

UNST 421: Healing & Indigenous Education NAYA Family Center

Spring 2023 Facilitator: Anmarie Trimble (she/they)

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Office Hours: Tuesdays 4:15-5pm, or by appt

Main Class: Fridays, 11:30am-2:30pm in Cramer 225

Service-learning work: Refer to the Service Cheat Sheet for your contact info, times, and guidelines.

Community Partner: NAYA Family Center

<http://www.nayapdx.org/>

5135 NE Columbia Blvd. Portland, OR 97218

Phone: (503) 288-8177

WELCOME to your Senior Capstone! This class is an opportunity to support hands-on the culturally and trauma-informed mission of the Native American Family Center (NAYA). Each of our service options with NAYA (pronounced Nay-Ya), furthers our commitment to understanding the intersections between historical context and our contemporary responsibilities to the indigenous community in the areas of education and learning, land, wellness and healing. Our work this term includes advocacy for Oregon's new Native-created curriculum, mentoring at NAYA's Learning Center and College and Career Center, and gardening in NAYA's community garden.

This experience should be viewed as a collaboration between you, the youth, elders and staff at NAYA, and our Capstone community, where you share your talents and collectively learn from each other. It's a place to explore the *process* of learning—whether role modeling for youth how to turn frustrations and failures into growth and knowledge, or unravelling cultural preconceptions around learning and land. Over the course of our term together, we'll examine and reflect on the intersections between learning process, historical legacy, and social inequity as they impact the Native community, American society, and even globally. This requires we examine the role of cultural difference, communication, and empathy in the learning relationship through in-class dialog, written reflection, and building relationships with the NAYA community. To be effective, you will be expected to gain some crucial background on the history and experiences of the community we're working with, but also be open to examining how your own background shapes your educational and other social experiences. We will therefore need to examine learned assumptions around issues of poverty, privilege, settler colonialism and other relevant social and historical factors.

In any given term in a community-based learning course, even before Covid, I tell students to be prepared for the unpredictable. Service learning always reflects the unique chemistry of the learning community we create and the unexpected experiences that arise when supporting the evolving needs of a vibrant community. We will be learning together as we go along, figuring things out, using NAYA's Relational Worldview Model as a guide to balance caring for ourselves as we serve others.

COURSE CONTEXT: Multnomah County has the 9th largest urban Indian population in the United States, and 33% of Natives are under the age of 18. According to the last census, poverty rates in the local Native community are triple those in White communities, with an average poverty rate of 34%. The child poverty rate is 45.2%, which is almost four times higher than the poverty rate for White children. More than half of Native students do not graduate high school. Native youth are disproportionately

represented in the foster care system. Such vulnerabilities of this community have often been invisible to the dominant American culture. To address these interlocking challenges, the Native American Youth and Family Center (NAYA) provides culturally-specific and trauma-informed programming and resources for Native American youth and families in the Portland Metro area.

NAYA serves self-identified Native youth and their families throughout the Portland, Oregon, metropolitan area. Its mission: “to enhance the diverse strengths of our youth and families in partnership with the community through cultural identity and education.” Their mission centers on core values: “we believe that traditional cultural values are integral to regaining sovereignty and building self-esteem. NAYA Family Center is a mission-driven organization that values respect for the environment, places the larger community before the individual, and involves elders. We promote healthy living through positive alternatives to high-risk behaviors, and we promote the values of sobriety, family stability, culture, active lifestyles, and education.”

NAYA’S EXPECTATIONS OF CAPSTONES: Capstones serve in various settings, which hinges on:

- **Being a community member:** Take your lead from NAYA’s needs and be respectful of our learning community. NAYA and I expect you to read the course texts, and participate fully in course activities so as to better understand their needs and approach when serving their community.
- **Reframing your assumptions** (including what success means): Learn to be mindful of your assumptions, and work to suspend them.
- **Asking questions:** If you don’t understand something, ask me or your NAYA contacts.
- **Putting relationship first:** Be human, be authentic when working with NAYA youth, staff and each other. It’s more important than the immediate task or assignment.
- **Being a life-long learner:** Whether mentoring, gardening, or working on curriculum, you are not expected to know the answers; we are co-learners and collaborate to seek the answers together.

