What is a Capstone?
The Capstone is the culminating general education course at Portland State University. The Capstone course has three primary objectives:

- allow students to apply their area(s) of expertise to real issues and problems;
- to give students experience working in an interdisciplinary team context;
- to empower students to become actively engaged in their community.

Capstone courses are designed to build cooperative learning communities among students and contribute to student success. Students are required to engage in their type of community-based learning in order to enhance their ability to communicate and interact with diverse populations, as well as to further their capacity to think critically about the social, cultural, economic and environmental issues facing our society. Placement sites vary significantly, including educational institutions (a wide range of school systems), environmental organizations, for-profit businesses, on-campus organizations, and government and social service agencies.

A University Studies Capstone consists of a course or course series totaling 6 credit hours. Each Capstone team of students develops a strategy to address a problem or concern in the community and implements this strategy over one, two or three quarters of work. Each Capstone experience will be designed in accordance with the educational objective of the course and the community issue being addressed.

Do I Need to Take a Capstone?
If you choose to follow the General Education curriculum, you will be required to complete a Senior Capstone. See an advisor in the UASC office, SMC 425, (503) 725-4005, to discuss your options and to choose the plan which best suits your educational needs. Students who miss the first class session and fail to notify the instructor may be dropped from the course. If you have been accepted into the University Honors Program, you will not be required to take a Capstone course.

How Do I Register for a Capstone?
For Capstones with course registration numbers (CRN) listed in the class schedule, you can register as you would for any other Portland State course.
Capstone Courses Beginning Summer 2011:

**CAP: ADDRESS FOOD GAP AT P:EAR**  
Addressing the Food Gap at p:ear  
Sarah Dougher, sarahdougher@gmail.com  
http://capstone.unst.pdx.edu/courses/urban-day-camp  
CRN: 81731  
p:ear is a downtown Portland organization that engages homeless and transitional youth, 15-24, using mentorship and the tools of education, art and recreation. p:ear's Kitchen and Food program provides hands-on training for youth in the areas of food preparation, nutrition, and the economics of eating. This capstone will partner with p:ear to engage students in scholarship about food culture, social justice and sustainability, developing independent research about homeless adolescents and food insecurity. Students will forge new relationships with food providers in the region to support p:ear's work, and determine other appropriate modes of engagement with the organization.

**CAP: AFRICAN CHILD**  
Global Portland: African Children  
Sam Gioia, gioa@pdx.edu  
This capstone will involve tutoring and mentoring newly arrived African Refugee Youth in outer SE Portland. PSU classroom meetings will take place on Monday afternoons with online discussions and tutoring during the rest of the week. Students will tutor K-5 children from 9 to 11:30 once a week M-W 9:30-12 from July 5 to July 27. PSU coursework will address issues of culture, language, and academic success for refugee youth. Attendance the first week of class (6/27) is required to be in this capstone.

**CAP: ART AND SOCIAL CHANGE**  
Teaching Art and Social Change  
Conrad Schumacher, cnarroti@earthlink.net  
http://capstone.unst.pdx.edu/courses/art-and-social-change  
CRN: 81751  
Some of the essential questions driving the curriculum of this Capstone are: How can Art be a force for social change? What is change and how does it occur? What models of thinking do we use to reflect and structure models of change? What limits, if any, should there be to how we, how Art affects change? What are the differences between change and voice? What are the differences between protest and change? How do Change and Art intertwine and affect our lives? What models of change should we choose and when? And, in the spirit of Paul Loeb and John Steinbeck, When if ever are we NOT responsible for one another? Here's the first assignment and "final" exam: Answer these questions-and the "so what?"  
The working Thesis for this class is that for Art, or indeed anything/anyone, to effect change in a society the work/ideas must be palatable to the majority, real and tangible in terms of outcomes and sustainable over time. We never get far when we try to change using hate, anger, force or such "clubs." This course is open to anyone intrigued with the questions raised by public Art (and possibilities of Art) in our society. This capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire. Students will develop Art Literacy lessons to teach/be taught in underprivileged public schools. A web site of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the students when/if it comes to the scheduling of the Art Literacy lesson-teaching component.

**CAP: ASSET MAPPING AND GIS**  
Empowering Communities with Asset Mapping and GIS  
Meg Merrick, dkmm@pdx.edu  
http://capstone.unst.pdx.edu/courses/gis-and-asset-mapping  
CRN: 81758  
This capstone is about empowering communities through the use of asset mapping techniques and geographic information systems (GIS) technology. Students will work with a community partner to identify community assets and assist them in the use of GIS and other technologies that can enable them to strategically set community agendas. Students will be trained in asset mapping techniques as well as geographic information systems. No experience is required. Additional time is required outside of classroom participation.
**CAP: CAMP STARLIGHT**
Camp Starlight
Vicki Reitenauer, vicvic@juno.com
http://capstone.unst.pdx.edu/courses/camp-starlight
CRN: 81776

In this Capstone, students will serve as cabin counselors and activity specialists at Camp Starlight, a project of Cascade AIDS Project (CAP) that provides children infected with and affected by HIV/AIDS with a week-long residential camping experience that is safe, accepting, and free of stigma. Students are required to attend several class sessions at PSU before camp (10:00-11:50 am on 8/9, 10, and 11); to be present full-time at camp from Saturday, 8/27 to Friday, 9/2; and to attend a final class session at PSU on Friday, 9/30, from 3:00-5:00 pm). In addition to the direct service students will provide at camp, students will also work in multi-disciplinary teams to complete one or more final products in collaboration with our community partner. For more information about this course, contact the instructor, Vicki Reitenauer, at vicr@pdx.edu.

**CAP: COLLABORATIONS**
Collaborations: Boys and Girls Club
Heather Petzold, petzoldh@pdx.edu
http://capstone.unst.pdx.edu/courses/collaborations-boys-and-girls
CRN: 81775, 81779

This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club) for a minimum of 20 hours for the term during hours of operation (2:30-7:00 p.m. Monday through Friday). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).

**CAP: COMMUNITY GREENWORKS**
Community Greenworks
Cynthia Gomez, gomezc@pdx.edu
http://capstone.unst.pdx.edu/courses/community-greenworks
CRN: 82675, 82676

This Capstone offers students an analysis of social justice; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students choose from several projects that best fit interests, expertise and schedules, and complete team projects with community partners addressing a pre-determined need and promoting lasting change in the community. Projects will focus on the three areas of sustainability: social equity, the economy, and the environment.

**CAP: COSTA RICA CAPSTONE**
Costa Rica Capstone
Jenna Padbury, padburyj@pdx.edu
http://capstone.unst.pdx.edu/courses/costa-rica
CRN: 82119

This capstone provides an opportunity to learn about Costa Rica through cultural immersion. The course includes a 2 ½ week service-learning program in Turrialba, Costa Rica. While in Costa Rica, students will conduct service in community-based settings such as schools, orphanages, organic farms or social service agencies. We will take field trips to a number of sites designed to enhance your understanding of Costa Rican history and culture as well as current social, political, economic, and environmental issues. In addition, students will study Spanish and stay with host families. Students meet three times during the Spring term to prepare for the time in Costa Rica. *This Capstone is full for Summer 2011, but will be offered again in Summer 2012.*
**CAP: CREATE MUSEUM EXPERIENCE**

Creating Museum Experiences
Sarah Wolf Newlands, newlands@pdx.edu
CRN: 81741

Object Talks: Creating Meaningful Museum Experiences at the Portland Art Museum In addition to housing a substantial permanent collection, the Portland Art Museum regularly hosts traveling exhibitions. These range from exhibits of artwork from local collections to nationally and internationally recognized shows like "The Bible Illuminated: R. Crumb?s Book of Genesis" and "The Allure of the Automobile." Students in this course will work directly with the education staff at the museum designing and leading public tours for traveling exhibitions. Course participants will create interpretive materials and facilitate learning in the galleries.

**CAP: DISABILITY & JUSTICE**

Disability & Justice
Mary Oschwald, oschwald@pdx.edu
CRN: 81736

The Disability and Justice Capstone course focuses on Disability and the human rights of people with disabilities. Understanding Disability from a social justice model, rather than a medical or deficits model, reframes Disability as an interaction between people and their environment. Student service learning will take place at the MacDonald Center, a long-time community partner that serves people with disabilities who are living in poverty. Service learning activities will include individual work and co-facilitation of therapeutic and educational groups. Capstone students will complete an oral history project where they will interview community members. Students may have the chance to publish these stories and interviews in the community-based newspaper, Street Roots.

**CAP: DOCUMENTING SUSTAINABILITY**

Documenting Sustainability in the Pacific Northwest
James Hillegas, jvhillegas@gmail.com
CRN: 81789

In 1989, the World Commission on Environment and Development defined sustainable development as "[development that] meets the needs of the present without compromising the ability of future generations." As the 21st century progresses, the concepts of sustainable development and sustainability have become increasingly complex. Partnering with Northwest History Network, this class will explore the idea of sustainability by looking at its historical meaning and documenting sustainable business and cultural practices in the Pacific Northwest through the medium of recorded interviews. The focus of the course will change each quarter and has in the past included the death care industry, ranching, logging, urban agriculture, and recycling.

**CAP: ECODISTRICT**

Communities and Resources of an EcoDistrict
Barry Messer, messerw@pdx.edu
[http://capstone.unst.pdx.edu/courses/communities-and-resources-ecodistrict](http://capstone.unst.pdx.edu/courses/communities-and-resources-ecodistrict)
CRN: 82120

The development of an EcoDistrict requires innovation in the way we configure our physical landscapes to maximize resource efficiency; this capstone examines the opportunities for communities to participate in and learn from creating the shape of their place.

**CAP: EDIT/DESIGN DLNW OUTREACH**

Edit/Design DLNW Documents for Organ Donor Outreach
Patrice Hudson, pjhudson@pdx.edu
CRN: 81797

Participants will learn about editing and designing small documents, and about Donate Life Northwest (DLNW), a nonprofit agency with the mission to save and enhance lives through the promotion of organ, eye, and tissue donation. Students will expand their understanding of small document design and learn to think more critically about design decisions and the basic principles of layout, typography, color usage, and space. Participants will bring knowledge of today's popular culture as well as knowledge from their own field of study, and integrate that knowledge with editing and design principles to produce documents for public outreach use by DLNW.
CAP: EFFECTING CHANGE
Effecting Change
Vicki Reitenauer, vicvic@juno.com
http://capstone.unst.pdx.edu/courses/effecting-change
CRN: 81762
In this Capstone course, each student explores what it means to work for community change by engaging in a committed community service experience of at least 3 hours per week with a community partner of her/his choice and exploring the meaning that work has for the individual and for the community through reflection, dialogue, readings, activities, and collaborative projects. This course is intended to allow both students with longstanding volunteer commitments to continue those commitments in fulfillment of their Capstone requirement and students new to community service to explore how they might become affective agents for positive change in their communities.

CAP: EDUCATIONAL EQUITY
Educational Equity
Zapoura Newton-Calvert, zapoura@pdx.edu
http://capstone.unst.pdx.edu/courses/educational-equity-0
CRN: 82674
The Educational Equity Capstone explores a variety of issues related to educational equity, including early learning, school desegregation, school funding, standardized testing, curriculum choices, and language and bilingual education, among others. The course is designed as a partnership with Portland Parks and Recreation's University Park Community Center and St. Johns Community Center sites, located in North Portland. Students will volunteer in University Park's Homework Club program or St. John's Community Preschool. Serving students from Rosa Parks, Clarendon-Portsmouth, and Peninsula schools, University Park's Homework Club combines educational, enrichment, and recreational opportunities in a supportive, energetic environment.

PSU students can participate in a variety of service opportunities, including tutoring and mentoring one-on-one with Homework Club students, designing creative and thoughtful activities to help bridge the achievement gap, and participating in Family Night events with kids and families. St. Johns Community Preschool is an early childhood development program for children ages 3-5. Students will participate in mentoring, creating and implementing lesson plans, and working one-on-one with children and parent volunteers.
This is a "blended" or "hybrid" course, meaning that in addition to class time, there is an on-line component. Successful completion of background checks is required for participation. Volunteer hours are arranged by each individual student and vary by placement. Preschool volunteer times generally run M-F from 8:45 a.m.--2:15 p.m., and Homework Club time slots run M-Th, 2:30 p.m.--6:30 p.m.

CAP: ENVIRON ED NATV AMER LENS
Environmental Education through Native American Lenses
Judy Bluehorse Skelton, judybluehorse@comcast.net
http://capstone.unst.pdx.edu/courses/environmental-education-through-native-american-lenses
CRN: 81744
"For millennia the world's Indigenous Peoples have acted as guardians of the web of life for the following seven generations. They have successfully managed complex reciprocal relationships between diverse biological ecosystems and multitudinous human cultures. Awareness of Indigenous Knowledge is reemerging..." Original Instructions: Indigenous Teachings for a Sustainable Future, 2008.
We will examine impacts of colonization on land management policies and the re-emergence of Indigenous practices with land, water, and food systems management. Revitalization of food sovereignty by reservation and urban Native American communities to reclaim health and address historical trauma will be central to student work. In collaboration with Oregon tribal communities, students will participate in urban site assessment, design and implementation of edible and medicinal gardens. Permaculture principles and indigenous land ethics will guide our process. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing Native American communities.

CAP: FOOD DEMOCRACY AND SUSTAIN
Food, Democracy and Sustainability
Lisa Weasel, lisaw@pdx.edu
http://capstone.unst.pdx.edu/courses/food-democracy-and-sustainability
CRN: 81737
In this capstone, students will consider and participate in promoting the concept of "food democracy" and the related intersections of social, political, ethical, and techno-scientific values and practices related to the concept of food justice. Students will work with residents and staff at two Housing Authority of Clackamas County residence sites to develop food
security projects such as community garden design and building; garden education; assessments and evaluations, and community-engaged research to identify and document program impacts. The class includes both classroom consideration of scholarship and best practices, as well as fieldwork with residents and staff at HACC facilities. Students should expect to commit 2-4 hours of hands-on outdoor experience beyond scheduled classroom time, to take place at garden locations in Milwaukie and Oregon City.

CAP: GIRL POWER
Girlpower
Sally Eck, ecks@pdx.edu
http://capstone.unst.pdx.edu/courses/girl-power-%E2%80%93-women%E2%80%99s-oral-narratives
CRN: 81772, 81765
In this course, we will be working with our community partner, the local non-profit feminist bookstore IN OTHER WORDS and their sister organization, The Women's Community Education Project. Our project this term is to coordinate a series of “rap sessions” with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

CAP: GIRL'S ROCK CAMP
Girl's Rock Camp
Molly Gray, mcg@pdx.edu
http://capstone.unst.pdx.edu/courses/girls-rock-camp-0
CRN: 81727
The Rock & Roll Camp for Girls is a local non-profit organization that works to build girls' self esteem through musical & performance mentorship as well as empowers/prepares young women of diverse backgrounds for leadership roles within their communities. Students in this Capstone will examine contemporary social issues related to the lives of girls today, as well as participate in Rock Camp programming and other activities in support of the camp.

