
THE CAPSTONE CAPSULE 2017-2018

A fact sheet for students on the Senior Capstone Program at Portland State University

WHAT IS A CAPSTONE?

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

1. allow students to apply their area(s) of expertise to real-world issues and problems;
2. to give students experience working in an interdisciplinary team context; and
3. 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, 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 six 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 are required to complete a Senior Capstone course. See your advisor to discuss your particular requirements and options for choosing the appropriate course that best suits your educational needs. If you are uncertain who your academic advisor is, visit www.pdx.edu/advising.

HOW DO I REGISTER FOR A CAPSTONE?

You can register for a majority of the Senior Capstone courses (UNST 421) as you would for any other PSU course using the Course Registration Number (CRN) listed in the PSU Class Schedule. Please read the descriptions of the Capstone carefully, as many have additional time or off-campus requirements. You may be asked to e-mail the professor for permission to register. **PLEASE NOTE: Students who miss the first class session and fail to notify the instructor before class will be dropped from the course.**

WHERE DO I GO FOR MORE INFORMATION?

The Capstone program is located in the University Studies Office, Cramer Hall 117.

The office is open Monday – Friday from 8 a.m. to 5 p.m.

You may contact us at 503-725-5890 or askunst@pdx.edu. Each Capstone has an ePortfolio site with more information about the course: Capstone.unst.pdx.edu

The Capstone Capsule provides a general description of each Capstone and an estimate of which term(s) the Capstone is offered. Course details and scheduling are subject to change due to University and Community Partner resources. **Students should always consult the PSU Class Schedule prior to registration, contact the instructor directly, or contact University Studies regarding the availability of the Capstone if additional planning is required.**

Capstone Title	Summer	Fall	Winter *	Spring*
Animal Aid: Grantwriting for Wildlife Conservation		F		
Animal Grants: Aiding Shelter Pets	SUM			SP
Animal Grants: Orangutans				SP
Are We Too Violent		F		
Art and Social Change	SUM		W	SP
Bilingual Education (2 Terms)		F/W		
Change Agents in Health				SP
Collaborations: Boys and Girls Club	SUM	F	W	SP
Community Event Planning		F	W	SP
Community Greenworks	SUM			
Community Psychology (Two Terms)			W/SP	
Costa Rica, Turrialba (Education Abroad)	SUM			
Creating Age-friendly Communities				SP
Creating Global Citizens	SUM	F	W	SP
Creative Reuse				SP
Cultural Exchange with Refugees				SP
Current Issues Pregnancy and Birth: Breastfeeding			W	SP
Deepening Your Service			W	SP
Designing Persuasive Campaigns for Social Change			W	
Development Without Displacement				SP
Edit/ Design Donor Outreach		F	W	SP
Effecting Change: Russia		F/W/SP		
Effective Change Agent	SUM	F	W	SP
Embracing Size Diversity - Every Body Matters	SUM		W	SP
Empowering & Advancing Women in STEM		F		
Engaging Democracy - in W/SP of 2019				
Environmental Justice: Salmon in the Pacific NW	SUM	F		SP
Equal Access to Justice		F	W	SP
Evaluating Criminal Justice Interventions				SP
Farm Education for Youth		F		
Gender and Violence				SP
GirlPower!	SUM	F	W	SP
Girls Rock Camp	SUM			
Global Youth in Portland	SUM	F		SP
Grantwriting: Environmental Defense	SUM	F	W	SP
Grantwriting: Jewish Culture				SP
Grantwriting: Language Sustainability			W	
Grantwriting: Sustainability	SUM	F	W	
Head Start			W	SP
Healthcare Access Research				SP
Hunger PSU/Portland - Food Security: PSU and Beyond	SUM	F	W	SP
Indigenous Grantwriting		F		SP
Inside/Out Prison Exchange				SP

Japan/Chinese Language Program for Youth (2 Terms)			W/SP	
Juvenile Justice	SUM	F	W	SP
Leadership and Educational Equity			W	SP
Leadership and Mentoring	SUM	F	W	SP
Learning from Persons With Disabilities	SUM			SP
Learning Gardens	SUM	F		SP
LGBT Seniors		F		
LGBTQ History			W	SP
Linking the Generations	SUM	F	W	SP
Malaysia: Borneo – Tropical Field Biology	SUM			
Math and Society				SP
Media Literacy		F		SP
Medieval Portland				SP
Meditation for Global Healing	SUM		W	SP
Mentored Storytelling				SP
Metamorphosis: Inside/Out		F	W	SP
Migrant Children	SUM			
Mobilizing Hope: Engaged Spirituality	SUM			
Multimedia Production Team	SUM	F	W	SP
Natural Food Industry	SUM			
Outdoor and Environmental Education		F		SP
Performing Arts Advocacy		F	W	
Portland's Water	SUM	F	W	SP
Racial Equity in Oregon		F	W	SP
Reclaiming the Commons				SP
Refugee Resettlement	SUM			
Refugee Youth in Portland		F	W	SP
Reporting Live (Education Abroad)		F		SP
Research and Society	SUM			
Research Experience for Science Majors			W/SP	
Rise for the Planet			W	
Science Inquiry Outdoor Classroom		F		SP
Sexual and Gender Minority Youth	SUM	F	W	SP
Social Justice in K-12 Education	SUM	F	W	SP
Social Movements				SP
Spain Capstone – Discovering Spain: A Sense of Place	SUM			
Spain Capstone – Zamora – Spain, Society and Culture	SUM			
Story, Portrait and Civic Action	SUM			SP
Summer Youth Enrichment	SUM			
Sustainability Through Forest	SUM			
Sustainable Food Systems and Educational Farms	SUM	F		SP
Sustainable Living	SUM	F	W	SP
Tutoring Adult ESL	SUM	F	W	SP
Tutoring to Empower Native American Youth	SUM	F	W	SP
Water Scarcity	SUM	F	W	SP
Women's Homelessness				SP
Women's Prison Gardens	SUM	F	W	SP

* Subject To Change – contact instructor for information

Animal Aid: Grantwriting for Wildlife Conservation in Africa (F)

Kimberly Mukobi, kmukobi@pdx.edu

This class partners with the Kasese Wildlife Conservation Awareness Organization (www.kasesewildlife.org) to further its goals of creating wildlife awareness and increasing conservation efforts in Uganda (East Africa) through the education of Ugandan communities. Students will participate in the various aspects of grant writing; including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. A significant portion of this course involves online discussions regarding critical issues in preserving wildlife. The end project will be a presentation and portfolio of grant proposals addressing the current needs of the Kasese Wildlife Conservation Awareness Organization. Please contact instructor for any potential changes to community partner.

