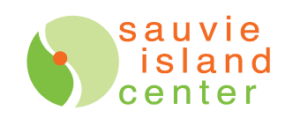
**Farm Education for Youth: Growing Stories**

UNST 421-504, CRN 14168

Winter 2021, T/TH 12-1:50pm



*In winter, when the green earth lies resting beneath a blanket of snow, this is the time for storytelling”*

*—Robin Kimmerer, Braiding Sweetgrass*

Instructor: Dr. Lydia Fisher (she/her/hers)

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Office Hours:  By Appointment

**Course Description**

Welcome to your senior capstone course! This Capstone will partner with the Sauvie Island Center ([sauvieislandcenter.org](http://sauvieislandcenter.org/)). The mission of the Sauvie Island Center is “educating youth about food, farming, and the land.”  Students will work collaboratively with the Sauvie Island Center staff to develop curriculum for school age children, help the Center to tell the story of Oregon farmers and of farm education, and support Center staff in developing and maintaining the organization’s field trip site at Topaz Farm on Sauvie Island. Students will have the option of volunteering remotely or on site at Topaz Farm, learning about sustainable food systems and the impact of farm education; the course will offer opportunities for students to develop skills in educating and storytelling to help transform the relationship between humans and their environment and thus enact social change.

**Learning Outcomes**

By the end of this course, students will be able to:

Demonstrate deep and active listening skills through listening to others’ accounts of their history and experiences.

Collect and curate stories of individuals and communities through interactions with those who have been influenced by their connection to Topaz Farm and Sauvie Island Center.

Translate stories to final products (classroom curriculum and publications) that help to share stories with a broader audience.

Demonstrate an understanding of food systems, food (in)security, gardening/environmental/place-based education, and the work of the Sauvie Island Center.

Critically analyze inequities and injustices in our current food and education systems, and recognize their agency in addressing those inequities and injustices.

**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. 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 Design**

This course may feel different from other courses you have taken in the past, especially since we are dealing with the current remote learning conditions. 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 contribute this expertise to our class activities, assignments and fieldwork. Attendance and full participation is critical to a successful learning experience in this course. 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 to ensure that all voices are included in our class discussions. In the capstone setting, students, the instructor and community partners are collaborators in the learning process—we are all teachers, and we are all learning from each other. We will work together to achieve goals that both benefit your educational experience and meet a real need in the community.

**Class Meetings and Zoom**

In general, we will meet as a whole class on Tuesdays from 12-1:50pm via a whole class Zoom session.\* After week 1 we will use Thursdays to work on community-based learning projects. While you may participate in the Zoom using a smartphone, a laptop or desktop computer is a better option if you have access to this technology. Please note that I will be recording Zoom sessions for those who cannot be there or who need to refer back to it. I will also be recording attendance at the beginning of our weekly Zoom sessions.

In terms of Zoom etiquette, please arrive in time for the class start at 12. Please mute your microphone unless you are actively speaking to diminish background noise for all. Also be mindful of the fact that, when your camera is turned on we can see anything happening in the background, but please do keep your video on if at all possible to facilitate your connection with our learning community. Finally, please refrain from checking your cell phone or other apps during our class time together. I will begin and finish our call on time to respect everyone’s schedule.

\*Your use of Zoom is governed by the *Acceptable Use Policy* and PSU’s *Student Code of Conduct* . A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Individual use and distribution of recording is limited to academic purposes.

**Our Community Partners**

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. During this time of remote learning those field trips are virtual learning experiences, but when children can return to their classrooms and in-person field trip experiences, they will take place on Sauvie Island at Topaz Organic Farm. 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:

* Aliesje King, Program Director, aliesje@sauvieislandcenter.org, 503-341-8627
* Emma Guida, Program & Outreach Coordinator, emma@sauvieislandcenter.org, 859-338-4997
* Joanne Lazo, Executive Director, joanne@sauvieislandcenter.org, 503-201-5923

**Course Assignments and Activities**

\*Important note: please submit all of your assignments to D2L as a Word document with editing privileges so that I can make comments and provide feedback throughout. Please turn in assignments by 12pm on Tuesdays so we can draw on your reflections during our class time together.