CAP: GRANTWRITING-CONDUIT DAN
Grantwriting for Nonprofits, Conduit Dance, Inc.
Judy Patton, pattonj@pdx.edu
http://capstone.unst.pdx.edu/courses/grantwriting-nonprofits
CRN: 81730
Students in this Capstone will partner with Conduit Dance, Inc. (http://www.conduit-pdx.org/). Since its inception in 1995, Conduit Dance has established itself as Portland's primary center of contemporary dance. With its three major thrusts of activity -- Creative Practice, Performance and Education -- Conduit greatly shapes regional dance by providing the space and the support necessary for dance artists to practice their art form. Class uses an experiential approach: that is, students learn to write compelling grants by engaging in the process of writing actual proposals to be used by Conduit in its pursuit of funding.

CAP: GRANTWRITING-GROUT ELEM
Grantwriting for Nonprofits, Grout Elementary School
Judy Patton, pattonj@pdx.edu
http://capstone.unst.pdx.edu/courses/grantwriting-nonprofits
CRN: 81754
Students in this Capstone will partner with Grout Elementary School (http://www.pps.k12.or.us/schools/grout/). Grout serves a highly diverse student population. Students will write proposals to fund special projects determined by Grout representatives and the class. Class uses an experiential approach: that is, students learn to write compelling grants by engaging in the process of writing actual proposals to be used by Grout Elementary in its pursuit of funding.
CAP: HOPE PARTNERSHIP
Hope Partnership Capstone
Deborah Smith Arthur, debs@pdx.edu
http://capstone.unst.pdx.edu/courses/hope-partnership
CRN: 81755
This Capstone partners with the Hope Partnership at MacLaren Youth Correctional Facility (MYCF) in Woodburn, a facility of the Oregon Youth Authority (OYA). In partnership with the OYA’s Office of Minority Services Multicultural Leadership Program, the HP is designed to increase the rate of success among incarcerated juveniles through the arts, life skills, and the establishment of community support networks. This summer, Capstone students will assist with the creation of a benefit cd, featuring the music of incarcerated youth. Additionally, students will develop curriculum related to this project for incarcerated youth, highlighting the life skills and arts components of the project. This is an eight week Capstone. It is a hybrid course with an online component; we will meet in person once a week. Most of these meetings will occur on the PSU Campus, but we may meet at MYCF in Woodburn several times. We will encourage and facilitate carpooling from campus. Community based learning outside of class time will include two Saturday evening meetings (5-7) at MYCF. Required texts may include: Ayers, William A Kind and Just Parent Beacon Press 1997; Zehr, Howard The Little Book of Restorative Justice Good Books 2002; Loeb, Paul The Impossible Will Take a Little While Basic Books, 2004. Please contact the instructor upon registration for further information, at debs@pdx.edu.

CAP: IMMIGRATION & WORKFORCE
Immigration & Workforce
Andy Reed, andy47223@gmail.com
http://www.pdx.edu/unst/capstone-courses-summer-term-2010
CRN: 81778, 81777
Immigration in the Workforce is a Senior Capstone focusing on immigration, sociocultural behavior, and workforce development. Students will assist a non-profit workforce development agency called Human Solutions. Outside of class, students will tutor or teach ESL or workforce development classes, or conduct other projects to assist immigrants as they transition to life in the United States.

CAP: JUVENILE JUSTICE
Juvenile Justice
Deborah Smith Arthur, debs@pdx.edu
http://capstone.unst.pdx.edu/courses/juvenile-justice
CRN: 81769
This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Through your work in the community, as well as through supportive academic activities, you will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks are required for participation in this Capstone. This is a hybrid (partially online) course. Please contact the instructor at debs@pdx.edu upon registration to receive important information about background checks.

CAP: LEARNING FROM PERSONS
Learning From Persons
Ann Fullerton, mhkc@pdx.edu
http://capstone.unst.pdx.edu/courses/learning-and-about-persons-disabilities
CRN: 81748, 81749, 81795, 81796
For Section OU1 (of UNST 421)
Interested students must call (503) 725-3380 or go to http://www.pdx.edu/sped/kiwanis as soon as possible to apply. Students must have instructor approval to enroll. This course spans spring and summer terms and grades are posted in summer term. Seniors graduating in spring term cannot include this course in their degree coursework because it is not graded until summer term. Students attend all-day class at PSU on Saturday May 21 from 9am to 4pm and then spend two weeks from June 18 - July 1 living at the campsite with a weekend break. Meals and lodging provided. Students can register for this class in either the spring or summer terms.
For Section OU2 (of UNST 421)
Interested students must call (503) 725-3380 or go to http://www.pdx.edu/sped/kiwanis as soon as possible to apply. Students must have instructor approval to enroll. This course spans spring and summer terms and grades are posted in summer term. Seniors graduating in spring term cannot include this course in their degree coursework because it is not graded until summer term. Students attend all-day class at PSU on Saturday May 21 from 9am to 4pm and then spend two weeks from July 2 - July 15 living at the campsite with a weekend break. Meals and lodging provided. Students can register for this class in either the spring or summer terms.
For Section OU3 (of UNST 421)
Interested students must call (503) 725-3380 or go to [http://www.pdx.edu/sped/kiwanis](http://www.pdx.edu/sped/kiwanis) as soon as possible to apply. Students must have instructor approval to enroll. This course spans spring and summer terms and grades are posted in summer term. Seniors graduating in spring term cannot include this course in their degree coursework because it is not graded until summer term. Students attend all-day class at PSU on Saturday May 21 from 9am to 4pm and then spend two weeks from July 16 - July 29 living at the campsite with a weekend break. Meals and lodging provided. Students can register for this class in either the spring or summer terms.

For Section OU4 (of UNST 421)

Interested students must call (503) 725-3380 or go to [http://www.pdx.edu/sped/kiwanis](http://www.pdx.edu/sped/kiwanis) as soon as possible to apply. Students must have instructor approval to enroll. This course spans spring and summer terms and grades are posted in summer term. Seniors graduating in spring term cannot include this course in their degree coursework because it is not graded until summer term. Students attend all-day class at PSU on Saturday May 21 from 9am to 4pm and then spend two weeks from July 30 - August 12 living at the campsite with a weekend break. Meals and lodging provided. Students can register for this class in either the spring or summer terms.

**CAP: LEARNING GARDEN & CIV AFF**

Learning Gardens and Civic Affairs

Stephanie Stokamer, stokamer@pdx.edu


CRN: 81770

Students in this Capstone will work with the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Class time will focus on issues of food security and community involvement in civic affairs. Students will tend the garden and develop materials or conduct research to assist in the promotion, understanding and management of the garden. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class will be required.

**CAP: LINK GENERATION: COMM & AGING**

Linking the Generations, Communication, Aging and Society

Cindy Koonz, teachcin16@hotmail.com


CRN: 81756

Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Contact instructor upon registration to complete paperwork prior to start date. Processing can delay work in the community.

**CAP: MARKETING FOR NON PROFIT ORGANIZATIONS**

Marketing for Non-Profit Organizations

JoAnn Siebe, siebefj@pdx.edu


CRN: 81760

During this Capstone, PSU students will work with the Community Partner, Kalakendra Society for the Performing Arts of India, as a marketing resource team to promote their events and programs. Kalakendra, is a nonprofit organization formed in 1987. Kalakendra's mission is to introduce, promote and enhance awareness of the various performing arts of the Indian subcontinent, i.e., India, Pakistan, Bangladesh, Nepal, Sri Lanka, and culturally cognate countries through presenting concerts, classical dances, recitals, and lecture-demonstrations. During class sessions students will examine literature, film and other resources that speak to different aspects of marketing for non-profit organizations. They will expand their understanding of customer-centered marketing and the “Eight P’s” of social marketing. Participants will bring knowledge from their own field of study, integrate marketing principles, and support the success of Kalakendra events and programs.
**CAP: MEDIA LITERACY**  
Media Literacy  
Mark Oldani, oldani@pdx.edu  
[http://capstone.unst.pdx.edu/courses/media-literacy](http://capstone.unst.pdx.edu/courses/media-literacy)  
CRN: 81773  
Media literacy is the study of the impact that various mediums have on the information that is being transmitted. Class participants will learn about the impact of commercial/popular media on themselves and their community and develop various approaches to address the impact of media on their community. Class members will work directly with teachers and students by planning and presenting lessons in a middle or high school classroom. The community based learning will, in all likely hood, occur outside of class time.

**CAP: MEDIEVAL PORTLAND**  
Medieval Portland  
Anne McClanan, anne@pdx.edu  
CRN: 81735  
Medieval Portland is a partially on-line capstone dedicated to researching and spreading the understanding of real medieval objects housed in Portland area collections. The focus this summer will be to research and produce support materials on medieval art at the Portland Art Museum and the Portland State Library Special Collections, and then to use this research as the foundation for making podcasts to teach about these artworks. We will investigate issues such as artistic technique, the history of collecting, and the religious and cultural meanings of these works. Please note that you will need to be available to meet with you team members in person to produce the podcasts. No background in art history is needed, but strong research and writing skills are a must. After registering for the class, please contact the instructor to set up an appointment.

**CAP: MEDITATION FOR GLOBAL HEALING**  
Meditation For Global Healing  
Julie Porter, jpqi@me.com  
CRN: 81743, 81742  
Qi gong is an ancient Chinese meditative healing practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This capstone provides an opportunity to explore the personal and community implications of this healing practice and mindfulness meditation. You will learn meditation forms and their underlying philosophies while exploring the concept of personal awareness and social responsibility. Working with a community partner gives you the chance to be of service to others and learn about their needs in the context of the course material.

**CAP: MIGRANT CHILDREN**  
Migrant Children  
Sam Gioia, gioia@pdx.edu  
CRN: 81774  
This capstone works with children from migrant families in a summer academic program sponsored by a school district in Washington County. Capstone students will assist in a classroom one day a week and also choose either a second day each week in the classroom or spend time working on other forms of assistance to migrant families and an agency that serves them. The PSU class meetings will be once a week with extensive use of online discussion boards. Students must attend a pre-service orientation on June 24 and be prepared to tutor through the end of July.

**CAP: MULTI MEDIA**  
Multimedia Production  
Robert Bremmer, robertfbremmer@msn.com  
[http://capstone.unst.pdx.edu/courses/multimedia-production](http://capstone.unst.pdx.edu/courses/multimedia-production)  
CRN: 82509, 82510  
The Multimedia capstone develops skills in dynamic group communication at multiple levels through learning to build a promotional and/or educational website and blog for a community partner or community issue. We divide into six functional areas: Client Liaison/Research, Content Development, Creative, Technical, Marketing and Coordination. Students interact with the public or client and each other, gather information and knowledge, develop content and design and build the look and feel as well as navigational structure, and make decisions about how best to present the clients needs in a focused manner, and how best to harness technology to develop the project. The marketing component seeks to increase readership and site use. At the conclusion of the class students will possess a journal which shows how they learned and grew though the development of a final product starting from the conceptual idea stage, and will be able to show at least one working URL with web analytics in use within the intended community. Two examples are: which was a
one term project and which is an ongoing online class project. Both these examples have links to additionally built websites. This class is taught in both an on-campus and fully online version.

**CAP: MUSEUM OF THE CITY**

**Museum of the City**
Chet Orloff, chetorloff@msn.com  
[http://capstone.unst.pdx.edu/courses/museum-city](http://capstone.unst.pdx.edu/courses/museum-city)  
**CRN: 81757**

The Museum of the City is a virtual museum of cities. A museum currently being created for PSU that students will help operate, its mission is to inform visitors about the design and development of cities past, present, and future. It also shares the University's mission: "Let Knowledge Serve the City." Students in the class will be associate curators, helping create exhibits and social-media content for the electronic galleries of the Museum. While headquartered at PSU, the Museum of the City is an international project, working with partners in over 20 countries worldwide. 2011 Goals: To launch and maintain a robust, accessible, and attractive website that will encourage visitors to learn from the experiences and history of exemplary cities, to recruit exhibits and exhibitable materials from city museums, universities, and individuals worldwide, and to raise funds for operations and staff.

**CAP: MUSIC IN SCHOOLS**

**Music in the Schools**
Susan Booth Larson, susanblarson@gmail.com  
[http://capstone.unst.pdx.edu/courses/music-schools](http://capstone.unst.pdx.edu/courses/music-schools)  
**CRN: 81761, 81771**

The Music in the Schools capstone introduces elementary aged children involved in SUN (Schools Uniting Neighborhoods) programs to musical games, concepts, instruments, and songs from various cultures around the world. Basic educational teaching strategies, child development concepts, and pedagogical techniques are developed and then translated by PSU students into fun, interactive lessons that, hopefully, will inspire the children, themselves representing various cultures, to go further into learning about music. The AM class works at the SUN program based at Alice Ott Middle School and the PM class works at the SUN program based at Grout Elementary School. Some additional time outside of class hours will be scheduled according to the PSU students' schedules and individual areas of interest.

**CAP: NATURE IN THE NEIGHBORHOOD**

**Nature in the Neighborhood**
Mitch Cruzan, cruzan@pdx.edu  
[http://capstone.unst.pdx.edu/courses/nature-neighborhood](http://capstone.unst.pdx.edu/courses/nature-neighborhood)  
**CRN: 81759**

The Nature in the Neighborhood (NITN) project grew out of the needs expressed by PSU students who desired avenues of involvement in local environmental issues, and the needs of local resource management agencies (THPRD, METRO, Portland Parks) that lacked resources to develop inventories and surveys of natural resources in the Portland area. This summer this capstone has been redesigned to serve majors in Biology and ESR. The course content and goals will assume students have an adequate background in ecology. In collaboration with METRO, we will focus our efforts this summer on work with Metro to evaluate factors promoting the spread of invasive false brome, and its impact on native plant communities. We will be developing research questions, designing data collection protocols, contributing to ongoing site monitoring, collecting and analyzing data, and writing final reports on our findings. To accomplish the broader goals of this project we will be forming multiple working groups, the number of which will depend to some degree on the interests and goals of participants in this capstone.

**CAP: NAT FOOD INDUSTRY**

**The Natural Food Industry and the Cooperative Business Model**
Pedro Ferbel-Azcarate, pferbel@yahoo.com  
**CRN: 81764, 81747**

This Capstone will provide an orientation to the cooperative business model and the natural food industry. Students will gain hands on experience working with the community partner, People's Food Cooperative, on various food system related inquiries and will address different business strategies in the natural food industry and for cooperative businesses, specifically, and make the connection to broader themes including health and nutrition, food security and food politics, environmental sustainability, urban design, and community development.
Students in this capstone will write a grant to support the operations of a nonprofit organization that promotes sustainable practices. You should expect to gain valuable experience with the grant writing process and to produce a “living grant” that you can include in a career development portfolio.

We will have several partners, each with multiple grant writing needs. You can work independently on a single project, or you can team up. All instruction is online, so your time is free to work at your own pace and to meet your community partners occasionally at mutually convenient times.

In this Capstone, we will work with the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Class time will focus on issues of food security and community involvement in civic affairs. We will participate in hands-on gardening activities, and develop materials or conduct research to assist in the promotion, understanding and management of the garden. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class is required. Students fluent in Russian, Spanish, or Vietnamese are encouraged to join the course.