Animal Grants: Aiding Shelter Pets (SP, SUM)

Kimberly Mukobi, kmukobi@pdx.edu

Approximately 2.7 million healthy, adoptable cats and dogs - about one every 11 seconds - are euthanized in U.S. shelters each year. This class partners with the West Columbia Gorge Humane Society (<http://wchghs.org/>) to further its goals of eliminating the unnecessary euthanasia of healthy or treatable companion animals in the community and finding them permanent, loving homes. Students will participate in the various aspects of grant writing, including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. A significant portion of this course is spent in online discussions, allowing 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.

The end project will be a presentation and portfolio of grant proposals addressing the current needs of the West Columbia Gorge Humane Society. Please contact instructor for any potential changes to community partner.

Animal Grants: Orangutans (SP)

Kimberly Mukobi, kmukobi@pdx.edu

This Capstone partners with one of those organizations, the Orangutan Conservancy (www.orangutan.com), to further its goals of protecting orangutans in their natural habitat through research, capacity building, education and public awareness programs, and by supporting numerous on-the-ground efforts to save Southeast Asia's only great ape. Students will participate in the various aspects of grant writing, including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. This is a fully online course, and a significant portion involves research and discussions regarding critical issues in wildlife conservation. The end project will be a presentation and portfolio of grant proposals addressing the current needs of the Orangutan Conservancy. Please contact instructor for any potential changes to community partner.

Are We Too Violent? (F)

DeEtte Waleed, dwaleed@pdx.edu

Fergusson and other incidents of police violence have brought our own violence into sharper focus for us. What makes us violent? Is violence increasing? Can we change? Students will research causes of violence and learn strategies to overcome violence. Teams will interview individuals in the US and developing countries affected by wars and violence. You will work to plan and create a short film or other public education event with our community partners.

Art and Social Change (SUM, W, SP)

Conrad Schumacher, cshumac@pdx.edu

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 website of these lessons will be created and published as a teacher

resource. This course will require some flexibility from students when/if it comes to the scheduling of the Art Literacy lesson-teaching component.

Bilingual Education (F/W)

Lina Quiroga, lina@pdx.edu

This Capstone is spread out over two terms (3 credits each in fall and winter) and centers on two community-service components. First, students will volunteer as tutors/classroom aides in a bilingual Spanish/English dual immersion program at a local elementary school. In addition, students will design a classroom activity for a website which serves as a resource for teachers in need of interactive activities in Spanish (www.sca.pdx.edu/).

During the course, students will read and discuss material that complements their volunteer experience. Students will also keep reflective diaries (one entry per week) summarizing and analyzing their experiences as classroom aids. Each student will write a critical summary on two articles per term dealing with issues related to bilingual education. The summaries may be written in English or Spanish. All Capstone participants must be able to demonstrate oral proficiency in Spanish at the 300 level.

Borneo, Malaysia;

Kota Kinabalu, Malaysia (SUM)

Education Abroad, <http://tinyurl.com/z6289yh>

This course is designed to use a singular example in order to frame the broader issue of conservation and climate change. In particular, the experience is designed to take place in the Danau Girang Field Centre, a research facility run cooperatively by the Sabah Wildlife Department and Cardiff University of Wales.

Change Agents in Health (SP)

Alissa Leavitt, agg@pdx.edu

Do you ever wonder what health care will look like in 5 -15 years from now? How do personal, social, political, economic, cultural, and environmental factors affect community and population-based health? What will your role be in effecting positive change? Although we will look to theory and research to help answer these and other questions related to the topic of change leadership in healthcare, we will also be asking “how do we apply this in real world settings?” I hope you find the course engaging and useful. I

look forward to learning with you! Before the start of the spring term, each student will find their own community project/partnership. Each student must have a pre-arranged partnership BEFORE the first day of spring term. Through class discussions, practices, reading, and self-observations, students will explore the meaning their work has for both themselves and for the community. Students will complete a written report and presentation regarding an issue within the field of health or healthcare. Students may work with a mentor in public health education or health policy, public affairs, social service, or other healthcare environment in which the student is qualified.

Collaborations: Boys and Girls Club

(SUM, F, W, SP)

Heather Petzold, petzoldh@pdx.edu

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). 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).

Community Event Planning (F, W, SP)

Glorie Gary, totteng@pdx.edu

This fully online course is for students who are interested in creating and facilitating a community event. This Capstone partners with Multnomah County Developmental Disabilities (and their community partners). Each term, students will plan and facilitate a community event that has already been arranged with the community partner prior to the start of each term. Students will be challenged to develop skills in: event planning, speaking, listening, building community relationships, and affecting social change. This course will not be addressing fundraising or grant

writing as part of event planning. Assignments will include: reading, student reflection, self-observations, online class discussion, peer to peer feedback, and task activities related to the event. Students will be challenged to: critically think about their role in social responsibility, evaluate their interactions with DD individuals/communities and how they are affecting social change, and identify challenges that exist when addressing an issue. This course is fully online, and does not require Instructor Approval. There is no required text for this class.

Community Greenworks (SUM)

Cynthia Gomez, gomezc@pdx.edu

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.

Community Psychology (W/SP)

Greg Townley, gtownley@pdx.edu

Note: This is a two-term Capstone (winter and spring terms), and has a four credits per term option. A three credit option is also available over two terms.

This course focuses on applications of basic psychological knowledge and methods to community problems. Students join a work team providing consultation to a community organization or agency. Students have an opportunity to choose from a number of field projects in cooperation with community agencies engaged in social service in the fields of health, education, corrections, welfare, and others. Projects result in products of value to community agencies such as program evaluations, climate studies or volunteer recruitment videos. Students develop consultation and group skills, work collaboratively with community partners, and learn about the field of community psychology.