**Community-Based Learning Projects**

In this course, you will have two options for community-based learning projects. We will provide you with more information about both options during our first week of class.

A significant portion of your final grade for this project will be determined by you and your team members using a peer and self-evaluation tool.

**Option One:** Designing course content for elementary age students. This option will take place entirely on-line and you will work in small teams to develop the educational content. There is no limit to the number of capstone students who choose this option.

**Option Two**: On-site farm-based activities engaging in community-based learning activities at Topaz Farm with strict safety (e.g.masks required) and social distancing measures in place. Your efforts will focus on developing and maintaining the field trip site. This option is limited to 10 students. Students who choose this option must have their own transportation and commit to being on the farm every Thursday from 10am-1pm between January 14 and March 4 except 1/28 when we will all meet on Zoom to work on SIC remote content together.

**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, single-spaced, in length. (Please note: Your final reflective writing assignment will be slightly longer – 2.5-3 pages, single spaced -- 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 on D2L and your reflection will be due to D2L on the following Tuesday before the start of our class Zoom. Reflective writing assignments will be read and returned the following week.  No late papers will be accepted after assignments have been returned. You can skip one reflective writing assignment this term without penalty, though you cannot skip reflective writing #1 or #5.

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**

All course readings will be available on D2L in weekly modules.

Reading assignments for the following week will be posted every Tuesday on the D2L site**.** You will be required to complete and turn in a reading notes form for each set of readings assigned for a particular class meeting day. A reading notes template is posted in the week 1 module and the Course Assignments folder of D2L to facilitate this process.

**Home Gardening Assignment**

You will be invited to grow a vegetable in your home setting as part of this capstone. Don’t worry, you will not be graded on whether or not your vegetable survives! I just want to give you a chance to grow a vegetable as an experiential way to connect with our community partner’s mission and our course learning outcomes.

Once the course is underway, we will provide you a coupon code to purchase all of the supplies you will need to grow a plant in your home setting. Some of you may face unique challenges to growing vegetables at home. If this is the case, please check in with me about this so that we can arrange for accommodations.

**Course Grading Criteria**

Your final course grade will be based on the following:

Attendance and participation in Zoom class sessions 25%

Community Based Learning Project 25%

Reflective Writing Assignments 25%

Reading Responses 20%

Home Gardening Project 5%

**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 you must acknowledge the source.

**Student Support Resources**

Many of you are facing unprecedented challenges to your education and everyday life in the midst of this pandemic. PSU’s Remote Learning Kit and PSU’s Support Resources List offer many resources available to PSU students at this time.

Here are some additional resources that may be helpful to you:

*The Disability Resource Center*

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable and welcoming. [The Disability Resource Center](https://www.pdx.edu/disability-resource-center/) (DRC) is in place to provide reasonable accommodations for students who encounter barriers in the learning environment. Please contact me if any aspects of instruction or course design result in barriers to your inclusion or learning. I will work with you and the Disability Resource Center to arrange specific supports.

*The Writing Center*

The [PSU Writing Center](https://www.pdx.edu/writing-center/) is a wonderful resource as you work through assignments at any stage.

They are currently available for online/remote appointments.

*The Center for Student Health and Counseling (SHAC)*

[SHAC](https://www.pdx.edu/health-counseling/) is a community-based health care organization that provides high quality, accessible mental health, physical health, dental services, and testing services targeted to the needs of the PSU student population.

