

Food Insecurity: PSU, Portland, and Beyond

UNST 421 Course Syllabus

Spring 2021

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Course Description:

Food insecurity is a widespread issue that challenges our--and other university--students, our metropolitan community, citizens of the state of Oregon, and people throughout the United States. Students will consider the challenges faced at all four of these levels (we exclude global hunger in this course) and learn, assess, analyze, and understand the role of nonprofit organizations that attempt to alleviate and ameliorate food insecurity. This University Studies capstone attempts to inform in regard to food insecurity as a theme of knowledge and, as well, to put forth the advocacy and action that projects, processes, and programs in this field intend and focus on. "Food insecurity" has, finally, become a fairly known term, in part, due to the widespread challenges that Americans experience.

Service learning is an integral component of this capstone. Service learning intends and attempts to draw connections and correlations between and among the online materials with nonprofit organizations' and peoples' realities. As an online course, students will choose their own nonprofit community partner with strict PSU virtual, remote, or "distant" volunteering. Virtual or remote portrays completely removed service away from the physical location and done in your own home. Distant volunteering requires a face covering and social distancing of six feet. During Covid 19, many food relief organizations continue to provide and strive to fulfill their mission due to the vast need of the larger community during such trying times. Whether you encounter the right opportunity for you that is remote or with physical distancing, the intent remains the same--connect and correlate what you witness and experience with the written and video materials of the course.

Objectives and Outcomes:

The University Studies program uses an interdisciplinary approach to help students build and develop the skills that are necessary to succeed in higher education and beyond. The four University Studies goals--communication; critical thinking and inquiry; diversity, equity and social justice; and ethical and social responsibility--can be found here: <https://www.pdx.edu/unst/university-studies-goals>

Course goals for this University Studies capstone include (goal categories included in paren):

- Participate in, observe, and commit to the process of service in an ethical, professional manner while honoring and valuing diversity presented in all environments (diversity, equity and social justice; ethics, agency, and community)
- Apply professional communication skills in all communication on campus and off; employ compassion, empathy, and understanding in communicating with anyone--on or off campus--in relation to a challenging topic, food insecurity (communication)

- Research a wide array of models, programs, and components related to campus food insecurity and distinguish which could be adapted, and how, to most appropriately fit the PSU context (critical thinking and inquiry)
- Understand the primary factors that influence and impact food insecurity and how those factors are different or similar on a college campus; understand how various cultural, racial, and societal factors play a role (diversity, equity and social justice; critical thinking and inquiry)
- Determine what role culture, lifestyle, traditions, upbringing, values, and history play in food security on the PSU campus, in Portland, in Oregon, and in the nation (diversity, equity and social justice)

Course Design:

This capstone course may feel, look, and appear different than other courses you have taken. Capstones are steeped in service learning and experiential understanding as well as connections and links from the material to the service learning context and vice versa. Each of you brings particular expertise and interests from the courses in your major, from your life experiences, and from your own passions to this course; you will be asked to contribute these to our class activities, assignments, and service learning work.

Online expectations: As an online course, students are expected to be competent and capable with technology. The expectation is that students access the course through D2L at least two or three times per week. If online learning is new to you, please take several minutes to read through this PDX page:

- [Online Class Support \(D2L\) for Students](#)

Online technology: I think you're going to appreciate the technology we'll use in this class. Your weekly What is Notable "discussions" will be videos rather than a standard discussion board or forum. This will require:

- Regular use of [Flipgrid](#); our class will have a "grid" of assignments (need a webcam and headphone or built-in mic)
- Download Flipgrid on your phone, if you choose
 - This allows for less formal videos that are typically sitting in front of your computer and recording; you can record while walking, while at a park, while cooking, etc.
 - This also will allow you to video the space where you're doing your service (be sure to not record any client faces and have permission if you record anyone that's agreed to be videoed)

Communication: Communication is obviously different in an online course than it is face-to-face. A few things to know:

- For an online course, you must be **more detail-oriented than usual**. YOU are in charge of your own learning and primarily answering your own questions. Read through your assignments more than one time and first try to answer your own questions before writing an email.
- **Use my pdx email**; do NOT use the D2L email. Email to jboyles@pdx.edu
- Often when I'm available, I'll set my text/chat to available. Feel free to communicate in Google **through Hangout**, the online chat.
- **No email Sundays**. I do not access, read, or answer email on Sundays or use the Internet for this class. Please plan ahead.