Costa Rica, Turrialba (SUM)

Jenna Padbury, padburyj@pdx.edu

Education Abroad, <http://tinyurl.com/z6289yh>

This capstone provides an opportunity to learn about Costa Rica and immerse yourself in the culture. The course includes a 2 ½ week service-learning experience in the city of Turrialba, Costa Rica with educational weekend excursions planned to other parts of the country. One weekend we'll explore the Caribbean coast and the other weekend takes us to Irazu volcano and the historic city of Cartago.

Creating Age-friendly Communities (SP)

Alan DeLaTorre, aland@pdx.edu

Our region, as well as world, is witnessing a rapid and unprecedented growth in the proportion and number of older adults. The window of opportunity for preparing communities is shrinking rapidly. This researched-based course seeks to improve understanding of physical, social, and service environments and it aims to share research findings with local partners in an effort to make the Portland region a better place for those of all ages and abilities.

Students will engage in community-based participatory research that has been cultivated through a partnership with Age-friendly Portland and Multnomah County Advisory Council.

Creating Global Citizens (SUM, F, W, SP)

Laura Mulas, mulas@pdx.edu

This capstone is designed to provide an opportunity to learn about Spanish culture and society by means of synchronous and asynchronous discussion group forums between American and Spanish middle and high school students. The communities of students will be from: Portland, Oregon, various schools in Washington state and Zamora, Spain. These forums will be between paired classes (one USA and one Spanish) of similar grade and language level and will be facilitated and monitored by both teachers of each class. Each grouping of classes will be assigned 2 capstone students.

The various themes that will be explored by the capstone students are: culture (American and Spanish), immigration, current political concerns, social justice, educational system (American and Spanish), disparity within the educational system, global issues, common beliefs, prejudices and practices and historical events that have affected

society. Due to the dynamic nature of this online community other relevant themes may arise and will be incorporated to this list.

Creative Reuse (SP)

Amy Steel, asteel@pdx.edu

This Capstone facilitates a creative reuse afterschool art program at Arleta Elementary. Assignments and activities will include: field trips to SCRAP, Helen Gordon, The Children's Museum, and the PSU Reuse Center; reading assignments about reuse, environmental education, learning centers and teaching; facilitating after school art activities at Arleta Elementary School; and a variety of creative assignments linked to course themes.

Cultural Exchange with Refugees: Learning and Adjusting Together in Portland (SP)

Susi Steinmann,

susi.portlandmeetportland@gmail.com

This Capstone partners with a non-profit Portland Meet Portland (portlandmeetportland.org) in order to meet, empower and learn from adults and youth in diverse refugee communities in Portland. The Capstone aims to strengthen cross-cultural learning, understand urban development issues and support positive pathways for refugee adjustment. Students are matched with diverse refugees and will document with text or video newcomers' social and economic livelihoods and community maps. In exchange, students will introduce refugees to their own social, economic and educational spaces - expanding refugees' awareness of opportunities in the wider community.

Current Issues: Pregnancy and Birth: Breastfeeding (W, SP)

Carrie Cohen, ccohen@pdx.edu

We will be continuing our work with the Oregon Inter-Tribal Breastfeeding Coalition, and expanding the partnership to include the Latina Breastfeeding Coalition as the two groups partner to expand breastfeeding and birth support to community families. We will explore issues surrounding breastfeeding and breastfeeding support, with a focus on outreach and education within OIT and Latina communities. In our work, we will address such questions as: Who is in need of lactation support but is not receiving it? What are the barriers (language, cultural, social, etc.) to

accessing lactation support? How can we better serve mothers from different backgrounds? How can we inform mothers about the resources available to them?

Deepening Your Service (W, SP)

Jenna Padbury, padburyj@pdx.edu

In this fully online course we will practice deepening our existing service in the community. Throughout the course students will learn about and practice the Social Change Model of Leadership. Before class begins students will contact the instructor and develop a service plan with an organization with which they are currently affiliated. In addition, students will form small teams with their classmates. Each team will develop, implement, and evaluate a highly focused community project. If you are already volunteering somewhere and want to deepen your commitment to social change this course is likely a good fit.

Designing Persuasive Campaigns for Social Change (W)

Courtney Dillard, cldillard@gmail.com

This course is designed to guide students through the step by step process of developing a communication campaign for a community partner. Specifically, students will learn how to set objectives, analyze audiences and contexts, develop messages, choose tactics and make basic design choices. The final product of the capstone should be a professional campaign plan that could be included in job market materials. The class will work with the Animal Sheltering Alliance of Portland (ASAP). ASAP is seeking a communication plan to effectively launch their regional campaign, Petopia, which highlights ways that residents can make a positive difference for area pets.

Development Without Displacement (SP)

Tony DeFalco, tonydefalco@verdenw.org

This Capstone partners with the Living Cully collaborative, a six year old collective impact effort in the Cully neighborhood by four community-serving organizations to build wealth among low-income people and prevent displacement. Capstone students will partner with Living Cully to learn about three areas important to the community (housing, transportation and parks). Students will gain an understanding of how

development can proceed without displacement of low-income people and people of color. Class will primarily meet on campus, but we will meet in the Cully neighborhood up to four times throughout the term.

Discovering Spain: A Sense of Place (SUM)
Education Abroad, <http://tinyurl.com/z6289yh>
Discover Spain: the diverse regions, cultures and people. In this course we will immerse ourselves in the culture and study the history of Spain using music as a lens. We'll visit three unique regions that offer insight into the vast diversity that defines this fabulous land. This 6-credit course is taught in English and can be taken for Senior Capstone or Music history credit.

Edit / Design Donor Outreach (F, W, SP)
Patrice Hudson, pjHUDSON@pdx.edu
Students will expand their understanding of small document design to think more critically about design decisions and the basic principles of layout, typography, color usage, and space, as well as basic editing practices. Students will work with the nonprofit agency Donate Life Northwest (DLNW) while learning about their mission to save/enhance lives through the promotion of organ, eye, and tissue donation. Students will design/edit promotional documents using Adobe InDesign (no experience necessary), while integrating knowledge from their own field of study, familiarity with today's popular culture, and the community partner's mission to increase registration of voluntary organ donors in the Pacific Northwest.