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| **Weekly Schedule Farm Ed Capstone Wi 2021**  **This schedule may change with advance notice.** | | |
| **DATE** | **TOPICS/ACTIVITIES** | **READINGS AND ASSIGNMENTS DUE Unless otherwise noted submit before class meets on the day they are due.** |
| **WEEK 1**  **T Jan. 5:** | **Introduction to Capstone and Community Partners**  Introductions/ What’s a Capstone?/ Syllabus  Sauvie Island Center Orientation/Introduction with SIC Staff |  |
| **Th Jan. 7**: | **Training with SIC Staff**  Education, Virtual Learning  Considerations for Working with Elementary Age Content/Students | Complete Capstone Student Inventory  Reflective Writing #1  Review the Sauvie Island Center website ([www.sauvieislandcenter.org](http://www.sauvieislandcenter.org)) |
| **WEEK 2**  **T Jan. 12:** | Introduction to traditional Classroom visits  Oregon Agriculture in the Classroom—guest speaker | **The Significance of Growing Stories**: Assigned Readings & Reading Notes  Braiding Sweetgrass: “Skywoman Falling,” “The Council of Pecans,” and “Asters and Goldenrod”  Richard Louv, “Leave No Child Inside” |
| **Th Jan. 14:** | CBL on the Farm for Farm Site Student Partners – 10am-1pm  Workshop for Remote Content Student Partners |  |
| **WEEK 3**  **T Jan. 19:** | Plans for changing classroom visits to virtual learning  Intro to Personal Food Journey Field Trip Deliverables (Due Feb 2) | Reflective Writing #2  **Trauma and Education:** Assigned Readings & Reading Notes  “What We Inherit”: CodeSwitch Podcast  Pate, “Strategies for Trauma Informed Distance Learning”  Videos on Trauma Informed Teaching |
| **Th Jan. 21:** | CBL on the Farm for Farm Site Student Partners – 10am-1pm  Personal Food Journey workshop for Remote Content Student Partners |  |
| **WEEK 4**  **T Jan. 26:** | Story Share—Personal Food Journey Workshop | Come to Zoom prepared to share your ideas for your Personal Food Journey Project  “History on a Human Scale” from *Say it Forward*  *Braiding Sweetgrass*, “In the Footsteps of Nanabozho: Becoming Indigenous to Place” |
| **Th Jan. 28:** | No Farm Today  Personal Food Journey work for all Student Partners |  |
| **WEEK 5**  **T Feb 2:** | Intro to Community Food Journey Field Trip Deliverables (due March 9)  Share Personal Food Journey Project DRAFTS for feedback | Personal Food Journey DRAFT —Due for all Student Partners |
| **Th Feb 4:** | CBL on the Farm for Farm Site Student Partners – 10am-1pm  Community Food Journey workshop for Remote Content Student Partners |  |
| **WEEK 6**  **T Feb. 9:** | Share Personal Food Journeys | Final version of Personal Food Journey Due  **Hearing All Stories**: Assigned Readings & Reading Notes  Finley Ted Talk and check out the Soul Fire Farm website  *Farming While Black*: Introduction and Ch.14: Healing from Trauma  Not Required--Ch. 13: Youth on Land is not required reading but it might be of interest to you, especially for those of you who are training to be professional educators |
| **Th Feb. 11:** | CBL on the Farm for Farm Site Student Partners – 10am-1pm  Community Food Journey workshop for Remote Content Student Partners | Community Food Journey Proposal due for remote student partners |
| **WEEK 7**  **T Feb. 16:** | Share Personal Food Journeys | Reflective Writing #3  **Hearing All Stories:** Assigned Readings & Reading Notes  Readings TBA |
| **Th Feb. 18:** | CBL on the Farm for Farm Site Student Partners – 10am-1pm  Community Food Journey workshop for Remote Content Student Partners |  |
| **WEEK 8**  **T Feb. 23:** |  | **Addressing Inequities in Food Systems:** Assigned Readings (TBA) & Reading Notes  Community Food Journey First Draft due for Remote Content Student Partners |
| **Th Feb. 25:** | CBL on the Farm for Farm Site Student Partners – 10am-1pm  Community Food Journey Draft Discussion workshop for Remote Content Student Partners |  |
| **WEEK 9**  **T Mar. 2:** | Working for Change  Continuum of Social Change Activity | Reflective Writing #4  **Storytelling and Change**: Assigned Readings & Reading Notes  Braiding Sweetgrass:  “Windigo Footprints,” “People of Corn, People of Light” and “Defeating Windigo” |
| **Th Mar**. **4:** | CBL on the Farm for Farm Site Student Partners – 10am-1pm  Community Food Journey workshop for remote student partners |  |
| **WEEK 10**  **T Mar. 9:** | Course Retrospective | Community Food Journey Final Draft due for Remote Content Student Partners |
| **Th Mar. 11:** | Final Reflection & Virtual Potluck with Community Partners | Reflective Writing #5 and Self-Evaluation |
| **WEEK 11**  **No class sessions this week** | Finals Week--No Zooms this week |  |