This course is designed to give students an opportunity to learn about and become involved in improving watersheds in urban communities. Students will be introduced to basic concepts and practices related to urban watershed protection and conservation. Students will then directly participate in a community watershed project that will provide a base of experience for furthering the learning and appreciation for the work that goes into maintaining urban watershed health. This Capstone is part of the Community Watershed Stewardship Program, a partnership between PSU and the Bureau of Environmental Services, City of Portland. A main project for the capstone involves the organization of projects and design options for “greening” the PSU campus. In addition, students will work on a neighborhood watershed enhancement project with a community partner. Students will be expected to schedule time working with the community partner outside of class hours. The amount of time working on the field projects on the PSU campus and in the community will be an average of approximately 6-8 hours/week over the term. The schedule for field project will be decided between the students and the community partner.

Speaking about and advocating for the performing arts is possible for everyone. This course will give you a general working knowledge of the history of classical music, drama and dance, as well as examine the local organizations who bring these arts to audiences in the Portland area. We will look at the role of arts education and the responsibility of advocating for and supporting the arts. You will gain hands on experience in the business of putting on a performance and sustaining artistic organizations through volunteer time at local performing arts organizations. Through interviews, reflection and research, you will create a final project and present to a panel of local business people with recommendations for effective and continued advocacy of the arts.
CAP: PORTLAND'S WATER
Portland's Water
Catherine Howells, chowells@pdx.edu
http://capstone.unst.pdx.edu/courses/portlands-water-history-and-challenges
CRN: 81750
Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland's drinking water) and the workings of the Portland Water Bureau. We will research the history of the water system, water quality, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop community outreach products.

CAP: PUBLIC RELATIONS
Public Relations for Nonprofits
Walt Amacher, wseditor@aol.com
http://capstone.unst.pdx.edu/courses/public-relations-nonprofits
CRN: 81792
In recognition of the need for governmental agencies and nonprofits to access their constituency, this Capstone provides communications training for a selected organization including the following: formation of an organizational communications program, creation of informational and promotional materials, and practical experience in working with the media. Students will learn basic communication theory and apply it to an organization. In addition to textbook materials and class presentations, this course may include guest speakers and field trips to media outlets.

CAP: RESEARCH EXPER SCI
Research Experiences in Science
Erik Bodegom, bodegom@pdx.edu
http://capstone.unst.pdx.edu/courses/research-experience-science-majors
CRN: 81729
The purpose of this Senior Capstone will be to provide linkages between the student's academic training in the sciences, specifically in physics and the application of this knowledge in the broader community. In particular, students will obtain experience in solving real life problems as future scientists and educated citizens. Through an initial phase the students will be educated as to the expectations of the proper methods to solve issues presented by our community partners. This initial phase will focus on presentation, documentation, and ethics expected by the community partners and the broader scientific community.

CAP: RESEARCH & SOCIETY
Research and Society
Mitch Cruzan, cruzan@pdx.edu
http://capstone.unst.pdx.edu/courses/research-and-society
CRN: 81740
Are you a Science Major thinking of applying to graduate school? Complete your senior capstone and develop you post-graduate plans in one course! This capstone will enable students to translate their experiences and knowledge with science to the public through engagement with local education organizations and museums.

CAP: SEXUAL & GENDER MIN YOUTH
Sexual & Gender Minority Youth
Molly Gray, mcg@pdx.edu
http://capstone.unst.pdx.edu/courses/sexual-and-gender-minority-youth
CRN: 81780
It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do LGBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of LGBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).
CAP: SEXUAL ASSAULT
Sexual Assault on the College Campus
Eden Isenstein, eni@pdx.edu
http://capstone.unst.pdx.edu/courses/sexual-assault-education-theater
CRN: 81766
Students in this class will work with the Portland State University Women's Resource Center and their community partners to combat sexual assault. The class will work in teams on projects such as, research, awareness raising/prevention, direct action, and fundraising. Lecture and discussion topics are from a multidisciplinary approach including, advocacy, medical system, criminal justice system, offender management, community response, higher education, and more. By the end of the term students will be able to articulate the definitions and dynamics of sexual violence as well as current issues in the field. Students will also have gained experience and understanding in what it takes to respond to and prevent sexual assault.

CAP: SKILLS FOR BEING AN EFFECTIVE COLLABORATOR
Skills For Being an Effective Collaborator
Mari Saint-Pierre, msaintpierre@clear.net
http://capstone.unst.pdx.edu/courses/skills-being-effective-collaborator
CRN: 82677
The ability to collaborate is increasingly recognized as an essential professional and personal skill. In addition, solutions to some of the most critical and pressing issues confronting our communities are only possible when diverse stakeholders are able to come to together to collaborate. Students will have the chance to further deepen their knowledge and enhance their skills in collaboration as they work in teams to study a specific case where a collaborative approach was used to solve a community problem. This term, students will take a field trip to southern Oregon to interview stakeholders involved in a multi-sector collaborative project facilitated by the National Policy Consensus Center at Portland State University to develop an alternate energy source (a biomass facility) for the region.

CAP: STREET ROOTS
Street Roots: Exploring Issues of Homelessness
Colleen Kaleda, kaleda@pdx.edu
http://capstone.unst.pdx.edu/courses/exploring-issues-homelessness
CRN: 81798
This course will explore and expose various issues surrounding poverty and homelessness through direct contact with non-profits, businesses, government and the homeless community. Students will research, write and photograph stories for publication in Street Roots, Portland's homeless newspaper. Specific topics will be tailored to student interest and developed in conjunction with the Editor-in-Chief of Street Roots. Subjects may include economic/business impact; social and cultural impacts; mental health; hunger; unemployment; and impacts on women and children.

CAP: SUMMER YOUTH ENRICHMENT
Summer Youth Enrichment: Bridging the Achievement Gap
Zapoura Newton-Calvert, zapoura@pdx.edu
http://capstone.unst.pdx.edu/courses/urban-day-camp
CRN: 81790
Since the implementation of the No Child Left Behind Act in 2001, the achievement gap has been at the forefront of discussions about school equity. A significant contributor to the achievement gap is the summer learning gap. According to researchers on the subject, achievement gaps by family socioeconomic status (SES) and race/ethnicity widen more during the summer months than during the school year (Alexander, Entwisle, and Olson 1). This is often due to the lack of academic enrichment activities available to students in these demographics. A recent (2007) study by the Nellie Mae Foundation indicates that building on existing networks, for example the Capstone service learning network, is one of the best ways to support summer learning programs and to close this gap (Miller 28). ‘Summer Youth Enrichment: Bridging the Achievement Gap’ is designed as a partnership between PSU and various Portland summer programs for youth (partners have included the Portland Parks and Recreation Urban Day Camp and the Portland Schools Foundation 9th Grade Counts Program). Capstone students in this partnership will work with community partners as tutors, mentors, and leaders within summer educational enrichment settings.
CAP: SUS FOOD SYSTEM & ED FARM
Sustainable Food Systems and Educational Farms
Megan Hubbs, greenfarmmama@gmail.com
http://capstone.unst.pdx.edu/courses/sustainable-food-systems-and-educational-farms
CRN: 81767, 81732

The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland's local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through field trip experiences. (*Due to the nature of this course, it will be held at Learning Gardens Lab [SE 60th Ave & Duke] with the exception of the first class, which will be held at the designated PSU classroom.)

CAP: SUSTAINABILITY OUTDOORS
Communicating Sustainability Through the Forest
Stephanie Wagner, stephanie@tryonfriends.org
http://capstone.unst.pdx.edu/courses/interpretation-sustainability
CRN: 81794

Spend your summer at Tryon Creek State Park, located just 15 minutes from PSU. Learn to effectively communicate ideas and issues surrounding sustainability. Experts from a variety of sustainability fields share their experiences. Course participants use this information to create informative, engaging programs for park visitors. Student learning will benefit from discussion, team work and interactive explorations. This class meets Tuesday and Thursday afternoons from 1:00 - 4:00 pm at the Tryon Creek Nature Center. More information is available at www.tryonfriends.org.

CAP: TUTORING ADULT ESL
Tutoring Adult ESL at Portland Community College
Michelle Culley, mculley@pdx.edu
http://capstone.unst.pdx.edu/courses/tutoring-adult-esl-portland-community-college-se
CRN: 81752

Capstone students will tutor adult English as a Second Language learners for 2 - 3 hours a week in local Community College ESL classes. Capstone students must be proficient speakers of English. Students must contact Michelle Culley prior to registration. Tutoring times vary, please contact Michelle for specifics. In addition, all capstone students will meet from 12:45-15:45 every Wednesday on the PSU campus for coursework on ESL strategies and immigration issues.

CAP: TUTORING & MENTORING NATIVE AMERICAN YOUTH
Tutoring & Mentoring Native American Youth
Annmarie Trimble, atrimble@pdx.edu
http://capstone.unst.pdx.edu/courses/tutoring-mentoring-native-american-youth
CRN: 82121, 81787, 81788, 81786, 81782, 81783

This capstone course works with the Native American Youth & Family Center (NAYA) to help fulfill its mission of empowering youth via education, community involvement, and cultural programming by creating positive learning experiences. Capstone students will learn and practice tutoring and mentoring high school students as part of NAYA's High School Summer Institute. Capstone students will support NAYA youth in learning various academic disciplines (with a strong emphasis in math and language arts), and possibly attend field trips and participate in recreational activities. No previous tutoring or mentoring experience is needed, and the course is open to all majors. After initial training, PSU students will meet weekly at NAYA (see www.nayapdx.org for location) to work with the Summer Institute teachers, youth advocates, and volunteers. Training activities will include tutoring training, as well as discussions on readings exploring Native American culture, educational issues, and service learning. Individual writing assignments include personal reflective projects, a final reflective narrative, and possibly some research to help NAYA staff develop curriculum. A background check is required of all students in this Capstone. Transportation notice: Students will be responsible for their own transportation to and from NAYA. Public transport is available.
CAP: VOLUNTEER STREAM MONITORING
Quality Assurance for Volunteer Stream Monitoring
Mary Ann Schmidt, maryanns@pdx.edu
http://capstone.unst.pdx.edu/courses/quality-assurance-volunteer-stream-monitoring
CRN: 81753
Capstone students will coordinate and implement all aspects of the quality assurance project plan (QAPP) for the Student Watershed Research Project (SWRP)'s volunteer monitoring program. Students will work as a team to ensure data quality for the 25 high school groups involved in SWRP. Non-science majors encouraged to become "citizen scientists" through their participation in this capstone.
This project requires training, classroom, and field support. This course will integrate chemical, biological and physical watershed analysis skills. In addition, students will be responsible for verifying macroinvertebrate and plant samples, performing field/lab analysis of duplicate water quality samples, and mathematically determining whether the accuracy and precision goals of the QAPP are being met. Students will also be responsible for data management, auditing of student data, providing feedback to data collectors, and evaluating the impact of SWRP on participating students. Spring Capstone Students will support the Annual Student Watershed Summit, where the high school students give both oral and poster presentations on their research projects.

CAP: WASTE REDUCTION RECYCLING
Solid Waste Reduction, Reuse, and Recycling
Shanna Eller, ellers@pdx.edu
http://capstone.unst.pdx.edu/courses/solid-waste-reduction-reuse-and-recycling
CRN: 81791
This Capstone partners with public and private organizations in the Portland Metropolitan Region to increase solid waste reduction, reuse, and recycling through community research, education, and outreach. Capstone students may be involved in activities ranging from designing resources to educate residents, to assisting business meet the requirements for mandatory business recycling, to researching how to reduce waste, increase recycling, and implement composting at public events.

CAP: WOMEN AND DEVELOPMENT IN CHIAPAS MEXICO
Women and Development in Chiapas, Mexico
Pat Rumer, rumer@pdx.edu
CRN: 82644
Chiapas is the poorest and least educated state in the Mexican republic but also one of the richest in natural resources. About one quarter of the population is of full or predominant Maya descent, and in rural areas many do not speak Spanish. The state suffers from the highest rate of malnutrition in Mexico, estimated to affect more than 40% of the population. Migration north from Chiapas has increased the past ten years and researchers now estimate that one out of ten persons lives either in the USA or on the northern Mexican border - the state has only 4% of Mexico's total population. Students will spend two weeks in an immersion learning experience with women's community-based economic development projects in the San Cristobal de las Casas region. Through interactions with non-governmental organizations, Mexican government representatives, local researchers, and community leaders participants will learn how indigenous women are developing their own economic alternatives and how these collaborative efforts relate to the national and global economy.
Applications & information available on-line at: http://oia.pdx.edu/ea/
E-mail: rumer@pdx.edu, edabroad@pdx.edu
Application Deadline: 4/8/11

CAP: WOMEN'S PRISON GARDENS
Women's Prison Gardens
Debbie Rutt, debrutt@pdx.edu
http://capstone.unst.pdx.edu/courses/effecting-change
CRN: 81728
Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility (CCCF) and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program. Class time will focus on issues affecting incarcerated women, the larger prison system, and prison gardens as a tool for healing and
change for female inmates. Students will have the option of visiting the prison garden with instructors outside of scheduled class time. The facility is 20 minutes from Portland and carpooling will be available. Any student wishing to visit or volunteer in the garden will be required to complete a Department of Corrections background check during the first week of class. Garden visitation is not a requirement of the course. Students choosing not to visit the prison garden will be asked to complete other service work related to the class topic.

Capstone Courses Beginning Fall 2011:

CAP: ADDRESS FOOD GAP AT P:EAR
Addressing the Food Gap at p:ear
Sarah Dougher, sarahdougher@gmail.com
http://capstone.unst.pdx.edu/courses/urban-day-camp
CRN: 14331
p:ear is a downtown Portland organization that engages homeless and transitional youth, 15-24, using mentorship and the tools of education, art and recreation. p:ear's Kitchen and Food program provides hands-on training for youth in the areas of food preparation, nutrition, and the economics of eating. This capstone will partner with p:ear to engage students in scholarship about food culture, social justice and sustainability, developing independent research about homeless adolescents and food insecurity. Students will forge new relationships with food providers in the region to support p:ear's work, and determine other appropriate modes of engagement with the organization.

CAP: ANIMAL GRNTS:UNWANTD PETS
Animal Aid Grant Writing: Aiding Unwanted Pets Through Grant Writing
Kimberly Mukobi, kmukobi@pdx.edu
http://capstone.unst.pdx.edu/courses/animal-aid-grantwriting-aiding-unwanted-pets-through-grantwriting
CRN: 14333
In the United States alone, an estimated 9.6 million cats and dogs are euthanized every year. Of those, at least eighty percent are adoptable. This capstone allows students to explore the social/cultural dynamics of pet overpopulation, the ethical dilemmas presented by it and the rise of the no kill revolution in the United States. Participants will work with a no kill nonprofit animal shelter to assist them in acquiring grant monies to address the needs of the shelter and expand the shelter's operations. Students will participate in the various levels of grant writing: locating appropriate grantees, ascertaining the shelter's needs, and learning effective grant writing techniques. The end project will be a portfolio of grant proposals addressing current needs of the shelter.

CAP: BILINGUAL EDUCATION
Bilingual Education
Raven Chakerian, raven@pdx.edu
http://capstone.unst.pdx.edu/courses/bilingual-education
CRN: 14312
This capstone centers on two community-service components. First, students will volunteer as tutors/classroom aides in the bilingual Spanish/English dual immersion program at Barnes Elementary in the Beaverton School District (30 hours per term). The second community-service component of the capstone involves the preparation of an activity for inclusion in an online teachers’ resource, the Spanish Curriculum Archive (SCA). Each student will prepare one activity during Winter term for inclusion in the SCA. During weekly class meetings, we will discuss the history of bilingual education in the United States, the shaping of language-related laws and policies, and the value of bilingual programs.