Effecting Change: Russia (F/W/SP)
Anna Alsufieva, alsufiev@pdx.edu
This Capstone is restricted to students who are enrolled in PSU Russian Flagship Program and the course is conducted completely in Russian. Intercultural competence is an important skill that one needs to acquire to be a successful and contributing member of modern global society. This course is the concluding component of the Portland State University Russian Language Flagship Partner Program that focuses on the preparation of global professionals. The course provides students the opportunity to explore working environments related to their professional interests particularly in Russia. While in Russia, students will participate in internships in different

types of the organizations (internships set up through the Overseas Russian Flagship Program based in St. Petersburg State University and two state universities located in Nizhnii Novgorod). Discussions, reading, writing assignments and final projects (all will be done in Russian) will be arranged to help students explore the meaning of cross-cultural communication and the position of the professions that students selected in the modern society. The final assignment will be a collective research project integrating students' internship experiences and related to American-Russian cross-cultural communication. The projects are intended to serve both the Russian-speaking community in Portland and Russian language learners in the U.S.A.

Effective Change Agent (SUM, F, W, SP)
Heather Petzold, 2hap@comcast.net
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 time frame 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 (2hap@comcast.net) for full details regarding course requirements.

Embracing Size Diversity – Every Body Matters (SUM, W, SP)
Lindsey Schuhmacher, lschuhma@pdx.edu
This course focuses on fatness as a social and cultural construction, examining the relationship between discrimination caused by body size and gender, race, and social class. Students will use

social justice and healthcare perspectives to question weight bias and explore ways in which the fat community and its supporters resist sizeism.

Empowering and Advancing Women and Underrepresented Students in STEM (F)

Marilyn Mackiewicz mackiewi@pdx.edu

This capstone will focus on building skills in effective communication, negotiation, leadership, networking, mentoring, and professional development (leading focus groups and interviewing). These are skills traditionally not learned in a classroom and are essential to advancing successful STEM careers. Capstone students will work in teams to design, implement, and evaluate a 1-day workshop to coach and transfer STEM career preparation skills to students in the Apprenticeships in Science and Engineering program” (ASE).

Engaging Democracy (W/SP of 2019)

Richard Clucas, clucasr@pdx.edu

This Capstone takes place over the winter and spring term, and is only offered every other year, when the Oregon Legislature has a full session. One of the most pressing problems in American politics today is that the public feels increasingly distant from elected leaders. To many reformers, the health of the nation’s democracy can only improve by getting more young people involved in politics. The Engaging Democracy capstone addresses this problem by having students assist Oregon legislators during the legislative session in Salem, where they will help handle the broad range of responsibilities placed on legislative staff. During classroom times, students will learn about the position of legislatures in American politics and the character of Oregon politics. As a final project, the students will work together on a web-based guide to the Legislative Assembly. The work in the capitol will be arranged around each individual student’s schedule. Carpooling should be available. It is likely we will have some funds to offset travel costs.

Environmental Justice and Salmon

(SUM, F, SP)

David Osborn, dosborn@pdx.edu

In recent years, social movement organizations have increasingly strived to address the overlapping problems of environmental

degradation and social inequality. Realizing that environmental problems disproportionately affect marginalized communities, these movements have attempted to address the social, political and economic root of what they frame “environmental injustice.” This course will combine an analysis of the literature on environmental justice movements with a hands-on project to address the social and ecological fallout of the damming of Celilo Falls on the Columbia River. Partnering with native community groups, students will (1) examine the historical causes and contemporary consequences of the dam for local native and non-native communities and the environment, (2) explore the potential for an environmental justice movement to address the social and ecological wounds caused by the dam, and (3) engaging in organizing work to raise community awareness and lay the ground work for environmental justice mobilization.

Equal Access to Justice (F, W, SP)

M. Khalil Zonoozy, zonoozym@pdx.edu

A comprehensive and engaging examination of contemporary multicultural and cross-cultural imperatives, this Capstone explores the barriers to justice for ethnic and racial minorities. Special attention will be given to the US institutional structure and the justice system. Utilizing a progressive and proactive approach, students will acquire a deeper understanding, awareness and appreciation of the root causes of the existing disparities. Their learning outcome will be enhanced through design and formulation of proactive solutions to secure fairness, equity and justice for all.

Evaluating Criminal Justice Interventions (SP)

Donald Trapp, dtrapp@pdx.edu

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.

Farm Education for Youth (SP, F)

Celine Fitzmaurice, celine@pdx.edu

Community food security is a condition in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance and social justice. (Hamm and Bellows, 2003) This course will explore the concept of food security with a particular focus on youth. In addition, we will discuss ways to build a sustainable food system which takes into account the social, environmental, and economic dimensions of food.

The course will partner with the Sauvie Island Center (www.sauvieislandcenter.org) to provide farm-based field trips for elementary age youth from low-income schools. Capstone students will lead one field trip each week from 9am-2pm on either Wednesday, Thursday, or Friday. We will meet in the classroom on Tuesdays for weekly exploration of the course themes.

Gender and Violence (SP)

DeEtte Beghtol Waleed, dwaleed@pdx.edu

Gender and Violence will study gender-based violence in the US and internationally. In this course, students will study the underlying and deep-rooted social issues and systemic violence that lead to gender violence worldwide. Students will research and interview people providing creative solutions in the field. Working with the Americans Overseas Domestic Violence Crisis Center (AODVC), students will research laws in countries around the world regarding domestic violence and sexual assault. They will develop "Know Before You Go" information packets and will contribute towards the Global Sexual Assault Response Database for people traveling, studying or living abroad.

GirlPower! (SUM, F, W SP)

Sally Eck, ecks@pdx.edu

In this course, we will be working with our community partner, the local non-profit organization; the IPRC (Independent Publishing Resource Center). 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. In preparation for this

project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

Girls Rock Camp (SUM)

Molly Gray, mcg@pdx.edu

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 & the creation of a final communication plan to secure on-going community support & sustainability for the camp.