MY ROLE AS COURSE INSTRUCTOR: My role is to facilitate your experience by serving as an experienced teacher and mentor. I’ll ask each of you to reflect on assumptions (your own and others), and work to uncover learning opportunities within the challenges we experience together in service to our larger goal—to serve the youth and families at NAYA in a culturally supportive environment.

To achieve this, I work to facilitate a respectful, collaborative learning environment where we each actively share our perspectives and knowledge, and gain understanding of how our backgrounds have shaped our perspective.

To this end, I expect the following of all students:

- **Be willing to share** your ideas, experiences, and questions. Peer learning is a key component of this class, and deep learning comes with vulnerability and being authentic.
- **Come prepared.** You must complete the readings and engage in all activities to get the most from this class and your service.
- **Be respectful** of the ideas and experiences of others, even though you may feel they’re different from your own. This doesn’t mean you cannot question other’s ideas; rather this course asks you to engage in inquiry and understanding through respectful dialog.
- **Listen:** do not interrupt (which can be difficult when we’re passionate about something), and reserve judgment until you have heard what another has to say. If someone is quiet, don’t assume they have nothing to add. Listening is a strong value in the NAYA community; don’t assume silence is a gap to be filled— give space for silence, and inquire what others think.

- **Be empathetic:** we are human beings in the process of learning, and this often involves making mistakes. Indeed, making mistakes is central to learning and coming up with new ideas. In order to move beyond our own biases and ignorance, we need to reveal them, be open to examining them, and grow from that experience.
- **Be reliable:** Regardless of your service assignment, we are helping NAYA meet the needs of their community. Show up, track your time, and let them know if you will be absent.
- **Be present:** Practice mindfulness to focus on the moment and the person you are with. To practice cultural- and trauma sensitivity, it's important to suspend judgment and assumptions about the motivations, background, and lives of others. (NAYA often advises Capstones to focus more on "being" rather than "doing.")

University Studies Goals: The content of this course is based on University Studies' approach to learning and general education. It's based on a philosophy of collaboration among faculty and students who together develop a learning community that is characterized by mutuality and responsibility. These goals aim to develop and reinforce skills crucial to success in the university and beyond.

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

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

For more information see: <http://www.pdx.edu/unst/goals.html>

ABOUT COURSE TEXTS All course texts are found on Canvas. About half have been recommended by students over the 15+ years of my facilitating this class, and have been approved by NAYA. Each text is chosen to address and interconnect with important concepts as relates to NAYA's Relational Worldview Model. The texts are by no means comprehensive, but introduce concepts necessary for working with NAYA, and also invite you to pursue individual, self-directed inquiry on issues you feel you need to better understand. Because NAYA is working within a larger educational context, our texts focus on voices from the Native community as well as other marginalized communities and allies.

We read several texts for the same day of class. The amount of reading is calibrated to reflect the general formula for university level work for a six-credit course, but if you have concerns about meeting the requirements, or need disability accommodation to access the readings, you'll need to meet with me so we can. Reading will be heavier early in the term, in order to ramp up and prepare for our service work, and will reduce significantly as the term progresses.

ASSIGNMENTS AND DUE DATES See Class Schedule (handed out and on Canvas) for due dates.

Our coursework focuses on reflection and problem solving around course themes, texts, and your service. Writing assignments include weekly reflective writing on course readings and your experiences, peer replies to your reflections, and a final reflective narrative with self-assessment of your learning over the course of the term. Service work requires a background check (paid for by PSU). I value assignments that are best efforts, thoughtful, proofread, and on time. If you need a deadline extensio, inform me and submit late the best quality you can produce at that time.