Late Work Policy: Although I would like to maintain a "no late work policy," I know that on rare occasions, life challenges occur. Therefore, I accept late work with a **25 percent penalty for a maximum of one**

week (five minutes or five days equates to the same 25 percent penalty). Please email me, jboyles@pdx.edu, to alert me when you have uploaded your late submission.

Textbook, Materials, and Required Resources:

- **D2L will be the media for access to all course materials.** No textbook is required.
- **You must use your pdx.edu Google account**
 - D2L requires access through your PDX account
 - Google Drive requires you to be logged in to your PDX account
 - Flipgrid requires access through your PDX account

Course Evaluation:

Assignment	Percentages
What is Notable components: Two papers submitted to D2L; two submissions of <i>What is Notable</i> files in electronic entry or written with image upload file with notes on three class materials/week; a set of What is Notable Flipgrids and responses (as a type of discussion forum)	70%
20 Hours of Service components: 20 Hours of Service Flipgrid proposal, Flipgrid update/NP report, "One Word" Flipgrid, self-reflection paper, confirmation of service	30%
Total	100%

Academic integrity:

All of the work you turn-in **must be your own and must be produced for this specific course.**

Turning-in work that was submitted for another course or section will result in a 0 for that assignment with potential for much more serious implications. To learn more about what constitutes plagiarism, view this tutorial: <http://guides.library.pdx.edu/content.php?pid=354274&sid=2907105>

Student Support:

- If you are a student with a documented disability and registered with the Disability Resource Center (drc@pdx.edu, 503-725-4150), please contact me to facilitate academic accommodation.
- For tech support, call the HELP desk 503.725.HELP. The HELP desk is available 24/7 for technical questions and to help troubleshoot any problems you are having uploading documents, opening attachments, using D2L, etc.
 - [Online Class Support \(D2L\) for Students](#)
- PSU offers a wide array of services for students. There is a wealth of support and network opportunities for you at PSU, primarily on campus, but also online. Research those opportunities, please. A valuable resource is:
 - [Covid 19 PSU Student Resources](#)
 - [Student resource page](#)

Capstone Student Handbook:

The student handbook is required reading. It is an electronic file accessible through D2L. It is available through the Capstone widget in d2L.

Community Partner:

The PSU Committee for Improving Student Food Security (CISFS) has always been this capstone's "community" partner. The committed members of CISFS care about the food resources, nutrition, and relationship between education and food security. As the course went online, CISFS has continued to be this class' partner but they currently have fairly little involvement due to our current situation. More information is available at: <http://www.pdx.edu/student-access-center/> The committee's mission is:

Student food security is an integral element of a sustainable and equitable Portland State University (PSU) community. The Committee for Improving Student Food Security (CISFS) seeks to improve PSU students' ability to access affordable, nutritious, culturally relevant food. This will be achieved through fostering community partnerships, increasing awareness, addressing barriers through policy advocacy, and using data to inform and build capacity for action.