CAP: COLLABORATIONS
Collaborations: Boys and Girls Club
Heather Petzold, petzoldh@pdx.edu
http://capstone.unst.pdx.edu/courses/collaborations-boys-and-girls
CRN: 14310
This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club) for a minimum of 20 hours for the term during hours of operation (2:30-7:00 p.m. Monday through Friday). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).
**CAP: COMM EDUCATION NUHS**  
Community Education  
Gloria Totten, totteng@pdx.edu  
[http://capstone.unst.pdx.edu/courses/communication-education](http://capstone.unst.pdx.edu/courses/communication-education)  
**CRN: 14294**  
This Capstone explores developing and teaching lesson plans on basic skills such as liberal arts, math, science, art (topics vary). Students will be required to work as an interdisciplinary team, researching information, practicing and presenting course material in a classroom setting (our community partner is New Urban High School). This course requires an out of class commitment of one full day during the end of the term - during school hours (8 am to 4 pm). Contact instructor with questions. No special instructor approval required. Blackboard used for all course materials: syllabus, handouts, assignment descriptions, reading materials.

**CAP: Curr Issues Preg & Birth**  
Current Issues in Pregnancy and Birth: Expanding breastfeeding support in the greater Portland area  
Carrie Cohen, mayfly77@gmail.com  
**CRN: 14335**  
This capstone will work with the Birthingway Breastfeeding Center in their efforts to expand breastfeeding support in the community. Students will examine the effects of breastfeeding on the health of infants and will help the center assess the challenges and barriers to attaining breastfeeding support that many women face during the immediate post-partum period. Students will devise methods to gather and evaluate information concerning the breastfeeding needs of underserved populations and how to best follow up with mothers to ensure these needs are being met.

**CAP: DOCUMENTARY PRODUCTION**  
Documentary Production: Communicating Community Success  
Phil Busse, pwbusse@yahoo.com  
Coupling academic seminars about the media’s influence on public policy with field work, students produce a series of professional-quality film documentaries, each focused on a “local solutions to global issues,” whether that is a film about a nonprofit reintegrating prisoners into the workforce or about a city ordinance allowing backyard chickens as a means to reduce carbon footprints. In turn, students “market” these documentaries to civic leaders with the hopes of inspiring similar forward-thinking projects elsewhere.

**CAP: EFFECTIVE CHANGE AGENT**  
Being an Effective Change Agent  
Heather Petzold, 2hap@comcast.net  
[http://capstone.unst.pdx.edu/courses/effective-change-agent](http://capstone.unst.pdx.edu/courses/effective-change-agent)  
**CRN: 14295**  
This course is for students interested in being effective change agents for the public good. Each student (individually or with others) will take the initiative before the Capstone begins to arrange a project with a community organization. This project may be an existing relationship or one sought for the purpose of this class. A minimum of three working hours per week with the organization is required. During the course, students will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating action. Through class discussions, practices, reading, and self-observations, students will recognize and explore the four University Studies’ goals and make meaning of how they apply to our everyday lives. Each student is expected to bring to the first day of class a confirmation letter from their community sponsor. This letter should include the student's name, the focus and timeframe of the project, a description of the types of people with whom the student will interact, and the sponsor's signature. Permission of instructor required. Contact instructor by phone (503-725-9401) or e-mail (2hap@comcast.net) for full details regarding course requirements.

**CAP: EFFECTIVE ENV ED**  
Effective Environmental Education  
Matthew Collins, matthew@tryonfriends.org  
[http://capstone.unst.pdx.edu/courses/effective-environmental-interpretation](http://capstone.unst.pdx.edu/courses/effective-environmental-interpretation)  
**CRN: 14284**  
The Effective Environmental Education Capstone explores approaches to outdoor education relevant to metropolitan natural areas. Students are trained as naturalists who guide school groups on field trips through Tryon Creek State Park located in southwest Portland. Course material covers local natural history, readings and discussions of approaches to and the importance of outdoor education, and basic steps to establish an effective learning environment. To learn more
CAP: ENHANCING YOUTH LITERACY
Enhancing Youth Literacy: Service in K-8 Public Education
Zapoura Newton-Calvert, zapoura@pdx.edu
http://capstone.unst.pdx.edu/courses/enhancing-youth-literacy-service-k-8-public-education
CRN: 14833
PSU has been partnered with King School since Fall 2002. For the last 7+ years, PSU students have tutored at King with the goal of helping King students meet state and national (NCLB) benchmarks in reading and math, a primary concern of public education in Oregon. King is a Title 1, school-wide funded program, with Title I funds helping to support the entire instructional program. All King students are eligible for free breakfast and lunch. Recent challenges at King include difficulty meeting state benchmarks, especially in math and science, and the recent addition of 6th, 7th, and 8th grades. PSU students will spend at least 3 hours per week either tutoring on-on-one or in small groups. Tutoring placements may include working as a teacher aide in the classroom, library, ESL, or middle school leadership program. Tutoring hours are generally flexible and range from 8:45 a.m. to 3:00 p.m. M-F. In addition, students will work in small groups to help organize and facilitate a Family Literacy Night for the school.

CAP: ENV ED NATV AM LENS
Environmental Education through Native American Lenses
Judy Bluehorse Skelton, judybluehorse@comcast.net
http://capstone.unst.pdx.edu/courses/environmental-education-through-native-american-lenses
CRN: 14330
What are Native American perspectives and how can they affect/inform environmental education? How does environment shape our lives and our relationships? How does your own heritage and culture impact who you are today and your relationships with the environment?
Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing environmental education and Native American communities. Using all our senses, we will taste, listen, feel, smell, see and express our relationship to the world around us. In collaboration with our community partner, the Native American Youth & Family Center, students will further develop their own skills and understanding for incorporation into their final class projects, and in their everyday lives.

CAP: GIRL POWER
Girlpower
Sally Eck, ecks@pdx.edu
http://capstone.unst.pdx.edu/courses/girl-power-%E2%80%93-women%E2%80%99s-oral-narratives
CRN: 14313
In this course, we will be working with our community partner, the local non-profit feminist bookstore IN OTHER WORDS and their sister organization, The Women's Community Education Project. Our project this term is to coordinate a series of “rap sessions” with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

CAP: GLBL PDX-AFRCN CHILD
Global Portland-African Children
Sam Gioia, gioia@pdx.edu
http://capstone.unst.pdx.edu/courses/global-pdx-african-children
CRN: 14283
Through community experience and classroom education capstone students will learn about the academic needs and cultural adjustment of African refugee youth. Students will either support the children in a classroom setting 3-4 hours per week, or lead an after school homework club from 3-5:15 either Mondays and Wednesdays or Tuesdays and Thursdays. PSU classroom education will address the historical and cultural dynamics of African refugees, contemporary issues around refugee resettlement, and the academic challenges that English learners face. This class provides an especially rich experience for pre-education, Social Work, Child and Family Studies, and International Studies majors. Attendance the first week of class is required in order to be part of this capstone. You may contact Sam Gioia for further information email above address.
CAP: GRANTWRITING
Grantwriting for Sustainability
Tracy Dillon, dillont@pdx.edu
http://capstone.unst.pdx.edu/courses/grant-writing-sustainability
CRN: 14298
Students in this capstone will write a grant to support the operations of a nonprofit organization that promotes sustainable practices. You should expect to gain valuable experience with the grant writing process and to produce a "living grant" that you can include in a career development portfolio.
We will have several partners, each with multiple grant writing needs. You can work independently on a single project, or you can team up. All instruction is online, so your time is free to work at your own pace and to meet your community partners occasionally at mutually convenient times.

CAP: IMMIGRATION/WORKFORCE
Immigration & Workforce
Andrew Reed, andy47223@gmail.com
http://capstone.unst.pdx.edu/courses/immigration-workforce
CRN: 14291
Immigration in the Workforce is a Senior Capstone focusing on immigration, sociocultural behavior, and workforce development. Students will assist a non-profit workforce development agency called SE Works Inc. or Human Solutions. Outside of class, students develop and edit ESL curriculum, and/or teach ESL classes, deliver other services for immigrants as they transition to life in the United States.

CAP: JUVENILE JUSTICE
Juvenile Justice
Deborah Arthur, debs@pdx.edu
http://capstone.unst.pdx.edu/courses/juvenile-justice
CRN: 14309
This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Through work in the community, as well as through supportive academic activities, students will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks are required for participation in this Capstone. Please contact the Instructor at above email upon registration.

CAP: LEADERSHIP & MENTORING
Developing Leadership, Interpersonal, & Communication Skills through Mentoring in Education
Sarah Bunton, sbunton@pdx.edu
http://capstone.unst.pdx.edu/courses/developing-leadership-interpersonal-communication-skills-through-mentoring-education
CRN: 14328
This course explores education as a key influence on an individual's social and economic future and opportunities to contribute to others' educational processes in a leadership capacity. Through course material, students are exposed to leadership development, theory, and skills. During service activities like tutoring at mentoring at the Harriet Tubman Leadership Academy for Young Women (a college preparatory school and the community partner for the course), PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor and work with students at the school for 20 hours over the term, and using those experiences as a foundation for discussion and reflection will explore issues like educational capital, social responsibility, communication, and leadership.

CAP: LINK GENERATN:COMM & AGING
Linking the Generations, Communication, Aging and Society
Cindy Koonz, teachcin16@hotmail.com
http://capstone.unst.pdx.edu/courses/linking-generations-communication-aging-and-society
CRN: 14296
Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Blackboard
open upon registration. Login to complete paperwork prior to start date. Processing can delay work in the community.

**CAP: LIVING BEYOND WAR**

Living Beyond War: Challenge to Change Our Thinking About War  
Deborah Kaufman, kaufmand@pdx.edu  
[http://capstone.unst.pdx.edu/courses/living-beyond-war](http://capstone.unst.pdx.edu/courses/living-beyond-war)  
CRN: 14311  
Students will be challenged to examine their assumptions about war and to become part of an alternative solution to conflict--personally, in our community, and in the world. This course will teach students about the foundational ideas of Beyond War, and give them opportunities to practice and process the ideas through reading, writing, dialogue and other class activities. Students will support the organization through dialogue, reading and writing projects. Regular attendance and openness to diverse views are important for success in this class.

**CAP: MARKETING-NON-PROFITS**

Marketing - Non-Profits  
JoAnn Siebe, siebefj@pdx.edu  
CRN: 14305  
During this Capstone, PSU students will work with the Community Partner, Grout Elementary School, as a marketing resource team to promote their events and programs. During class sessions students will examine literature, film and other resources that speak to different aspects of marketing for non-profit organizations. They will expand their understanding of customer-centered marketing and the “Eight P’s” of social marketing. Participants will bring knowledge from their own field of study, integrate marketing principles, and support the success of Grout Elementary School.

**CAP: MED FOR GLBL HEALING**

Meditation for Global Healing  
Julie Porter, porterj@pdx.edu  
[http://capstone.unst.pdx.edu/courses/meditation-global-healing](http://capstone.unst.pdx.edu/courses/meditation-global-healing)  
CRN: 14314  
Qigong is an ancient Chinese meditative healing practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This capstone provides an opportunity to explore the personal and community implications of this healing practice and mindfulness meditation. You will learn meditation forms and their underlying philosophies while exploring the concept of personal awareness and social responsibility. Working with a community partner gives you the chance to be of service to others and learn about their needs in the context of the course material.

**CAP: MEDIA LITERACY**

Media Literacy  
Mark Oldani, oldani@pdx.edu  
[http://capstone.unst.pdx.edu/courses/media-literacy](http://capstone.unst.pdx.edu/courses/media-literacy)  
CRN: 14315  
Media literacy is the study of the effect that various mediums have on the information that is being transmitted. The investigation of issues related to media crosses disciplinary boundaries and is a focus of some of the current K-12 curriculum. Class participants will learn about the impact of commercial/popular media on themselves and their community and develop various approaches to address the impact of media on their community. Class members will work directly with teachers and students by planning and presenting lessons in a middle or high school classroom. The community based learning will, in all likely hood, occur outside of class time.

**CAP: MULTI MEDIA**

Multimedia Production  
Robert Bremmer, robertfbremmer@msn.com  
[http://capstone.unst.pdx.edu/courses/multimedia-production](http://capstone.unst.pdx.edu/courses/multimedia-production)  
The Multimedia capstone develops skills in dynamic group communication at multiple levels through learning to build a promotional and/or educational website and blog for a community partner or community issue. We divide into six functional areas: Client Liaison/Research, Content Development, Creative, Technical, Marketing and Coordination. Students interact with the public or client and each other, gather information and knowledge, develop content and design and build the look and feel as well as navigational structure, and make decisions about how best to present the clients needs in a focused manner, and how best to harness technology to develop the project. The marketing component seeks to increase readership and site use. At the conclusion of the class students will possess a journal which shows how they
learned and grew through the development of a final product starting from the conceptual idea stage, and will be able to show at least one working URL with web analytics in use within the intended community. Two examples are: which was a one term project and which is an ongoing online class project. Both these examples have links to additionally built websites. This class is taught in both an on-campus and fully online version.

CAP: NATIVE AMERICAN GRANT WRITING CAP
Grantwriting for Sustainability
Beth Lameman, beth@bethaileen.com
http://capstone.unst.pdx.edu/reflections/grant-writing-native-american-preservation-

Students in this capstone will write a grant to support the operations of a nonprofit organization that promotes sustainable practices. You should expect to gain valuable experience with the grant writing process and to produce a "living grant" that you can include in a career development portfolio.

We will have several partners, each with multiple grant writing needs. You can work independently on a single project, or you can team up. All instruction is online, so your time is free to work at your own pace and to meet your community partners occasionally at mutually convenient times.

CAP: PERFORM ARTS ADVOCACY
Performing Arts Advocacy
Suzanne Savaria, ekiya@hotmail.com
http://capstone.unst.pdx.edu/courses/performing-arts-understanding-advocacy
CRN: 14326

Speaking about and advocating for the performing arts is possible for everyone. This course will give you a general working knowledge of the history of classical music, drama and dance, as well as examine the local organizations who bring these arts to audiences in the Portland area. We will look at the role of arts education and the responsibility of advocating for and supporting the arts. You will gain hands on experience in the business of putting on a performance and sustaining artistic organizations through volunteer time at local performing arts organizations. Through interviews, reflection and research, you will create a final project and present to a panel of local business people with recommendations for effective and continued advocacy of the arts.

CAP: PORTLAND'S WATER
Portland's Water
Catherine Howells, chowells@pdx.edu
http://capstone.unst.pdx.edu/courses/portlands-water-history-and-challenges
CRN: 14306

Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland's drinking water) and the workings of the Portland Water Bureau. We will research the history of the water system, water quality, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop information products for the public.

CAP: PROMOTING SUSTAINABILITY
Promoting Sustainable Living
Amy Minato, aminato@pdx.edu
http://capstone.unst.pdx.edu/courses/promoting-sustainable-lifestyles
CRN: 14325

In light of looming environmental crises, what can individuals do to change direction? In this course we collectively examine our society to determine which cultural values support, and which inhibit, sustainability. Students develop and facilitate sustainability opportunities tailored to youth for Northwest Earth Institute (NWEI) and the Center For Earth Leadership (CERL), local non-profit organizations that empower individuals and organizations to transform culture toward a sustainable and enriching future.