GRADES: ATTENDANCE & PARTICIPATION My relationship with students is based on authentic, honest conversations with learners. It is difficult to capture in a written syllabus the importance of basing our relationships on integrity and trust, both while engaging in this learning community and with NAYA. My teaching policies aim to balance individual needs with equitable consistency and fairness. If any policies are unclear, students need to reach out to me.

I want you to earn your degree but I am also required to be consistent in applying the participation and attendance criteria for the course. PSU has policies to allow students to ask for official medical or personal leave if they or a significant person in their lives is facing a significant unforeseen circumstance or emergency. If learners reach attendance limits or are unable to participate in class at the necessary levels to pass the course, contact me as soon as is feasible according to your circumstances. In addition, contact the Dean of Student Life <https://www.pdx.edu/dos/home>. There is an entire office dedicated to your successful completion of your degree.

1. Engagement & “Attendance” Policies

- Consistent, active participation in *all* parts of this Capstone is necessary to pass the class.
- Plan to participate all weeks of the term.
- To pass, participate in a minimum of 7 out of 10 weeks in all exercises, discussions, and service in order to pass the course. You must also turn in the final reflective essay.
- To pass, do not miss engaging in the course in some way for more than 2 consecutive calendar weeks, unless you work with the Dean of Student Life for emergency leave. If a student misses a third consecutive week of attendance or completing homework, they are likely to fail.

2. Class on Fridays 11:30am -2:30pm

- Plan on attending and participating in class every week.
- Better to arrive late than not at all. However, more than 3 late arrivals (within 30 minutes of start of class) or early departures for undocumented or non-significant and avoidable reasons result in a letter drop in the final course grade, except in cases of emergency leave. (See above)
- This class meets in person. There will be no Zoom sessions.
- **Week 10:** Our final class is as important as being in attendance for an exam in other classes, so please make every effort to attend. We pull all the threads together during this time. We teach, we learn, we celebrate. You won't want to miss it! If you know you have an unavoidable conflict, work with the instructor in advance to ensure you can contribute in a meaningful way.

3. Demonstrating Preparedness and Familiarity with Assigned Course Materials

- Attending class but not demonstrating preparedness to participate is very occasionally understandable. If don't do the reading and haven't given time to think through the

implications of class materials, your participation won't be as meaningful, and you'll either feel unprepared, or bored, or stressed. Or worse, you may create additional burden for NAYA.

- If coming unprepared occurs three times, I will work with you to problemsolve, and reserve the right to drop your final self-assessment by one letter grade.

4. Grades: Assessment of student work

- As your instructor, my role is to support learning by creating opportunities to push your thinking in new ways, discover areas for growth as a student and human being, and challenge your beliefs and assumptions in order to deepen your understanding of yourself, our community partner, and the world. I believe meaningful, transformative learning happens in communities where we ask questions, provide feedback, and listen deeply to diverse perspectives. The role of the teacher is to provide feedback, insights and experience in service to your success.
- I believe grades are not an accurate indicator of one's learning, therefore at the end of the term I employ a self-grading approach, where students are responsible for assessing their learning and performance via a self-assessment, along with a final reflective essay. In this essay you will argue for the grade you think you've earned based on your participation and assignments. In the event I believe your self-evaluation seems either artificially high or low, I will reach out to you to discuss; it is my experience during this process that students are able to identify a grade that accurately reflects their achievements.
- Because of this process, individual written assignments are not given a letter grade. I give credit only to work completed thoughtfully and thoroughly (e.g. on Canvas I will mark Complete or Incomplete, with feedback as needed). **If your work has not fulfilled the assignment**—if it is incomplete or otherwise insufficient to meet the core objectives of the assignment—you have one week to revise the assignment so as to receive credit. If you are experiencing an emergency, reach out to me about an extension.
- While this class employs self-grading, this does not mean students can succeed without doing the work. As with any course, in order to *pass*, students must *successfully* complete at least 70% of the coursework and attend class per the policies explained in this course description. See PSU's grading system [here](#). Final course grade evaluation will be based on student self-assessment with instructor input based on the following:

