food System

Due: Assigned Readings & Reading Notes

Mon., Wed and Thurs. of this week

- Field Trip Leadership

Week 8 – Understanding Our National Food System

Tues., 11/13

- Historical Foundations of the US Food System
- Food Marketing to Youth
- School Lunch Policies

Due: Reflecting Writing #4
Assigned Readings & Reading Notes

Mon., Wed and Thurs. of this week

- Field Trip Leadership – Last week!

Week 9 – The Impact of our National Food System on Youth

Tues., 11/20

- The Farm Bill
- Tentative Guest Speaker: Representative Earl Blumenauer

Due: Assigned Readings & Reading Notes

Thurs., 11/22 - Thanksgiving

Week 10 – Bringing it Home: Reflecting on Our Role as Change Agents

Tues., 11/27

- Continuum of Social Change Activity
- Course Retrospective
- Reflection on UNST Goals

Thurs., 11/29

- Final Reflection & Potluck with Community Partners

Due: 2 copies of Reflective Writing #5