Global Youth in Portland (SP, SUM, F)

Jenna Padbury, padburyj@pdx.edu

This capstone course meets only 1 day a week on campus, requires online participation, and requires service in the community. During this course students will learn about refugee resettlement, immigration, and the systemic educational obstacles that English learners and urban youth face. Capstone students will serve as homework helpers and teaching assistants. They will either serve in a school setting during the day 4-5 hours per week or they will be leaders in an after school homework club two days a week Mon. and Wed. or Tues. and Thurs. Please see the community partner description for specific details about required availability.

Grantwriting for Environmental Defense (SUM, F, W, SP)

Lisa Jo Frech, ljfrech@pdx.edu

Environmentalism is a philosophy and social movement (come call it a revolution) involving both protection and improvement of the health of our natural environment. This service-learning class uses an experiential approach: students learn to research and write compelling grant proposals by engaging in the process of writing real proposals to be used by our Community Partner in its pursuit of funding. Students in this Capstone course partner with a Portland based nonprofit organization who advocates for our natural resources, the wild, and the preservation of these special places.

Grantwriting: Jewish Culture (SP)

Sarah Liebman, sarahliebmanpdx@gmail.com

Students will collaborate to write grants to support local Jewish education and culture non-profit organizations. Students will develop grant research and grant-writing skills and learn about the challenges facing non-profits and the community.

All programs supported by the grants will be open to Jews and non-Jews. No prior knowledge of Judaism or prior grant-writing experience is required. Partner organizations may include Oregon Holocaust Resource Center, Portland Hillel, Morasha Jewish Community Alliance for Education, Portland Florence Melton School of Adult Learning, and Oregon Jewish Museum.

Grantwriting: Language Sustainability (W)

Nairyō Kono, nariyo@pdx.edu

The goal of this course is to provide students professional skills for grant proposal writing in the field of language diversity and sustainability. Along with the proposal writing skills, the students will learn a solid background in historical and societal issues that influence language diversity through hands-on collaboration with current language sustainability efforts. This Capstone partners with one of the endangered language communities in the Northwest, the Warm Springs Tribal Language Program. The students will develop grant proposals that will support the community partner in their work to offer language diversity in their communities. General class instruction will be exclusively online and those students who can meet at the PSU campus may be able to participate in a visit to the language communities to increase students' practical understanding of the language issues and community needs in order to produce effective grant proposals. Please contact instructor for updates on community partners.

Grantwriting: Sustainability (SUM, F, W)

Tracy Dillon, dillont@pdx.edu

You will be writing real-world grants (or coming as close to that goal as possible given our short 10-weeks together) in order to enhance your professional development. You may a) choose a grant writing project/partner from the list provided in your "Partners" panel (right-hand

column), b) bring your own community partner into the course and work on a grant for project you already are passionate about, or c) seek out a faculty member (preferably someone you admire and would like to work with) in your major discipline and help out on a grant that he/she is pursuing.

Head Start (W, SP)

Katie Kissinger, mkk2@pdx.edu

Head Start is this nation's largest investment in young children to date. It is also one of the few remaining efforts from the 1960's "War on Poverty".

Students will: Review data and documentation of the historical successes and challenges of Head Start, analyze and reflect on the impact it has had in communities, engage in a

qualitative/participatory research project, design a collective action project in conjunction with Head Start community participants that will enhance or improve the health, and growth or justice in that Head Start Community.

Students will learn about and then engage in a qualitative/participatory research process from the Popular (Laboratory) Education model used by the Highlander Education and Research Center.

Healthcare Access Research (SP)

Rajiv Sharma, sharmar@pdx.edu

Students will contribute to an ongoing research project on access to healthcare. Participants will have an opportunity to reflect on their own experience with the healthcare system as well as collect, analyze and disseminate information on access to primary care in the US. No prior research experience required. Results will be presented to Kaiser Permanente Center for Health Research.

Hunger: PSU and Portland (SUM, F, W, SP)

Julie Boyles, jboyles@pdx.edu

When you hear the terms "hunger" or "food insecurity," you may not think of college students and a university setting, but a significant percentage of college and university students are struggling with challenges to meet their nutritional, quality, and quantity food needs. This capstone delves into the reasons and potential solutions for students to meet their food needs while staying enrolled in college. Our course partners with PSU's Committee for Improving

Student Food Security (CISFS), a task force that helps guide sustainable food security solutions for our campus. We also work with Potluck in the Park, a 25 year old nonprofit that feeds 400-850 guests every Sunday, rain or shine. Students also provide service in the PSU Food Pantry to gain further perspective on this challenging topic.

Indigenous Grantwriting (F, SP)

Nariyo Kono, nariyo@pdx.edu

In the online Capstone course Indigenous Grant Writing, students work collaboratively in teams to research and write grants, and to understand the issues of Indigenous communities. Students gain an understanding of collaborative work and the importance of equal participation from every team member. Students examine the role of non-profit organizations in addressing social, ethical, and political issues. They also consider the role of funding and philanthropy as it relates to non-profits, gaining a better understanding of why organizations rely on funders and donations to function. Finally, students consider the impact of colonization on Indigenous communities.

Through discussions on current issues and exposure to media that reinforces Indigenous culture, students are challenged to consider their own relationship to Indigenous cultural sustainability. Among a number of other grants, Capstone students have successfully helped Wisdom of the Elders acquire the Multnomah County Community Cable Access grant (at \$22,000 for equipment) and the United Way grant (\$152,000 each year for three years) for the Discovering Our Story project. Other community partners include Red Lodge Transition Services and the Native Wellness Institute. Please contact instructor for any updates in community partners.

Inside/ Out Prison Exchange (SP)

Amy Spring, springa@pdx.edu

The Inside-Out Capstone provides an opportunity for a small group of students from PSU and a group of residents from Columbia River Correctional Facility to exchange perceptions about crime, justice, and how societal structures and culture define crime, justice. We 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. 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. Students who enroll in this class must be able to pass a criminal background check.