Content Area**	Assignments to Document Learning	Methods of Assessment
Class Engagement and Community Service Refer to participation and attendance section	Prepared and engaged presence throughout scheduled classes and service at NAYA. Wholehearted participation in class and service activities. Successful completing of Service work.	Instructor Feedback as needed Community Partner Feedback as needed Student Self-assessment
Reflective Practice Weekly completion of Reading Responses <i>before</i> class, with some Peer Replies	Complete and thoughtful completion of weekly Response. Refer to Canvas for the Response and Reply assignments.	Student Self-assessment Instructor Feedback
End of Term Final Reflective Essay & Self-Assessment Letter Students connect course materials with service learning and other experience, and complete self-grading assessment.	Essay is complete and thoughtful engagement with the prompt criteria. Connect course materials with service learning and other experience. Self-assessment provides thoughtful articulation of grade earned.	Engagement of prompt and application of college-level writing expectations. Final self-assessment

As a guide, here is a what “constitutes an incontrovertible ‘A’” for this class:

- You have come to at least 90% of our Friday classes on time, ready to participate, and fully present and engaged. (See attendance policy on previous page for more guidance on the importance and role of participating and being engaged, and what to do if you experience absences.)
- You have consistently attended your service, tracked your time on NAYA’s online timesheet, and worked with NAYA to make up any absences. (Note: you are not required to make up holidays or absences due to NAYA’s cancellation.)
- You have engaged deeply with the material, put your best thought and effort into each assignment and activity, and turned everything in on time. Timeliness is crucial if you are to come prepared to each class. (See the weekly Reading Responses on Canvas.)
- You’ve committed yourself to working in the spirit of the class. If you feel resistant or uncomfortable, you demonstrate willingness to examine your own judgement and resistance, and allow yourself to experiment and stretch yourself. Equally essential is your willingness to foster a sense of shared responsibility for creating a learning community in this classroom, recognizing yourself an integral part of other’s learning, not just your own.
- Your final reflection is a thoughtful, complete essay fulfilling all of the assignment criteria, and an example of your best writing.

PSU RESOURCES AND CAMPUS POLICIES

Conduct: It's your responsibility to read the Student Conduct Code

(<http://www.pdx.edu/dos/codeofconduct>), which details your rights and responsibilities as a student and a member of PSU.

Technology: Canvas, Email: We are using PSU's Canvas system for accessing course texts and posting weekly reflections. If you have issues with Canvas, contact the PSU Help Desk at help@pdx.edu, or 503-725-HELP. If they're unable to resolve your issue, email me an explanation, and immediately email it to me any assignment you're unable post. (And if you can't access a text in Canvas, I can email it to you or find some other solution.)

For email communication: I will reply to your email immediately if you contact me during my office hours, and otherwise will do so as soon as possible, but please allow for 24 hours. (And I don't reply on weekends.) Also, I use a class Google Group for important announcements, which uses your PSU email. If you prefer to receive communication via another email address, I recommend you forward your PSU email to your personal email account, or contact me to see if there are other options.

Writing assistance programs High quality writing is expected for this and all Senior Capstone courses. If you feel you need additional assistance on any written work for this class beyond that provided in the course itself, PSU offers a writing center that provides writing help at all stages of the process. For example, the center can help get started on writing projects, and teach skills for revision, editing, proofreading, and more. For more information, contact the center at 503-725-3570; www.writingcenter.pdx.edu.

Student Privacy Distribution of this syllabus, recordings of this class, or students' work (both Capstone students and NAYA youth) without permission is a violation of educational privacy law. NAYA's confidentiality requirements also apply to our class discussions. (Refer to the Capstone Manual for more information.)

Discrimination I welcome and encourage students to talk about their work in class and about issues you are having that impact your academic life at PSU. Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, providing academic support and more. Information about PSU's support services on campus, including [confidential services](#) and [reporting options](#), can be found on PSU's [Sexual Misconduct Response website](#) or you may call a Confidential Advocate at 503.894.7982 or by scheduling [online](#). You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to the [Title IX Coordinator, Office of Equity and Compliance](#), or the [Office of the Dean of Student Life](#).