Class discussion centers on the first two books in the Northwest Earth Institute series, Voluntary Simplicity and Choices For Sustainable Living. Each student creates an entry for a youth manual on sustainability using NWEI materials. Working with the Center for Earth Leadership and using the created manual, students provide these sustainability activities to local youth groups.
CAP: REPORTING LIVE
Reporting Live
Kate Kangas, kate.kangas@gmail.com
CRN: 14834
Reporting Live connects 6th and 7th grade classrooms in Portland with PSU study abroad students while they're overseas. Through a rich exchange of email, blog posts, photography, video, and Skype conversations, the study abroad student will "report live" to their classroom using peace journalism practices, and together as learners, they will engage a new place and people in a connected and interactive way.
This six credit course is available to any student who is participating in a Fall term study abroad program through PSU's Education Abroad Office.

CAP: RESEARCH & SOCIETY
Research and Society
Mitch Cruzan, cruzan@pdx.edu
http://capstone.unst.pdx.edu/courses/research-and-society
CRN: 14317
Are you a Science Major thinking of applying to graduate school?
Complete your senior capstone and develop your post-graduate plans in one course!
This capstone will enable students to translate their experiences and knowledge with science to the public through engagement with local education organizations and museums.

CAP: REFUGEE SUPPORT AND EDUCATION
Refugee Support and Education: Paving the Way to Citizenship
Colleen Kaleda, kaleda@pdx.edu
http://capstone.unst.pdx.edu/courses/refugee-support-and-education-paving-way-citizenship
CRN: 15304
This course will delve into the modern refugee experience through direct contact with refugees served by Refugee and Immigrant Support and Education (RISE), a Portland non-profit social service organization. Students will work as volunteer teaching assistants in a classroom setting in four Portland-area community centers where refugees attend RISE pre-citizenship classes. Students will work under the direction of course instructors and RISE staff. Refugees enrolled in the classes will be primarily from Somalia, Burma, Bhutan, the Congo, Burundi, Ethiopia and Iraq. As a final product, students will develop culturally-specific teaching materials for these ongoing RISE classes, under the guidance of the professor and the director and assistant director of RISE. Supplemental readings and assignments will help students better understand the experience of refugees around the world and in America today.

CAP: SCI INQ OUTDOORS
Science Inquiry in the Outdoors
Rick Hugo, hugo@pdx.edu
http://capstone.unst.pdx.edu/courses/science-inquiry-outdoor-classroom
CRN: 14300, 14301, 14302, 14303
In this course you will volunteer as a Science Mentor with Wolftree, Inc., an award-winning non-profit science education organization. Wolftree brings children in grades 4-12 out of the classroom for small group, hands-on field experiences. Wolftree’s primary field site is in the foothills of Mount Hood, with other sites located 60 to 90 minutes from Portland. You are responsible for your own transportation, although carpools can usually be arranged. You will also spend several of your "field" days in classrooms preparing students for their outdoor experiences. You'll volunteer one full day per week (Tuesday - Friday) - please enroll in the appropriate course section. All sections will also meet on Mondays to discuss topics related to science inquiry and pedagogy.
Wolftree's innovative curriculum is based on following student curiosity rather than leading formal presentations. This course is designed for aspiring educators and scientists, although students from any major will benefit from practicing the Socratic style of dialogue. No specific science background is required. You will be required to complete a criminal background check BEFORE the course begins. As with any Capstone, students are highly encouraged to contact the instructor before enrolling to discuss the course responsibilities and activities.
CAP: SEXUAL ASSAULT ED TH
Sexual Assault Education Theater
Eden Isenstein, eni@pdx.edu
http://capstone.unst.pdx.edu/courses/sexual-assault-education-theater
CRN: 14286
In this class, students will learn about the dynamics of sexual assault as they practice using theater as a tool for social change. Students will develop a short play about sexual assault and its prevention based on classroom readings, discussions, prior learning, and lived experiences. This play will then be performed for various campus audiences based on the Theater of the Oppressed Open Forum model, in which audience members are invited to stop and shift the action by joining the play, thereby practicing strategies for facing challenging situations and "rehearsing for the future."

CAP: SEXUAL MNRTY YTH
Sexual & Gender Minority Youth
Molly Gray, mcg@pdx.edu
http://capstone.unst.pdx.edu/courses/sexual-and-gender-minority-youth
CRN: 14293, 14316
It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do LGBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of LGBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).

CAP: SOCIAL JUSTICE EDUCATION
Local Justice: Social Justice Education For Adolescents
Cynthia Gomez, gomezc@pdx.edu
http://capstone.unst.pdx.edu/courses/local-justice-social-justice-education-adolescents
CRN: 14322
This course is an advanced exploration of diversity and social justice in the United States and provides students with a framework for understanding specific forms and the interlocking systems of oppression; a process to explore how oppression affects our lives; a pedagogical framework for teaching and training about concepts of oppression and diversity; and an application of these ideologies and skills in community settings.

CAP: STRAT COMM-PR & NON
Public Relations for Non-Profit Organizations
Courtney Dillard, cldillard@gmail.com
http://capstone.unst.pdx.edu/node/264
CRN: 14323
This Capstone offers students the opportunity to learn key aspects of public relations including audience analysis, message development, medium selection, and campaign evaluation. A key take away from the course is a professional campaign plan which can be used as a work sample in the future.

CAP: STREET ROOTS
Street Roots: Exploring Issues of Homelessness
Colleen Kaleda, kaleda@pdx.edu
http://capstone.unst.pdx.edu/courses/exploring-issues-homelessness
CRN: 14327
This course will explore and expose various issues surrounding poverty and homelessness through direct contact with non-profits, businesses, government and the homeless community. Students will research, write and photograph stories for publication in Street Roots, Portland's homeless newspaper. Specific topics will be tailored to student interest and developed in conjunction with the Editor-in-Chief of Street Roots. Subjects may include economic/business impact; social and cultural impacts; mental health; hunger; unemployment; and impacts on women and children.
**CAP: SUS FOOD SYSTEM & ED FARM**  
Sustainable Food Systems and Educational Farms  
Megan Kupko, greenfarmmama@gmail.com  
**CRN: 14299**

*Due to the nature of this course, it will be held at Learning Gardens Lab (SE 60th Ave & Duke) with the exception of the first class, which will be held at the designated PSU classroom.*

The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland's local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through experiences at Ecotrust, Zenger Farm and the Oregon Food Bank.

**CAP: TUTOR-MENTOR NAT AM YTH**  
Tutor/Mentor Native American Youth  
Anmarie Trimble, atrimble@pdx.edu  
[http://capstone.unst.pdx.edu/courses/tutoring-mentoring-native-american-youth](http://capstone.unst.pdx.edu/courses/tutoring-mentoring-native-american-youth)  
**CRN: 14281, 14282, 14287, 14318**

For this capstone, students will be mentoring and tutoring middle school and high school youth at the Native American Youth & Family Center (NAYA). NAYA’s mission is to empower youth via education, community involvement, and cultural programming by creating positive learning experiences. PSU students will assist NAYA by engaging youth in educational and other activities, providing a role model for learning, and tutoring and mentoring students on their homework and/or in after-school programs. Mentoring activities may also include cultural arts events and assisting in sports activities. This Capstone meets two times a week: The class will meet 3 hours/week on Fridays at PSU for training with the instructor, and after the first week of training individuals will volunteer at NAYA for 3 hours/week during an afternoon of their choice (see PSU registration schedule to sign up for available days and times). The Friday sessions will include discussions on readings exploring Native American culture, educational issues, and service learning. Students will also coordinate a project in service to NAYA's Learning Center. (Projects in the past have included a book drive and gathering learning resources for the Center.) Individual writing assignments include personal reflective projects, resource reviews/analyses, and a final reflective narrative.

**BACKGROUND CHECKS:** Because we are working with underage students, background checks will be required of all students in this Capstone.

**CLASS SCHEDULE:** All students must register for the weekly Friday training session AND for a separate NAYA session on an afternoon of your choice. (See PSU registration schedule for available times.)

**TRANSPORTATION:** Students are required to attend both PSU and NAYA sessions. There is public transport to NAYA via Tri-Met bus #75.

**CAP: VOLUNTEER STREAM MONITOR**  
Quality Assurance for Volunteer Stream Monitoring  
Mary Ann Schmidt, maryanns@pdx.edu  
**CRN: 14329**

Capstone students will coordinate and implement all aspects of the quality assurance project plan (QAPP) for the Student Watershed Research Project (SWRP)'s volunteer monitoring program. Students will work as a team to ensure data quality for the 25 high school groups involved in SWRP. This project requires training, classroom, and field support. This course will integrate chemical, biological and physical watershed analysis skills. In addition, students will be responsible for verifying macroinvertebrate and plant samples, performing field/lab analysis of duplicate water quality samples, and mathematically determining whether the accuracy and precision goals of the QAPP are being met. Students will also be responsible for data management, auditing of student data, providing feedback to data collectors, and evaluating the impact of SWRP on participating students. Spring Capstone Students will support the Annual Student Watershed Summit, where the high school students give both oral and poster presentations on their research projects.
Creating a Larger Purpose: Organic Gardens in Women's Prisons

Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, required readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility (CCCF) and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program for potential stakeholders.

Class time will focus on issues affecting incarcerated women, the larger prison system, and prison gardens as a tool for healing and change for female inmates. Specific educational tools and methodologies will be used to engage students in collaborative, meaningful dialogue and exchange.

Capstone Courses Beginning Winter 2012:

CAP: Animal Aid Grant Writing
Animal Aid Grant Writing: Aiding Unwanted Pets Through Grant Writing
Kimberly Mukobi, kmukobi@pdx.edu
http://capstone.unst.pdx.edu/courses/animal-aid-grant-writing
In the United States alone, an estimated 9.6 million cats and dogs are euthanized every year. Of those, at least eighty percent are adoptable. This capstone allows students to explore the social/cultural dynamics of pet overpopulation, the ethical dilemmas presented by it and the rise of the no kill revolution in the United States. Participants will work with a no kill nonprofit animal shelter to assist them in acquiring grant monies to address the needs of the shelter and expand the shelter’s operations. Students will participate in the various levels of grant writing: locating appropriate grantees, ascertaining the shelter’s needs, and learning effective grant writing techniques. The end project will be a portfolio of grant proposals addressing current needs of the shelter.

CAP: BEYOND WAR
Living Beyond War
Debbie Kaufman, kaufmand@pdx.edu
http://capstone.unst.pdx.edu/courses/living-beyond-war
Students will be challenged to examine their assumptions about war and to become part of an alternative solution to conflict-personally, in our community, and in the world. This course will teach students about the foundational ideas of Beyond War, principles for everyday living, and prepare them to facilitate discussions challenging others to change their thinking about war. Topics will include: the interdependent nature of our living system; the effects of using war as a method for resolving problems; alternatives to war, including nonviolent conflict resolution processes; and, cooperation and collaboration among peoples and nations. Projects will include various roles in researching, developing and editing materials for the organization.

CAP: COLLABORATIONS
Collaborations: Boys and Girls
Heather Petzold, 2hap@comcast.com
http://capstone.unst.pdx.edu/courses/collaborations-boys-and-girls
This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club) for a minimum of 20 hours for the term during hours of operation (2:30-7:00 p.m. Monday through Friday). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).
CAP: COMM ED NUHS
Communication Education: NUHS
Gloria Totten, (503) 725-5384, totteng@pdx.edu
http://capstone.unst.pdx.edu/courses/communication-education
This Capstone explores developing and teaching lesson plans on basic skills such as liberal arts, math, science, art (topics vary). Students will be required to work as an interdisciplinary team, researching information, practicing and presenting course material in a classroom setting (our community partner is New Urban High School). This course requires an out of class commitment of one full day during the end of the term - during school hours (8 am to 4 pm). Contact instructor with questions. No special instructor approval required. Blackboard used for all course materials: syllabus, handouts, assignment descriptions, reading materials.

CAP: COMMUNITY GREENWORKS
Community Greenworks
Cynthia Gomez, gomezc@pdx.edu
http://capstone.unst.pdx.edu/courses/community-greenworks
This Capstone offers students an analysis of social justice; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students choose from several projects that best fit interests, expertise and schedules, and complete team projects with community partners addressing a pre-determined need and promoting lasting change in the community. Projects will focus on the three areas of sustainability: social equity, the economy, and the environment.

CAP: DOCUMENTING SUSTAINABLE PRACTICES
Documenting Sustainability in the Pacific Northwest
James Hillegas, jvhillegas@gmail.com
http://capstone.unst.pdx.edu/courses/documenting-sustainability-pacific-northwest
In 1989, the World Commission on Environment and Development defined sustainable development as "[development that] meets the needs of the present without compromising the ability of future generations." As the 21st century progresses, the concepts of sustainable development and sustainability have become increasingly complex. Partnering with Northwest History Network, this class will explore the idea of sustainability by looking at its historical meaning and document sustainable business and cultural practices in the Pacific Northwest through the medium of recorded interviews. The focus of the course will change each quarter and has in the past included the death care industry, ranching, logging, urban agriculture, and recycling.

CAP: ECODISTRICT
Communities and Resources of an EcoDistrict
Barry Messer, messerw@pdx.edu
http://capstone.unst.pdx.edu/courses/communities-and-resources-ecodistrict
The development of an EcoDistrict requires innovation in the way we configure our physical landscapes to maximize resource efficiency; this capstone examines the opportunities for communities to participate in and learn from creating the shape of their place.

CAP: EDUCATIONAL EQUITY
Educational Equity
Zapoura Newton-Calvert, zapoura@pdx.edu
http://capstone.unst.pdx.edu/courses/educational-equity-0
The Educational Equity Capstone explores a variety of issues related to educational equity, including early learning, school desegregation, school funding, standardized testing, curriculum choices, and language and bilingual education, among others. The course is designed as a partnership with Portland Parks and Recreation’s University Park Community Center and St. Johns Community Center sites, located in North Portland. Students will volunteer in University Park’s Homework Club program or St. John's Community Preschool. Serving students from Rosa Parks, Clarendon-Portsmouth, and Peninsula schools, University Park's Homework Club combines educational, enrichment, and recreational opportunities in a supportive, energetic environment. PSU students can participate in a variety of service opportunities, including tutoring and mentoring one-on-one with Homework Club students, designing creative and thoughtful activities to help bridge the achievement gap, and participating in Family Night events with kids and families. St. Johns Community Preschool is an early childhood development program for children ages 3-5. Students will participate in mentoring, creating and implementing lesson plans, and working one-on-one with children and parent volunteers.
This is a hybrid course, meaning that in addition to class time, there is an on-line component. Successful completion of background checks is required for participation. Volunteer hours are arranged by each individual student and vary by placement. Preschool volunteer times generally run M-F from 8:45 a.m.-2:15 p.m., and Homework Club time slots run M-Th, 2:30 p.m.–6:30 p.m.