Japanese/Chinese Language Program for Youth (W/SP)

Yoko Sakurauchi, ysakura@pdx.edu

Over two terms, winter and spring, Capstone students will work with elementary school programs in the Portland area by assisting the classroom teachers. They will also engage in activities to promote foreign language education for young children. The class addresses various issues concerning language learning and teaching, learning styles, language policies, Japanese/Chinese culture and diversity. Completion of JPN/CHN201 is strongly recommended although it is not a requirement.

Juvenile Justice (SUM, F, W, SP)

Deborah Smith Arthur, debs@pdx.edu

This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Students work together to facilitate a writing/art workshop in juvenile detention. Through your work in the detention facility, as well as through supportive academic activities, you will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks and department approval are required for participation in this Capstone; prior to registration, students must complete and submit a background form. The form is available in University Studies, 117 CH, and is returned there as well.

Leadership and Educational Equity (W, SP)

Sarah Bunton, sbunton1@gmail.com

This highly interactive course explores the conceptual intersections of educational equity, social responsibility, and leadership capacity development. Using a tiered leadership model as a frame for these concepts, and with a foundation

emphasizing education as a key influence on an individual's social and economic future and opportunities, this class partners with a Portland public high school. Throughout the term, PSU students have opportunities to develop their own leadership behavioral repertoire through serving and supporting high school students in advising, tutoring, mentoring, and training capacities, all while reflecting on related topics like self-awareness and social change with classmates. A free Portland Public Schools background check is required for this class.

Leadership and Mentoring (SUM, F, W, SP)

Joseph Wightman, josew@pdx.edu

This course explores the social issue of mentoring, and in doing so, exposes PSU students to leadership development, which they can then take to students in the community, particularly those who have been historically underserved in our public educational system. Through course material, Capstone students are exposed to leadership development, theory, and skills. During service activities like mentoring at Rigler Elementary and Sabin K-8, PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor at one school throughout the term and will use those experiences as a foundation for discussion and reflection in class. A current PPS background check is required for this class.

Summer Term we will partner exclusively with Rigler SUN School and their Migrant School and Panther Camp programs.

Learning from Persons with Disabilities: Mt. Hood Camp Kiwanis (SUM, SP)

Ann Fullerton, mhkc@pdx.edu

NOTE: This course requires an application for registration. CRNS are provided after you apply. You can pick up an application at (www.pdx.edu/sped/kiwanis).

Human diversity includes the variety of abilities and disabilities we all experience. In this Capstone, students learn how the lives of persons with significant disabilities are similar and different than their own. They examine the challenges and needs of persons with disabilities and their families in society. While working as student-counselors in a residential camp located near Mt Hood, students expand their awareness,

knowledge, and skills for interacting with and supporting persons with a variety of disabilities. Working in smaller groups and under the supervision of qualified staff, students use teamwork and communication skills to support each other and campers in a range of outdoor recreation activities. The two-week practicum portion of the course enables students to strengthen their personal and professional development.

Learning Gardens, Community Engagement, Sustainability (SUM, F, SP)

Denissia Withers, denissiae@gmail.com

In this Capstone, students will explore and participate in the concept of "community food security" through community engagement and learning gardens. Class time will focus on issues of community food security and ways to create food justice through community engagement and learning gardens. Students will work with a variety of people and organizations partnered with the Learning Gardens Laboratory. Instruction is designed so that students will be able to practice skills needed to serve the community partner, and to foster community building and engagement, interpersonal communication, critical thinking, organization, creativity and collaboration. Students will examine community service learning through the lens of "sustainability leadership." We will also participate in hands-on gardening activities in the Lane Family Garden and reach out to members of the Lane Family Garden community to develop community partnerships that address food security issues. The final projects focus on a market farm stand and outreach project to raise the visibility and community awareness of the impact the Learning Garden Laboratory has in SE Portland. First Class meets On Campus, see class schedule for room listing, Off Campus classes located at LGL in southeast Portland, directions TBA first day of class.

LGBT Seniors (F)

Molly Gray, mcg@pdx.edu

Older Americans have been witness to great social and political changes in the lives and acceptance of LGBT people in American society. As the Stonewall generation of boomers near their later life, it is estimated that as many as 7 million older adults will identify as LGBT by 2030. These seniors face unique challenges in accessing the

care and rights that enable them to age with dignity and stability. For many LGBT seniors, recent research has marked a disconcerting trend of going "back into the closet" for fear of intolerance and survival in senior housing, assistance and care facilities. This Capstone will examine those issues related to aging, homophobia, and social justice academically and in service learning with the local organization Gay & Grey, a program of Friendly House in NW Portland.

LGBTQ History (W, SP)

Patricia Young, youngst@spiritone.com
Learn about local queer history from the folks who paved the way and help preserve their stories. Our community partner is the Gay and Lesbian Archives of the Pacific Northwest (GLAPN). Help GLAPN save our history by doing an oral history/interview of an elder member of the community. GLAPN selects the folks you'll interview. Students will work in pairs for the interview. Before you do the interview, you'll learn about local queer history including anti-gay ballot initiatives, early gay-rights groups, and social groups. You will also examine original sources such as old newspapers, fliers, newsletters and such. You'll discuss the advantages and disadvantages of using oral histories and original sources to save local queer history.

Linking the Generations (SUM, F, W, SP)

Cindy Koonz, palmerc@pdx.edu
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 (teachcin16@hotmail.com) upon registration to complete paperwork prior to start date. Processing can delay work in the community.

Malaysia: Borneo Tropical Field Biology (SUM)

Luis Ruedas, ruedas@pdx.edu

This course is designed to use a singular example in order to frame the broader issue of conservation and climate change. In particular, the experience is designed to take place in the Danau Girang Field Centre, a research facility run cooperatively by the Sabah Wildlife Department and Cardiff University of Wales. The Centre is remotely located in a patch of isolated rainforest in the Lower Kinabatangan Wildlife Sanctuary in Sabah (North Borneo), Malaysia. The Centre is only accessible by boat journey up a remote river. It also has several experimental forestry plantations nearby, as well as several villages. During the two weeks at the Centre, students will engage in activities in support of the Centre's goals, most notably survey and inventory of the environmental resources on the site. For these activities, students will learn biological census techniques. Students will reside on site in the Centre's dormitory facility, which will contribute to the immersive nature of this course. Students will be completely integrated into ongoing and new research activities of the Centre, and interact with the Sabah Wildlife Department staff, Centre research staff, as well as visiting scientists from abroad. Students will learn about local and regional culture, and will participate in the ongoing activities of the Centre as well as undertake activities of their own.