Please be aware that all PSU faculty members and instructors **are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual and relationship violence. This means that if you tell me about a situation of sexual harassment or discrimination, I have to share the information with the University's Title IX Coordinator or the Office

of the Dean of Student Life. However, the information will be kept private and only those with a need to know will be provided with what you disclose.

Please complete the required student module [Understanding Sexual Misconduct and Resources](#) in D2L, 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 \(CPSO\)](#). Or you may file an [anonymous report with Campus Public Safety Office](#) or a [Bias Incident report](#) with the [Bias Review Team \(BRT\)](#). 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.

As with all other classes at PSU conduct questions not explicitly covered by this syllabus are covered by PSU's Code: www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility

Additional Resources: There are many PSU student resources that create community, support inclusion, and foster well- being:

The Wellness and Health Action Center (WHAT)

More info on WHAT can be found at <https://www.pdx.edu/health-counseling/what>. WHAT is a team of undergraduate peer health educators in the Health Promotion Department at the Center for Student Health and Counseling (SHAC) that works to empower students to utilize accessible strategies to achieve long-term health, as well as other health initiatives on campus including:

- Virtual Wellness Hut (Instagram) provides accurate info about health and wellness topics: https://www.instagram.com/psu_what/
- WHAT's Up: A Wellness Podcast: A podcast, for students, by students dedicated to discussing various health and wellness topics. You can find it on all streaming platforms by searching 'Wellness and Health Action Team'. <https://anchor.fm/whats-up-wellness/>

The **Disability Resource Center (DRC)** provides reasonable accommodations for students who encounter barriers in the learning environment. 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 DRC to schedule an appointment and initiate a conversation about accommodations. The DRC contact information can be found at www.pdx.edu/drc or email drc@pdx.edu. I want you to succeed and it is your responsibility to ask for help when you need it. If you are having problems with the course, with time management, or with the class in general, please discuss it with me so that I can support your learning.

Portland State CARE Program: CARE connects students with resources when they are experiencing distress and/or other issues that might impact their ability to function at their best in and outside of the classroom. If you are experiencing a health or family emergency that is persistent and impacting your academics, they can help you communicate with professors and problem solve your options as a student. <https://www.pdx.edu/dean-student-life/care-program>

The PSU Landing at FUMC is a collaborative community resource providing transitional safe-haven housing for PSU students navigating severe housing insecurity and homelessness. The PSU Landing is sponsored by a liberal, queer affirming church, and no religious activity occurs in the Landing. It offers assistance to students with hot showers, laundry, secured storage, stable WiFi and study space. The Landing has visually private sleeping pods reserved for each resident and other resources 7 nights/week with meals. Reach out to the PSU C.A.R.E. Team if you are in need of transitional housing

or other assistance (askdos@pdx.edu, 503-725-4422). To learn more about FUMC's transitional housing program, including FAQ, please visit <https://fumcpdx.org/landing/>

Fragrance-Free classroom policy: For the safety of those with asthma, refrain from wearing products with fragrance that can be detected by others when attending this class. The ingredients in many fragrances and scents are known to irritate the respiratory tract, nervous system, and eyes; lower immunity to disease; and trigger allergies and other severe health reactions. In the case of asthma and epilepsy, reactions triggered by exposure to scented products can be life-threatening.

Portland State University supports sustaining healthy indoor air quality. In the interest of promoting the health and safety of the University's students, faculty, staff, and visitors, the campus community is encouraged to maintain a fragrance-free environment. Please refrain from using scented personal care, laundry, and cleaning products. Thank you for your consideration of others in providing an environment in which every person on campus can feel safe and comfortable.

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 students to comply with the following.

Vaccination

- Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on "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](#).
- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call SHAC to discuss your symptoms and situation (503.725.2800). They will advise you on testing, quarantine, 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.

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 site](#).