**CAP: EFFECTING CHANGE**

**Being an Effective Change Agent**

http://capstone.unst.pdx.edu/courses/effective-change-agent

Heather Petzold, petzoldh@pdx.edu

This course is for students interested in being effective change agents for the public good. Each student (individually or with others) will take the initiative before the Capstone begins to arrange a project with a community organization. This project may be an existing relationship or one sought for the purpose of this class. A minimum of three working hours per week with the organization is required. During the course, students will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating action. Through class discussions, practices, reading, and self-observations, students will recognize and explore the four University Studies' goals and make meaning of how they apply to our everyday lives. Each student is expected to bring to the first day of class a confirmation letter from their community sponsor. This letter should include the student's name, the focus and timeframe of the project, a description of the types of people with whom the student will interact, and the sponsor's signature. Permission of instructor required. Contact instructor by e-mail (zhap@comcast.net) for full details regarding course requirements.

**CAP: ENV ED THROUGH NAT AM LENS**

Environmental Education Through a Native American Lens

Judy Bluehorse Skelton, judybluehorse@comcast.com

http://capstone.unst.pdx.edu/courses/environmental-education-through-native-american-lenses

What are Native American perspectives and how can they affect/inform environmental education? How does environment shape our lives and our relationships? How does your own heritage and culture impact who you are today and you relationships with the environment?

Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing environmental education and Native American communities. Using all our senses, we will taste, listen, feel, smell, see and express our relationship to the world around us. In collaboration with our community partner, the Native American Youth & Family Center, students will further develop their own skills and understanding for incorporation into their final class projects, and in their everyday lives.

**CAP: EVAL CRIM JUSTICE**

Evaluating Criminal Justice Interventions

Don Trapp, don.trapp@co.multnomah.or.us

http://capstone.unst.pdx.edu/courses/evaluating-criminal-justice-interventions

Project 57 is multi-agency, multi-faceted program to manage what have been identified as chronic offenders in Multnomah County, Oregon. The purpose of this Capstone is to develop and undertake an evaluation of this program from both a process and outcome perspective. Students will work with all stakeholders in this program at various sites in the community. The final product will be a summary, presented orally and in writing, of the research findings.

**CAP: GIRLPOWER**

Girl Power

Sally Eck, ecks@pdx.edu

http://capstone.unst.pdx.edu/courses/girl-power-%E2%80%93-women%E2%80%99s-oral-narratives

In this course, we will be working with our community partner, the local non-profit feminist bookstore IN OTHER WORDS and their sister organization, The Women's Community Education Project. Our project is to coordinate a series of *rap sessions* with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.
CAP: GLOBAL PDX-AFRICAN CHILDREN
Global Portland - African Children
Sam Gioia, gioia@pdx.edu
http://capstone.unst.pdx.edu/courses/global-pdx-african-children

Through community experience and classroom education capstone students will learn about the academic needs and cultural adjustment of African refugee youth. Students will either support the children in a classroom setting 3-4 hours per week, or lead an after school homework club from 3-5:15 either Mondays and Wednesdays or Tuesdays and Thursdays starting the second week of class.

PSU classroom education will address the historical and cultural dynamics of African refugees, contemporary issues around refugee resettlement, and the academic challenges that English learners face. This class will be taught in a hybrid format meeting only on Monday mornings. Students will utilize PSU’s "Desire to Learn" site (replacing "Blackboard") to engage in discussion of the tutoring and readings.

This class provides an especially rich experience for pre-education, Social Work, Child and Family Studies, and International Studies majors. Attendance the first week of class is required in order to be part of this capstone. You may contact Sam Gioia for further information email above address.

CAP: HUNGER IN THE CITY
Hunger in the City
Celine Fitzmaurice, celine@pdx.edu
http://capstone.unst.pdx.edu/courses/hunger-city-capstone

"Community Food Security" is the idea that all people should have access to healthy and affordable food. Community Food Security also ensures a healthy relationship between human communities and the land that supports them. Students in this course will explore the concept of food security and serve as volunteer field trip leaders for the Sauvie Island Center (www.sauvieislandcenter.org), a farm-based education program that teaches elementary age students about food, farming and the land. NOTE: You must be available to lead field trips on Thursdays from 9am-2pm on Sauvie Island in order to participate in this capstone.

CAP: IMMIGRATION & WORKFORCE
Immigration & Workforce
Andrew Reed, areed@pdc.us
http://capstone.unst.pdx.edu/courses/immigration-workforce

Immigration in the Workforce is a Senior Capstone focusing on immigration, sociocultural behavior, and workforce development. Students will assist a non-profit workforce development agency called SE Works Inc or Human Solutions. Outside of class, students develop and edit ESL curriculum, and/or teach ESL classes, deliver other services for immigrants as they transition to life in the United States.

CAP: INSIDE OUT PRISON EXC
Prison Exchange: Creating Understanding from the Inside-Out
Amy Spring, springa@pdx.edu
http://capstone.unst.pdx.edu/courses/inside-out-coffee-creek-prison-exchange-program

The Inside-Out Capstone course you are in provides an opportunity for a small group of students from Portland State University and a group of residents from Coffee Creek Correctional facility to exchange perceptions about crime, justice, and how societal structures and culture define crime, justice. We also will explore civic and social responsibility and how civic engagement contributes to community strength and self. Crime is often explained as an example of a person's bad "personal choices." In this class we will not deny that persons who find themselves in the justice system have ended up there by way of poor personal decisions. Yet we will also explore how social conditions disproportionately predispose certain communities toward life in the justice system and the ways that we can take leadership to respond to these conditions. We will examine the connection between civic engagement and concepts of leadership by marrying theoretical knowledge and practical experiences in weekly meetings extended throughout the term. This course will be held with a group of women at Coffee Creek, and topics will include criminal justice, corrections, and civic engagement's role in a democracy. Students enrolled in this class must be able to pass a criminal background check. Please contact the instructor once you have enrolled.
CAP: ISS PREGNANCY & CHLDBIRTH
Current Issues in Pregnancy and Birth: Expanding breastfeeding support in the greater Portland area
Carrie Cohen, mayfly77@gmail.com
This capstone will work with the Birthingway Breastfeeding Center in their efforts to expand breastfeeding support in the community. Students will examine the effects of breastfeeding on the health of infants and will help the center assess the challenges and barriers to attaining breastfeeding support that many women face during the immediate post-partum period. Students will devise methods to gather and evaluate information concerning the breastfeeding needs of underserved populations and how to best follow up with mothers to ensure these needs are being met.

CAP: JUVENILE JUSTICE
Juvenile Justice
Deb Arthur, debs@pdx.edu
http://capstone.unst.pdx.edu/courses/juvenile-justice
This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Through their work in the community, as well as through supportive academic activities, students in this Capstone will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks will be required for students to be able to work directly with youth, although are not required for participation in this Capstone.

CAP: LEARNING GARDEN & CIV AFF
Learning Gardens and Civic Affairs
Stephanie Stokamer, stokamer@pdx.edu
http://capstone.unst.pdx.edu/courses/learning-gardens-and-civic-affairs
Students in this Capstone will work with the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Class time will focus on issues of food security and community involvement in civic affairs. Students will tend the garden and develop materials or conduct research to assist in the promotion, understanding and management of the garden. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class will be required.

CAP: LINKING GENERATIONS
Linking the Generations, Communication, Aging and Society
Cindy Koonz, teachcin16@hotmail.com
http://capstone.unst.pdx.edu/courses/linking-generations-communication-aging-and-society
Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Contact instructor upon registration to complete paperwork prior to start date. Processing can delay work in the community.

CAP: MED GLBL HEALING
Meditation for Global Healing
Julie Porter, jporter@pdx.edu
http://capstone.unst.pdx.edu/courses/meditation-global-healing
Qigong is an ancient Chinese meditative healing practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This capstone provides an opportunity to explore the personal and community implications of this healing practice and mindfulness meditation. You will learn meditation forms and their underlying philosophies while exploring the concept of personal awareness and social responsibility. Working with a community partner gives you the chance to be of service to others and learn about their needs in the context of the course material.

CAP: MEDIA LITERACY
Media Literacy
Mark Oldani, oldani@pdx.edu
http://capstone.unst.pdx.edu/courses/media-literacy
Media literacy is the study of the impact that various mediums have on the information that is being transmitted. Class participants will learn about the impact of commercial/popular media on themselves and their community and develop
various approaches to address the impact of media on their community. Class members will work directly with teachers and students by planning and presenting lessons in a middle or high school classroom. The community based learning will, in all likely hood, occur outside of class time.

CAP: MONUMENTAL WOMEN  
Monumental Women: Portland History on the Web & on the Ground  
Jan Dilg, dilgj@pdx.edu  
http://capstone.unst.pdx.edu/courses/monumental-women-portland-history-web-ground  

In this course, students will document the ways that women are memorialized and remembered for their contributions to the cultural, educational, economic, and civic development of Portland. Encompassing the complete history of the city, students have the opportunity to research and write about a significant historical woman or women's organization, and develop public access of this history to the broader community. Students are introduced to historical research and writing, and public history practices. Course outcomes vary from term to term, but result in either a student written biography on their chosen subject for posting online, or developing a women's history walking tour. This Capstone is partnered with the Walk of the Heroines, a group dedicated to honoring women in a cultural park on the Portland State University campus, www.woh.pdx.edu. Student biographies are posted on the website Women City Builders, www.wcb.ws.pdx.edu, and the website links to the educational kiosk on the Walk of the Heroines.

CAP: MULTI MEDIA  
Multimedia Production  
Robert Bremmer, robertfbremmer@msn.com  
http://capstone.unst.pdx.edu/courses/multimedia-production  

The Multimedia capstone develops skills in dynamic group communication at multiple levels through learning to build a promotional and/or educational website and blog for a community partner or community issue. We divide into six functional areas: Client Liaison/Research, Content Development, Creative, Technical, Marketing and Coordination. Students interact with the public or client and each other, gather information and knowledge, develop content and design and build the look and feel as well as navigational structure, and make decisions about how best to present the clients needs in a focused manner, and how best to harness technology to develop the project. The marketing component seeks to increase readership and site use. At the conclusion of the class students will possess a journal which shows how they learned and grew though the development of a final product starting from the conceptual idea stage, and will be able to show at least one working URL with web analytics in use within the intended community. Two examples are: which was a one term project and which is an ongoing online class project. Both these examples have links to additionally built websites. This class is taught in both an on-campus and fully online version.

CAP: MUSIC IN SCHL  
Music in the Schools  
Susan Booth Larson, susanblarson@gmail.com  
http://capstone.unst.pdx.edu/courses/music-schools  

Help with the decline in music education programs in area elementary schools by developing and teaching lessons dealing with music: for example, “The Science of Music”, the “History of Music”, “Music around the World”, or lessons dealing with rhythm, notation, and other musical specifics.

CAP: NATIVE AMER GRANT WRTG CAP  
Grantwriting for Sustainability  
Beth Lameman, beth@bethaileen.com  
http://capstone.unst.pdx.edu/reflections/grant-writing-native-american-preservation-0  

Students in this capstone will write a grant to support the operations of a nonprofit organization that promotes sustainable practices. You should expect to gain valuable experience with the grant writing process and to produce a "living grant" that you can include in a career development portfolio. We will have several partners, each with multiple grant writing needs. You can work independently on a single project, or you can team up. All instruction is online, so your time is free to work at your own pace and to meet your community partners occasionally at mutually convenient times.

CAP: PORTLAND’S WATER  
Portland’s Water  
Catherine Howells, chowells@pdx.edu  
http://capstone.unst.pdx.edu/courses/portlands-water-history-and-challenges  

Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland’s drinking water) and the workings of the Portland Water Bureau. We will research the history of the
water system, water quality, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop community outreach products. Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland’s drinking water) and the workings of the Portland Water Bureau. We will research the history of the water system, water quality, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop community outreach products.

**CAP: PR FOR NON PROFITS**
Public Relations for Nonprofits or PR for Nonprofits
Walt Amacher, wseditor@aol.com
http://capstone.unst.pdx.edu/courses/public-relations-nonprofits
In recognition of the need for governmental agencies and nonprofits to access their constituency, this Capstone provides communications training for a selected organization including the following: formation of an organizational communications program, creation of informational and promotional materials, and practical experience in working with the media. Students will learn basic communication theory and apply it to an organization. In addition to textbook materials and class presentations, this course may include guest speakers and field trips to media outlets.

**CAP: PROMOTE SUSTAIN LIFESTYLE**
Promoting Sustainable Living
Amy Minato, aminato@pdx.edu
http://capstone.unst.pdx.edu/courses/promoting-sustainable-lifestyles
In light of looming environmental crises, what can individuals do to change direction? In this course we collectively examine our society to determine which cultural values support, and which inhibit, sustainability. Students develop and facilitate sustainability opportunities tailored to youth for Northwest Earth Institute (NWEI) and the Center For Earth Leadership (CERL), local non-profit organizations that empower individuals and organizations to transform culture toward a sustainable and enriching future. Class discussion centers on the first two books in the Northwest Earth Institute series, *Voluntary Simplicity* and *Choices For Sustainable Living*. Each student creates an entry for a youth manual on sustainability using NWEI materials. Working with the Center for Earth Leadership and using the created manual, students provide these sustainability activities to local youth groups.

**CAP: SEXUAL & GENDER MINR**
Sexual & Gender Minority Youth
Molly Gray, mcg@pdx.edu
http://capstone.unst.pdx.edu/courses/sexual-and-gender-minority-youth
It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do LGBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of LGBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).

**CAP: SEXUAL ASSAULT ED**
Sexual Assault Education Theater
Eden Isenstein, edennaomi@gmail.com
http://capstone.unst.pdx.edu/courses/sexual-assault-education-theater
In this class, students will learn about the dynamics of sexual assault as they practice using theater as a tool for social change. Students will develop short plays about sexual assault and its prevention based on classroom readings, discussions, prior learning, and lived experiences. This play will then be performed for various campus audiences based on the Theater of the Oppressed Open Forum model, in which audience members are invited to stop and shift the action by joining the play, thereby practicing strategies for facing challenging situations and "rehearsing for the future."
**CAP: SOCIAL CHANGE**  
Community Based Art as a Force for Social Change  
Jen Delos Reyes, jendelosreyes@gmail.com  

What can art do? This course will examine the potential that creative acts have to effect social, political, global, local and personal change through the social application of art. Through examining social context parallel to art historical context this course will look at the ideas surrounding Dada, Surrealism, Situationism, revolutionary art, protest art, community art, dialogical art, new genre public art, relational aesthetics and art and social practice. Through reflecting critically on a wide variety of movements and approaches to socially engaged art making and discussing the works of artists such as Stephan Willats, Alfredo Jaar, Suzanne Lacey, SuperFlex, Yes Men, Critical Art Ensemble, Adrian Piper, Mark Wallinger, and Group Material the class will gain a rich understanding of this way of working apply their investigations by collaborating to create a socially engaged community artwork.

**CAP: SUS FOOD SYSTEM & ED**  
Sustainable Food Systems and Educational Farms  
Megan Hubbs (Kupko), greenfarmmama@gmail.com  

*Due to the nature of this course, it will be held at Learning Gardens Lab (SE 60th Ave & Duke) with the exception of the first class, which will be held at the designated PSU classroom.

The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland's local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through field trip experiences.