Math and Society (SP)

Joyce O'Halloran, joyce@pdx.edu

Do you want to have fun and satisfy the University Studies Capstone requirement? If you have completed the 300-level math major/minor requirements, you have the background to appreciate how mathematics lives in the real world: number theory and ATM's, groups used to solve differential equations, ring theory in geometry, algebra in physics-the possibilities are endless!!

Ironically, you live in a society where mathematics is at the foundation of many aspects of your lifestyle, but it is socially acceptable to avoid learning mathematics. In "Mathematics and Society," you will examine the impact of math avoidance on marginalized populations. Your contribution to counteracting this trend will be to

share your mathematical enthusiasm with high school students through presentations at high schools or after-school programs.

Media Literacy (F, SP)

Mark Oldani, oldani@pdx.edu

Popular media and advertising have a profound impact on society. Marketing and media scholars believe the values and knowledge held and presented by popular media and advertising rival those of other important institutions in American Society. Navigating in a media-saturated society presents many challenges and opportunities for middle and high school students. Students in the Media Literacy Capstone will investigate popular media and advertising; including the effect they have on individuals, their relationships, and their environments, & learn and practice effective presentation methods in preparation for presentations to middle and high school students. Students will work directly with high school or middle school teachers and professionals to prepare and complete presentations to high school and middle school students on popular media and advertising in daily life, and create a final project that describes their presentation, reflects on their community based learning experience, addresses the key components of University Studies, and describes what they learned about themselves and those served in their community based learning experience. The final project and other materials are included on the Media Literacy Capstone website is distributed to teachers and parents around the country.

Medieval Portland (SP)

Anne McClanan, anne@pdx.edu

This capstone will investigate the diverse objects from the Medieval and Early Modern periods (c. 1000-1750 CE) located in the Portland Area. A particular focus on understudied material in the John Wilson Special Collections of Multnomah County Library, which provides an invaluable cross-section of the transition from the manuscript to the printed book. No background in art history is needed, but strong research and writing skills are required. Knowledge of a foreign language is also helpful.

Meditation for Global Healing (SUM, W, SP)

Julie Porter, jporter@pdx.edu

With meditation as our framework, we will explore the concept of personal healing and awareness as a foundation for global healing. Meditation is a 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 ancient Chinese philosophy, personal healing, and social responsibility within the context of a mindfulness practice. Working with a community partner gives you the chance to be of service to people who are homeless in Portland and learn about their needs and your engagement in the context of the course material.

Students will have the opportunity to acquire knowledge of Qigong and meditation form and philosophy. Investigate the concept of personal and community healing from the perspective of this ancient Chinese practice. Coordinate with community partners to create your service learning experience. Condense acquired knowledge into a community event. Utilize mindfulness principals in the class / team environment.

Mentored Storytelling (SP)

Lukas Maurer, debs@pdx.edu

This Capstone partners with Centennial Park School (CPS), an alternative school for "at-risk" students in Gresham. PSU students will provide mentoring and support to CPS students to help them express themselves through creative storytelling. The course will examine issues of social justice, holistic learning, and self-advocacy, and consider the power of vulnerability in a leadership position. The course will also address privilege and power in society, community and classrooms.

PSU students will critically engage with learning theories and practices which they can then use to support students, particularly those who have been historically underserved in educational systems. CPS will bring their students to PSU campus once a week for mentored workshops with PSU students. PSU students will visit CPS campus once during the term. Together the college and high school students will create short stories (fiction, non-fiction, memoir, etc.) and present them in their preferred format (written, podcast, play/script, performance, multimedia, puppeteering, etc.).

Metamorphosis: Inside/Out (SP, F, W)

Deborah Smith Arthur, debs@pdx.edu

How do I transform my own life? How do I transform my community and the world? This course provides an opportunity for a small group of students from PSU and a small group of students incarcerated at MacLaren Youth Correctional Facility (MYCF) to work together in a structured peer and collaborative learning environment to address these questions. Each week, 12 PSU students and 12 incarcerated young men will meet at MYCF in Woodburn. Students (both outside PSU and inside students) will examine their own perceptions about personal and social transformation, and examine and develop their perceptions of themselves as agents of change. Together we will study historical and contemporary examples that will help us understand personal transformation and social change. Participants will have the opportunity to gain a deeper understanding of a variety of social justice issues through readings, film and discussion. Additionally, as a whole group, students will decide upon and complete a community-based learning project, addressing a social justice issue agreed upon by the participants. All students (inside and outside) will have equal ownership of and participation in the project, and will thus contribute to the positive transformation of themselves, their community and the world. This Capstone requires departmental approval. A meeting with the instructor and background checks must be completed prior to approval and registration.

Migrant Children (SUM)

Sam Gioia, gioia@pdx.edu

Migrant Children is a six-week hybridized capstone offered once per year. Through text and community engagement PSU students will observe and reflect on race, language, and class privilege as they are encountered by immigrant children and their families. The community-based learning will be classroom assistance in Beaverton School District's summer program for multilingual youth. Capstone students will support classroom teachers at Five Oaks Middle School one day per week, from 9 to 2, for four weeks. Alternate classroom times later in the afternoons with high school students may be arranged. This course will provide powerful background knowledge for

students majoring in the Social Sciences, Gender and Ethnic Studies, as well a pre-professional programs such as Child & Family Studies, Social Work, Speech & Hearing, Law, and Health Occupations.

Mobilizing Hope: Engaged Spirituality (SUM)

Deborah Smith Arthur, debs@pdx.edu

This course asks each participant to examine and discuss their own spiritual beliefs, and use that reflection as a spring board for social justice activism on an issue of their choosing. All students are welcome - those with a solid faith tradition, and those with none - and anywhere in between. Each student will develop their own partnership; each partnership and project must be approved by the Instructor. Students will have the opportunity to create meaningful relationships with their chosen community organization/partner, further explore their own spiritual belief system as related to social justice, become familiar with a variety of faith traditions, and affect positive social change. The Instructor is available to suggest possible community partners, and to support and facilitate development of partnerships. Instructor approval is required prior to registration. The class portion of this Capstone is fully online; students will determine the nature of their community based learning with their community partner.