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Course Outline: Winter 2021

Week	Theme	Materials to be read/viewed prior to Monday class (and noted in your <i>What is Notable</i>)	Due
1 March 29- April 4	Big Picture of "Food Insecurity"	<ul style="list-style-type: none"> ➢ What is "food insecurity" ➢ Read all Introduction module materials ➢ Read all Week 1 materials ➢ Secure your service for your "20 Hours of Service" component ➢ Understand your commitment to What is Notable 	Tues, midnight: Flipgrid student intro video Sunday: Flipgrid student intro response
2 April 5-11	National food insecurity and COVID	<ul style="list-style-type: none"> ➢ Read/watch all Week 2 materials ➢ Your service for your "20 Hours of Service" component should be secured by Tuesday and possibly start this week (at the latest, start must be in week 3) 	Tuesday: Flipgrid 20 Hours of Service "proposal" Sunday: <ol style="list-style-type: none"> 1. Flipgrid response to 20 Hours of Service "proposal" 2. Flipgrid What is Notable week 2
3 April 12-18	National SNAP and more	<ul style="list-style-type: none"> ➢ Read/watch all Week 3 materials ➢ Your service for your "20 Hours of Service" component should be started this week 	Sunday: <ol style="list-style-type: none"> 1. What is Notable paper #1 2. Flipgrid What is Notable week 3 (choose one of the two options)
4 April 19-25	Nonprofits	<ul style="list-style-type: none"> ➢ Read/watch all Week 4 materials ➢ Take your time to learn about nonprofits; the nonprofit sector is a very important part of our nation and especially for Oregon and Portland 	Tuesday: Flipgrid response to What is Notable week 3 (opposite thread that you posted to) Sunday: <ol style="list-style-type: none"> 1. Flipgrid 20 Hours of Service update/nonprofit info 2. Form 990 uploaded to Assignment box
5 April 26-May 2	Oregon food insecurity	<ul style="list-style-type: none"> ➢ Read/watch all Week 5 materials <ul style="list-style-type: none"> ○ We're shifting to Oregon here; be sure to look extensively into the work of the Oregon Food Bank as well as a good array of other Oregon materials 	Sunday: <ol style="list-style-type: none"> 1. What is Notable submission 1 upload 2. Flipgrid What is Notable week 5

6 May 3-9	University food insecurity	<p>➢ Read all Week 6 materials</p> <ul style="list-style-type: none"> ○ We move into university and college food insecurity this week 	Tuesday: Flipgrid What is Notable response for week 5 Sunday: Flipgrid What is Notable week 6
7 May 10-16		<p>➢ Read all Week 7 materials and prepare for your second short essay</p> <ul style="list-style-type: none"> ○ This week we'll read the two largest and most substantial reports of student food insecurity 	Tuesday: Flipgrid What is Notable response week 6 Sunday: Flipgrid What is Notable Wk 7
8 May 17-23		<p>➢ Read all Week 8 materials</p> <ul style="list-style-type: none"> ○ This week we'll have some materials about campus food insecurity resources since Covid; how have things changed? 	Sunday: <ol style="list-style-type: none"> 1. What is Notable paper #2 2. Flipgrid What is Notable Wk 8 (based on your paper)
9 May 24-30	Food equity, food justice, and Policy	<p>➢ Read all Week 9 materials</p> <ul style="list-style-type: none"> ○ Equity, justice, and policy 	Tuesday: Flipgrid response to Wk 8 video Sunday: Flipgrid What is Notable Wk 9
10 May 31-June 6	What's new, different, exciting, or promising?	<p>➢ Read all Week 10 materials</p> <ul style="list-style-type: none"> ○ We'll wrap up here with innovative, interesting, and promising programs as well as look to the future 	Tuesday: Flipgrid response What is Notable Wk 9 Sunday: <ol style="list-style-type: none"> 1. Flipgrid What is Notable week 10 2. Flipgrid 20 Hours of Service "One Word" video
Finals Week	What's new, different, exciting, or promising?	<p>➢ Read all materials and enjoy every one</p>	Tuesday: Flipgrid response to the "One Word" videos Friday midnight: <ol style="list-style-type: none"> 1. What is Notable notes submission #2 upload 2. 20 Hours of Service paper 3. 20 Hours of Service confirmation