**CAP: TUTORING ADULT ESL**  
Tutoring Adult ESL at Community Colleges  
Michelle Culley, mculley@pdx.edu  

Capstone students will tutor with English as a Second Language learners for 2.5 to three hours a week at Community Colleges in the tri-county area (locations and times vary) Capstone students must be proficient speakers of English. Students must contact Michelle Culley, mculley@pdx.edu, to agree upon a tutoring time prior to official registration. In addition, time in the PSU classroom will be spent learning tutoring skills for working with adult language learners as well as discussing and exploring the many issues that revolve around immigration in the United States and the world.

**CAP: WOMEN'S PRISON GARDENS**  
Women's Prison Gardens  
Debbie Rutt, DebbieRutt1@comcast.net  
Creating a Larger Purpose: Organic Gardens in Women’s Prisons  
Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, required readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility (CCCF) and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program.

Class time will focus on issues affecting incarcerated women, the larger prison system, and prison gardens as a tool for healing and change for female inmates. Specific educational tools and methodologies will be used to engage students in collaborative, meaningful dialogue and exchange.

Students will have the option of visiting the prison garden with instructors outside of scheduled class time. The facility is 20 minutes from Portland and carpooling will be available. Any student wishing to visit or volunteer in the garden will be required to fill out a form for a Department of Corrections background check during the first week of class. Garden visitation is not a requirement of the course. Students choosing not to visit the prison garden will be asked to complete other service work related to the class topic.
Capstone Courses Beginning Spring 2012:

CAP: ARE WE TOO VIOLENT
Are We Too Violent?
DeEtte Beghtol Waleed, deettebw@gmail.com
http://capstone.unst.pdx.edu/courses/are-we-too-violent

Students will interview leaders working to overcome violence in the US and other countries in order to gain new perspectives on violence in our culture. The interconnections between violence and poverty will be explored and analyzed in order to learn new strategies to combat violence in the US and globally. We will work with American Friends Service Committee to develop anti-violence programs with youth. Topics include: Why are we violent? Violence in Sudan, in Haiti; Factors leading to violence in cities in the US; Relationships between poverty and violence; Comparing strategies to overcome violence in the US and the developing world.

CAP: ART AND SOCIAL CHANGE
Teaching Art and Social Change
Conrad Schumacher, cnarroti@earthlink.net
http://capstone.unst.pdx.edu/courses/teaching-art-social-change

Some of the essential questions driving the curriculum of this Capstone are: How can Art be a force for social change? What is change and how does it occur? What models of thinking do we use to reflect and structure models of change? What limits, if any, should there be to how we, how Art affects change? What are the differences between change and voice? What are the differences between protest and change? How do Change and Art intertwine and affect our lives? What models of change should we choose and when? And, in the spirit of Paul Loeb and John Steinbeck, When if ever are we NOT responsible for one another?

Here's the first assignment and "final" exam: Answer these questions-and the "so what?"

The working Thesis for this class is that for Art, or indeed anything/anyone, to effect change in a society the work/ideas must be palatable to the majority, real and tangible in terms of outcomes and sustainable over time. We never get far when we try to change using hate, anger, force or such "clubs."

This course is open to anyone intrigued with the questions raised by public Art (and possibilities of Art) in our society. This capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire.

Students will develop Art Literacy lessons to teach/be taught in underprivileged public schools. A web site of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the students when/if it comes to the scheduling of the Art Literacy lesson-teaching component.

CAP: ASSET MAP GIS
Asset Mapping with GIS: Empowering Communities
Margaret Merrick, merrickm@pdx.edu, dkmm@pdx.edu
http://capstone.unst.pdx.edu/courses/gis-and-asset-mapping

This capstone is about empowering communities through the use of asset mapping techniques and geographic information systems (GIS) technology. Students will work with a community partner to identify community assets and assist them in the use of GIS and other technologies that can enable them to strategically set community agendas. Students will be trained in asset mapping techniques as well as geographic information systems. No experience is required. Additional time is required outside of classroom participation.

CAP: BEYOND WAR
Living Beyond War
Debbie Kaufman, kaufmand@pdx.edu
http://capstone.unst.pdx.edu/courses/living-beyond-war

Students will be challenged to examine their assumptions about war and to become part of an alternative solution to conflict-personally, in our community, and in the world. This course will teach students about the foundational ideas of Beyond War, principles for everyday living, and prepare them to facilitate discussions challenging others to change their thinking about war. Topics will include: the interdependent nature of our living system; the effects of using war as a method for resolving problems; alternatives to war, including nonviolent conflict resolution processes; and, cooperation and collaboration among peoples and nations. Projects will include various roles in researching, developing and editing materials for the organization.
CAP: COLLABORATIONS
Collaborations: Boys and Girls Club
Heather Petzold, petzoldh@pdx.edu
http://capstone.unst.pdx.edu/courses/collaborations-boys-and-girls

This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club) for a minimum of 20 hours for the term during hours of operation (230-7:00 p.m. Monday through Friday). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).

CAP: COMM ED NUHS
Communication Education: NUHS
Gloria Totten, (503) 725-5384, totteng@pdx.edu
http://capstone.unst.pdx.edu/courses/communication-education

This Capstone explores developing and teaching lesson plans on basic skills such as liberal arts, math, science, art (topics vary). Students will be required to work as an interdisciplinary team, researching information, practicing and presenting course material in a classroom setting (our community partner is New Urban High School). This course requires an out of class commitment of one full day during the end of the term - during school hours (8 am to 4 pm). Contact instructor with questions. No special instructor approval required. Blackboard used for all course materials: syllabus, handouts, assignment descriptions, reading materials.

CAP: COMMUNITY GREENWORKS
Community Greenworks
Cynthia Gomez, gomezc@pdx.edu
http://capstone.unst.pdx.edu/courses/community-greenworks

This Capstone offers students an analysis of social justice; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students choose from several projects that best fit interests, expertise and schedules, and complete team projects with community partners addressing a pre-determined need and promoting lasting change in the community. Projects will focus on the three areas of sustainability: social equity, the economy, and the environment.

CAP: CREATIVE REUSE
Creative Reuse: Sustainable Practices in Afterschool Art Programs and Art Practices.
Amy Steels, asteel@pdx.edu
http://capstone.unst.pdx.edu/courses/creative-reuse-sustainability-afterschool-arts-and-art-practices

*Note: This capstone meets on Mondays at PSU from 2-4:50pm and on Wednesdays from 2-4pm at Arleta Elementary 5109 SE 66th Ave. Students will need to be at the community partner site on Wednesdays by 2pm. The community partner site is accessible from the 17 and 9 bus lines which pickup on campus. This capstone facilitates a creative reuse afterschool art program at Arleta Elementary. Assignments and activities will include field trips to SCRAP, Helen Gordon, The Rebuilding Center, The Childrens Museum, The IPRC and the PSU Reuse Center, reading websites/articles (about reuse, environmental education, learning centers, teaching), facilitating an after school art activity, respond to class and readings through discussion, working with neighborhood schools, creating documentation posters about the classes working processes, researching an artist that creates sustainable art, and creating 2 sustainable art works. For more information, visit: https://sites.google.com/site/creativereusepdx/.

CAP: EFFECTIVE CHANGE AGENT
Being an Effective Change Agent
Heather Petzold, petzoldh@pdx.edu
http://capstone.unst.pdx.edu/courses/effective-change-agent

This course is for students interested in being effective change agents for the public good. Each student (individually or with others) will take the initiative before the Capstone begins to arrange a project with a community organization. This project may be an existing relationship or one sought for the purpose of this class. A minimum of three working hours per week with the organization is required. During the course, students will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating action. Through class discussions, practices, reading, and self-observations, students will recognize and explore the four University Studies’ goals and make
meaning of how they apply to our everyday lives. Each student is expected to bring to the first day of class a confirmation letter from their community sponsor. This letter should include the student's name, the focus and timeframe of the project, a description of the types of people with whom the student will interact, and the sponsor's signature. Permission of instructor required. Contact instructor by phone (503-725-5376) or e-mail (2hap@comcast.net) for full details regarding course requirements.

**CAP: ELIMINATING STIGMA AM**

Eliminating Stigmatization in African American Communities
Harold Briggs, hbassociates@comcast.net
http://capstone.unst.pdx.edu/courses/eliminating-stigmatization-african-american-communities

This Capstone offers PSU students training and experience in learning an Afrocentric approach to accesses mental health and primary health care. Course participants will learn about cultural, social, and political taboos regarding mental illness and mental health treatment among African Americans, and will work with community agencies on a stigma reduction campaign. Through this experience PSU students will learn about the structural and systemic obstacles that African Americans encounter in publicly and privately funded mental health settings. The students will learn the importance of culturally centered community education to reducing stigma among African Americans. They will participate in writing grants to foundations to fund the sustainability of funding and enhancement of a model system of Afrocentric mental health care and racially competent services within a primary health care system with community linkages to community providers and county managed human service systems and supports.

**CAP: EQUAL ACCESS TO JUSTICE**

Equalizing Access to Justice
Khalil Zonoozy, gci2001@yahoo.com, zonoozym@pdx.edu
http://capstone.unst.pdx.edu/courses/equalizing-access-justice

A comprehensive examination of contemporary multicultural and cross-cultural imperatives, this course will explore the barriers to justice for people of color. Special attention will be given to the U.S. institutional structure and the justice system. Utilizing a progressive approach, students will acquire a deeper understanding, awareness and appreciation of existing disparities, leading to design and formulation of proactive solutions. There will be a community partnership with "Uniting to Understand Racism", a non-profit organization committed to reduce prejudice and discrimination in our communities through study and personal examination. Created in response to issues identified by the Oregon state Task Force on Racial Ethnic Issues in the Judicial System (Instructor served as the vice chair of that task force), offers numerous dynamic courses to raise the level of awareness concerning racial discrimination.

**CAP: GIRLPOWER**

Women’s Oral Narratives: Girl Power
Sally Eck, ecks@pdx.edu
http://capstone.unst.pdx.edu/courses/girl-power-%E2%80%93-women%E2%80%99s-oral-narratives

In this course, we will be working with our community partner, the local non-profit feminist bookstore IN OTHER WORDS and their sister organization, The Women’s Community Education Project. Our project is to coordinate a series of *rap sessions* with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

**CAP: GLOBAL AGING & HLTH NICAR**

Global Aging & Health - Enhancing Communities in Nicaragua
Margaret Neal, nealm@pdx.edu
http://capstone.unst.pdx.edu/courses/health-and-aging-nicaragua

In Nicaragua, students will meet with government officials and other local leaders, work in homes for the elderly, and conduct projects focused around community development, microenterprise development, and public health projects aimed at creating a sustainable economic base and enhanced quality of life for the homes and older adults in the community. Shortly after returning from Nicaragua, students and instructors will convene once following the time in Nicaragua to discuss the service-learning experience, evaluate the program, and finalize a presentation to the campus community.
CAP: GLOBAL PDX-AFRICAN CHILDREN
Global Portland - African Children
Sam Gioia, gioia@pdx.edu
http://capstone.unst.pdx.edu/courses/global-pdx-african-children

Through community experience and classroom education capstone students will learn about the academic needs and cultural adjustment of African refugee youth. Students will either support the children in a classroom setting 3-4 hours per week, or lead an after school homework club from 3-5:15 either Mondays and Wednesdays or Tuesdays and Thursdays starting the second week of class.

PSU classroom education will address the historical and cultural dynamics of African refugees, contemporary issues around refugee resettlement, and the academic challenges that English learners face. This class will be taught in a hybrid format meeting only on Monday mornings. Students will utilize PSU’s "Desire to Learn" site (replacing "Blackboard") to engage in discussion of the tutoring and readings.

This class provides an especially rich experience for pre-education, Social Work, Child and Family Studies, and International Studies majors. Attendance the first week of class is required in order to be part of this capstone. You may contact Sam Gioia for further information email above address.

CAP: GRANT WRITING TREES
Grant Writing for Friends of Trees
Celine Fitzmaurice, celine@pdx.edu
http://capstone.unst.pdx.edu/courses/grant-writing-friends-trees

Grant writing skills are critical to the survival of many non-profit environmental organizations. In this course you will learn grant writing skills by developing real proposals for the Friends of Trees Program. The rich history of citizen-based environmental advocacy in the US will play a central role in class discussions, presentations and reflective writing assignments throughout the term.

CAP: IMMIGRATION & WORKFORCE
Immigration & Workforce
Andrew Reed, andy47223@gmail.com
http://capstone.unst.pdx.edu/courses/immigration-workforce

Immigration in the Workforce is a Senior Capstone focusing on immigration, sociocultural behavior, and workforce development. Students will assist a non-profit workforce development agency called SE Works Inc or Human Solutions. Outside of class, students develop and edit ESL curriculum, and/or teach ESL classes, deliver other services for immigrants as they transition to life in the United States.

CAP: JUVENILE JUSTICE
Juvenile Justice
Deborah Arthur, debs@pdx.edu
http://capstone.unst.pdx.edu/courses/juvenile-justice

This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Through their work in the community, as well as through supportive academic activities, students in this Capstone will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks will be required for students to be able to work directly with youth, although are not required for participation in this Capstone.

CAP: LEADERSHIP & MENTORING
Developing Leadership, Interpersonal, & Communication Skills through Mentoring in Education
Sarah Bunton, sbunton@pdx.edu
http://capstone.unst.pdx.edu/courses/developing-leadership-interpersonal-communication-skills-through-mentoring-education

This course explores education as a key influence on an individual's social and economic future and opportunities to contribute to others' educational processes in a leadership capacity. Through course material, students are exposed to leadership development, theory, and skills. During service activities like tutoring at mentoring at the Harriet Tubman Leadership Academy for Young Women (a college preparatory school and the community partner for the course), PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor and work with students at the school for 20 hours over the term, and using those experiences as a foundation for discussion and reflection will explore issues like educational capital, social responsibility, communication, and leadership.
CAP: LEARNING GARDEN & CIV AFF
Learning Gardens and Civic Affairs
Stephanie Stokamer, stokamer@pdx.edu
http://capstone.unst.pdx.edu/courses/learning-gardens-and-civic-affairs
Students in this Capstone will work with the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Class time will focus on issues of food security and community involvement in civic affairs. Students will tend the garden and develop materials or conduct research to assist in the promotion, understanding and management of the garden. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class will be required.

CAP: LEARNING GRDNS & CIV AFFR
Learning Gardens & Civic Affairs
Judy BlueHorse Skelton, judyblue@pdx.edu
http://capstone.unst.pdx.edu/studentwork/learning-gardens-and-civic-affairs
In this Capstone, we will work with the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Class time will focus on issues of food security and community involvement in civic affairs. We will participate in hands-on gardening activities, and develop materials or conduct research to assist in the promotion, understanding and management of the garden. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class is required. Students fluent in Russian, Spanish, or Vietnamese are encouraged to join the course.

CAP: LGBTQ HISTORY
LGBTQ History
Pat Young, younghst@Spiritone.com
http://capstone.unst.pdx.edu/courses/lgbtq-history
LGBTQ History. Learn about local queer history from the folks who paved the way and help preserve their stories. This course introduces methods or collecting and preserving lesbian, gay, bisexual, transgender and queer history. Our community partner is the Gay and Lesbian Archives of the Pacific Northwest (GLAPN). Students will do an oral history and help process an archival collection. Students will also learn about local queer history including the anti-gay ballot initiatives, early gay-rights groups, and social groups.

CAP: LINK GENERATION COMM & AGING
Linking the Generations, Communication, Aging and Society
Cindy (Palmer) Koonz, teachcin16@hotmail.com
http://capstone.unst.pdx.edu/courses/linking-generations-communication-aging-and-society
Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Contact instructor upon registration to complete paperwork prior to start date. Processing can delay work in the community.

CAP: MATHEMATICS AND SOCIETY
Mathematics & Society
Paul Latiolais and Joyce O'Halloran, hmpl@pdx.edu, joyce@pdx.edu
http://capstone.unst.pdx.edu/courses/mathematics-society
We live in a society where mathematics is at the foundation of many aspects of our lifestyle, but it is socially acceptable to avoid learning mathematics. In "Mathematics and Society," we examine the impact of math avoidance on marginalized populations. Toward the goal of counteracting this situation, we share our mathematical enthusiasm with high school students through presentations at high schools or after-school programs. The basis of these presentations begins with our own explorations of applications of math to other math and in other disciplines. Each student chooses a topic to explore, to present to the class, and on which to base both the high school presentation and an in-depth paper. *This Capstone will be next offered Spring term 2012.*
Meditation for Global Healing

Julie Porter, jporter@pdx.edu
http://capstone.unst.pdx.edu/courses/meditation-global-healing

Qigong is an ancient Chinese meditative healing practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This capstone provides an opportunity to explore the personal and community implications of this healing practice and mindfulness meditation. You will learn meditation forms and their underlying philosophies while exploring the concept of personal awareness and social responsibility. Working with a community partner gives you the chance to be of service to others and learn about their needs in the context of the course material.

Media Literacy

Mark Oldani, oldani@pdx.edu
http://capstone.unst.pdx.edu/courses/media-literacy

Media literacy is the study of the impact that various mediums have on the information that is being transmitted. Class participants will learn about the impact of commercial/popular media on themselves and their community and develop various approaches to address the impact of media on their community. Class members will work directly with teachers and students by planning and presenting lessons in a middle or high school classroom. The community based learning will, in all likelihood, occur outside of class time.

Multimedia Production

Robert Bremmer, robertfbremmer@msn.com
http://capstone.unst.pdx.edu/courses/multimedia-production

The Multimedia capstone develops skills in dynamic group communication at multiple levels through learning to build a promotional and/or educational website and blog for a community partner or community issue. We divide into six functional areas: Client Liaison/Research, Content Development, Creative, Technical, Marketing and Coordination. Students interact with the public or client and each other, gather information and knowledge, develop content and design and build the look and feel as well as navigational structure, and make decisions about how best to present the clients needs in a focused manner, and how best to harness technology to develop the project. The marketing component seeks to increase readership and site use. At the conclusion of the class students will possess a journal which shows how they learned and grew though the development of a final product starting from the conceptual idea stage, and will be able to show at least one working URL with web analytics in use within the intended community. Two examples are: which was a one term project and which is an ongoing online class project. Both these examples have links to additionally built websites. This class is taught in both an on-campus and fully online version.

Museum of the City

Chet Orloff, chetorloff@msn.com
http://capstone.unst.pdx.edu/courses/museum-city

The Museum of the City is a virtual museum of cities. A museum currently being created for PSU that students will help operate, its mission is to inform visitors about the design and development of cities past, present, and future. It also shares the University's mission: "Let Knowledge Serve the City." Students in the class will be associate curators, helping create exhibits and social-media content for the electronic galleries of the Museum. While headquartered at PSU, the Museum of the City is an international project, working with partners in over 20 countries worldwide. 2011 Goals: To launch and maintain a robust, accessible, and attractive website that will encourage visitors to learn from the experiences and history of exemplary cities, to recruit exhibits and exhibitable materials from city museums, universities, and individuals worldwide, and to raise funds for operations and staff.

Music in the Schools

Sue Booth-Larson, susanblarson@gmail.com
http://capstone.unst.pdx.edu/courses/music-schools

Help with the decline in music education programs in area elementary schools by developing and teaching lessons dealing with music: for example, "The Science of Music", the "History of Music", "Music around the World", or lessons dealing with rhythm, notation, and other musical specifics.
Students in this capstone will write a grant to support the operations of a nonprofit organization that promotes sustainable practices. You should expect to gain valuable experience with the grant writing process and to produce a "living grant" that you can include in a career development portfolio.

We will have several partners, each with multiple grant writing needs. You can work independently on a single project, or you can team up. All instruction is online, so your time is free to work at your own pace and to meet your community partners occasionally at mutually convenient times.

Environmental Education through Native American Lenses
Judy Bluehorse, judybluehorse@comcast.net
http://capstone.unst.pdx.edu/courses/environmental-education-through-native-american-lenses

What are Native American perspectives and how can they affect/inform environmental education? How does environment shape our lives and our relationships? How does your own heritage and culture impact who you are today and your relationships with the environment? Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing environmental education and Native American communities. Using all our senses, we will taste, listen, feel, smell, see and express our relationship to the world around us. In collaboration with our community partner, the Native American Youth & Family Center, students will further develop their own skills and understanding for incorporation into their final class projects, and in their everyday lives.

Neighborhoods and Watersheds
Barry Messer, messerw@pdx.edu
http://capstone.unst.pdx.edu/courses/neighborhoods-and-watersheds

This course is designed to give students an opportunity to learn about and become involved in improving watersheds in urban communities. Students will be introduced to basic concepts and practices related to urban watershed protection and conservation. Students will then directly participate in a community watershed project that will provide a base of experience for furthering the learning and appreciation for the work that goes into maintaining urban watershed health. This Capstone is part of the Community Watershed Stewardship Program, a partnership between PSU and the Bureau of Environmental Services, City of Portland. A main project for the capstone involves the organization of projects and design options for “greening” the PSU campus. In addition, students will work on a neighborhood watershed enhancement project with a community partner. Students will be expected to schedule time working with the community partner outside of class hours. The amount of time working on the field projects on the PSU campus and in the community will be an average of approximately 6-8 hours/week over the term. The schedule for field project will be decided between the students and the community partner.

Organizing and Defending Immigrant Workers
Michael Chamberlain, mrchambe@pdx.edu
http://capstone.unst.pdx.edu/courses/organizing-and-defending-immigrant-workers

Immigrant workers constitute a large and growing segment of the labor force internationally, in the United States, and in the Portland area in particular. This course will explore the contentious issues surrounding immigration and the growth of an immigrant workforce. It will also partner with a local immigrant rights organization to explore ways to defend immigrant rights and to improve the working conditions of immigrants.

Performing Arts: Understanding Advocacy
Suzanne Savaria, ekiya@hotmail.com
http://capstone.unst.pdx.edu/courses/performing-arts-understanding-advocacy

Speaking about and advocating for the performing arts is possible for everyone. This course will give you a general working knowledge of the history of classical music, drama and dance, as well as examine the local organizations who bring these arts to audiences in the Portland area. We will look at the role of arts education and the responsibility of advocating for and supporting the arts. You will gain hands on experience in the business of putting on a performance
and sustaining artistic organizations through volunteer time at local performing arts organizations. Through interviews, reflection and research, you will create a final project and present to a panel of local business people with recommendations for effective and continued advocacy of the arts.

CAP: PORTLAND’S WATER
Portland’s Water
Catherine Howells, chowells@pdx.edu
http://capstone.unst.pdx.edu/courses/portlands-water-history-and-challenges
Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland’s drinking water) and the workings of the Portland Water Bureau. We will research the history of the water system, water quality, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop community outreach products.

CAP: REFUGEE SUPPORT AND EDUCATION
Refugee Support and Education: Paving the Way to Citizenship
Colleen Kaleda, kaleda@pdx.edu
http://capstone.unst.pdx.edu/courses/refugee-support-and-education-paving-way-citizenship
This course will delve into the modern refugee experience through direct contact with refugees served by Refugee and Immigrant Support and Education (RISE), a Portland non-profit social service organization. Students will work as volunteer teaching assistants in a classroom setting in four Portland-area community centers where refugees attend RISE pre-citizenship classes. Students will work under the direction of course instructors and RISE staff. Refugees enrolled in the classes will be primarily from Somalia, Burma, Bhutan, the Congo, Burundi, Ethiopia and Iraq. As a final product, students will develop culturally-specific teaching materials for these ongoing RISE classes, under the guidance of the professor and the director and assistant director of RISE. Supplemental readings and assignments will help students better understand the experience of refugees around the world and in America today.

CAP: SCI INQ OUTDOORS
Science Inquiry in the Outdoor Classroom
Richard Hugo, hugo@pdx.edu
http://capstone.unst.pdx.edu/courses/science-inquiry-outdoor-classroom
In this course you will volunteer as a Science Mentor with Wolftree, Inc., an award-winning non-profit science education organization. Wolftree brings children in grades 1-12 out of the classroom for small group, hands-on field experiences. Wolftree’s primary field site is in the foothills of Mount Hood, with other sites located 60 to 90 minutes from Portland. You are responsible for your own transportation, although carpools can usually be arranged. You will also spend several of your “field” days in classrooms preparing students for their outdoor experiences. You’ll volunteer one full day per week (Tuesday - Friday) - please enroll in the appropriate course section. All sections will also meet on Mondays to discuss topics related to science inquiry and pedagogy. Wolftree’s innovative curriculum is based on following student curiosity rather than leading formal presentations. This course is designed for aspiring educators and scientists, although students from any major will benefit from practicing the Socratic style of dialogue. No specific science background is required. You will be required to complete a criminal background check when the course begins. As with any Capstone, students are highly encouraged to contact the instructor before enrolling to discuss the course responsibilities and activities.

CAP: SEXUAL ASSAULT ED THTR
Sexual Assault Education Theater
Eden Isenstein, eni@pdx.edu
http://capstone.unst.pdx.edu/courses/sexual-assault-education-theater
In this class, students will learn about the dynamics of sexual assault as they practice using theater as a tool for social change. Students will develop short plays about sexual assault and its prevention based on classroom readings, discussions, prior learning, and lived experiences. This play will then be performed for various campus audiences based on the Theater of the Oppressed Open Forum model, in which audience members are invited to stop and shift the action by joining the play, thereby practicing strategies for facing challenging situations and “rehearsing for the future.”
It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do LGBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of LGBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).

Social movements have shaped the world we live in and are one of the most important sources of social change. They often organize to address issues of inequity, oppression or prejudice in local, regional, national and transnational spheres. They arise to address factual situations: the number of people without health care, levels of air pollution, racial profiling, unemployment or deaths in war. However, facts alone are not sufficient to create social change. Narratives are needed to provide the stories that inspire, give meaning and unite motivation, strategy and action. Course participants will investigate understandings of social movements, organizing models and the role of narratives in these efforts. Students will work with the Coalition for a Livable Future to record oral histories of local social movements in a way that creates narratives that connect past and present, and which furthers their equity-based regional work.

This Capstone offers students the opportunity to learn key aspects of public relations including audience analysis, message development, medium selection, and campaign evaluation. Our focus will be on social change organizations in Portland. A key take away from the course is a professional campaign plan which can be used as a work sample in the future.

The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland's local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through field trip experiences.

If the sustainability movement is to be successful it must include all people, not just the wealthy few. For low-income small businesses in this economy, it is hard enough to make ends meet, much less distinguish what eco-friendly decisions make sense. In this course, students will review the business, ecological and social justice aspects of the triple bottom line approach to business and apply their learning in action. Students will study methods to communicate sustainable principles to diverse business audiences; assess returns on investments, and to make suitable eco-recommendations. Students will administer a sustainable operations audit with local low-income businesses (in partnership with local community partner) and present appropriate short-term recommendations in a written and oral
presentation of their findings. Please contact Kim Powe at PoweK@pdc.us for more information.

**CAP: TUTORING ADULT ESL**
**Tutoring Adult ESL at Portland Community College**
Michelle Culley, mculley@pdx.edu
http://capstone.unst.pdx.edu/courses/tutoring-adult-esl-portland-community-college-se
Capstone students will tutor adult English as a Second Language learners for 2 - 3 hours a week in local Community College ESL classes. Capstone students must be proficient speakers of English. Students must contact Michelle Culley prior to registration. Tutoring times vary, please contact Michelle for specifics. In addition, all capstone students will meet from 12:45-15:45 every Wednesday on the PSU campus for coursework on ESL strategies and immigration issues.

**CAP: VOLUNTEER STREAM MONITORING**
**Quality Assurance for Volunteer Stream Monitoring**
Mary Ann Schmidt, maryanns@pdx.edu
http://capstone.unst.pdx.edu/courses/quality-assurance-volunteer-stream-monitoring
Capstone students will coordinate and implement all aspects of the quality assurance project plan (QAPP) for the Student Watershed Research Project (SWRP)'s volunteer monitoring program. Students will work as a team to ensure data quality for the 25 high school groups involved in SWRP. Non-science majors encouraged to become “citizen scientists” through their participation in this capstone.

This project requires training, classroom, and field support. This course will integrate chemical, biological and physical watershed analysis skills. In addition, students will be responsible for verifying macroinvertebrate and plant samples, performing field/lab analysis of duplicate water quality samples, and mathematically determining whether the accuracy and precision goals of the QAPP are being met. Students will also be responsible for data management, auditing of student data, providing feedback to data collectors, and evaluating the impact of SWRP on participating students. Spring Capstone Students will support the Annual Student Watershed Summit, where the high school students give both oral and poster presentations on their research projects.

**CAP: WOMEN’S PRISON GARDENS**
**Women’s Prison Gardens**
Debbie Rutt, DebbieRutt1@comcast.net
Creating a Larger Purpose: Organic Gardens in Women’s Prisons
Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, required readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility (CCCF) and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program.

Class time will focus on issues affecting incarcerated women, the larger prison system, and prison gardens as a tool for healing and change for female inmates. Specific educational tools and methodologies will be used to engage students in collaborative, meaningful dialogue and exchange. Students will have the option of visiting the prison garden with instructors outside of scheduled class time. The facility is 20 minutes from Portland and carpooling will be available. Any student wishing to visit or volunteer in the garden will be required to fill out a form for a Department of Corrections background check during the first week of class. Garden visitation is not a requirement of the course. Students choosing not to visit the prison garden will be asked to complete other service work related to the class topic.
The transition from childhood to adolescence is challenging, to say the least. How can we help Portland-area kids stay in school and focused on their futures? In this spring-term capstone course we will work with students and staff at the "I Have a Dream" Foundation - Oregon. The foundation provides supportive services and enrichment programs for "Dreamers" to help them graduate from high school and pursue either college or vocational education. Please visit http://www.ihaveadreamoregon.org for information about the organization.

This year, capstone students will tutor 6th-grade Dreamers at Rigler School in NE Portland. In addition, student workgroups will design and conduct projects to support the foundation's efforts. Previous projects have included theme-based enrichment activities, a "Field Day" event, survey research, and life-skills workshops.

Students are required to spend at least 2 hours per week at Rigler School during their scheduled programming hours. You may choose any one day (Monday - Thursday) from 3:00-5:15 pm (preferable). If necessary, you can choose from 3:00-4:00 pm or 3:45-5:15 pm on any two days. A background check will be conducted as required by Portland Public Schools.

Instructor approval is required to enroll in the course. Once you've decided which days and hours you will conduct your service work at Rigler School, please email me at holdtc@pdx.edu for enrollment approval.