Multimedia Production Team (SUM, F, W SP)

Robert Bremmer, bremmer@pdx.edu

The Multimedia Production Online Capstone addresses community issues and needs by developing educational interactive online media. Continuously taught since 1999, the class has undergone adjustment to the changes in technology - from output on CD-ROMs and video, to web pages and blogs developed entirely by teams of students working completely online and working remotely, from around the world! Each term students attend the class online, and learn new skills to combine to their existing skills while building a separate website and blog for a specific community issue. Since the community issue must be addressable and useful in communities where the students live - which may be anywhere, and has been as far as Germany and China and South America - we focus on

sustainability - with emphasis on the balance between Economic and Ecological activity.

Natural Food Industry (SUM)

Pedro Ferbel-Azcarate, pedro@pdx.edu

This Capstone investigates sustainable food systems from producer to consumer, with a focus on the business practices of food cooperatives. We will work with our community partner People's Food Cooperative on projects related to health and nutrition, farmers markets, local and equitable food distribution, food justice and ethical business practices.

Outdoor and Environmental Education (F, SP)

Gabe Sheopships, gabe@tryonfriends.org

This community-based learning class is designed to ignite question, wonder, and reflection related to the ways we educate ourselves and the next generations as stewards of this planet. Through lived experiences, classroom exercises, relevant readings, and group projects, students will gain a wider and deeper appreciation of ecological, sustainability, and science education. Service in this class will focus on the Friends' Nature Explorations for School Groups field trip program. Capstone students will have the opportunity to serve as Nature Guides for small groups of kindergarten and elementary aged students visiting the park. As our population has become more urbanized and technology oriented, children have fewer and fewer opportunities to interact with the natural world. We are all dependent on healthy ecosystems to support life on our planet, including our own, and we are increasingly asked to examine issues involving the environment. In order to make informed decisions about our personal role in supporting the environment, the Friends of Tryon Creek feel it is important to experience the natural world directly. The programs offered at the Park are oriented toward helping individuals develop personal connections to the living earth and begin learning science in a participatory way. It will be the role of Capstone students to assist children in their explorations of the Park and help them develop a comfort with our natural systems.

Performing Arts Advocacy (F, W)

Suzanne Savaria, savaria@pdx.edu

Advocating for the performing arts is possible for everyone. This course gives students a general working knowledge and insight into local music, theater and dance organizations who bring the performing arts to life. In addition, students will learn about the business of putting on a performance, arts education and outreach, and advocacy roles in our communities while actively participating in support of a local artistic organization. Through volunteering, presentations, interviews, reflection and research, students will develop a clear idea of their unique and important role in advocating for the performing arts.

Portland's Water (SUM, F, W, SP)

Catherine Howells, chowells@pdx.edu

This course is designed to give students an opportunity to learn about tap water and create community outreach products for the Portland Water Bureau. 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 work of the Portland Water Bureau -- how they deliver our water to our taps. We will learn about the history of the water system, the delivery system, water quality, regulations, 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 to inform our fellow citizens about our water system.

Racial Equity in Oregon (F, W, SP)

Kristin Teigen, teigenk@pdx.edu

This Capstone will help students develop expertise in grant writing, communications, marketing and fundraising, and research, all of which are vital skills necessary if pursuing a career in the nonprofit realm. It partners with organizations serving communities of color. Students will learn the history of diverse communities in Portland while helping create a development and communications program for people of color communities. Students will thus ensure that local organizations can increase their capacity to advocate for and serve local communities of color. Students will increase their awareness of local and regional racial and ethnic disparities, while engaging in constructive and active solutions to

the conditions that created the disparities. Specifically, they will help build local and regional knowledge and help build the capacity of organizations to market themselves and raise funds.

Reclaiming the Commons (SP)

Celine Fitzmaurice, celine@pdx.edu

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 a local environmental non-profit organization. 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.

Refugee Resettlement (SUM)

Andrew Reed, areed@pdc.us

Classroom topics will include immigration, socio cultural behavior, and workforce development. Students will assist a non-profit workforce development or social services agency. Outside of class, students will tutor or teach ESL for immigrants as they transition to life in the U.S, or complete other projects related to immigration. Students will learn the following: how to write a successful resume; an understanding of the political, social, and economic implications of immigration in the United States; the understanding and ability to participate in cross-cultural communication; and how to think critically about social responsibility as it pertains to living in a culturally diverse world.

Refugee Youth in Portland (F, W, SP)

Andrew Haley, andrewH@irco.org

The project will work alongside Immigrant and Refugee Community Organization, a non-profit that provides culturally specific social services. Students will address needs affecting the field of refugee and immigrant settlement in East Portland, such as researching best practices in overcoming linguistic and cultural gaps between communities and institutions, and/or meeting other needs as identified by the organization to further their success in one of Portland's highest need communities.

Reporting Live (F, SP)

Kate Kangas, kangask@pdx.edu

Reporting Live is a Capstone course designed for PSU study abroad students and connects them with Oregon middle school classrooms via interactive blogs. The course is grounded in peace journalism, engaged pedagogy, and intercultural competence theory, and consists of four main components: a pre-term orientation, ten weeks of blogging, online coursework, and a final celebration in which students visit their assigned classroom in person upon re-entry (or online if still abroad).

Research and Society (SUM)

Mitch Cruzan, cruzan@pdx.edu

The objectives of Research and Society are: community service with an emphasis on the sciences and your research interests; Learning to communicate scientific material in various media to professional and lay audiences; Higher level thinking about questions about scientific processes & ethics—synthesizing knowledge; and, preparation to complete undergrad work and enter grad school and the workforce.

Research Experience for Science Majors (W, SP)

Erik Bogedom, bodegom@pdx.edu

Students enrolled in Research Experience for Science Majors will develop an understanding and appreciation for scientific, societal, economic, political, and ethical dimensions of physics. This will be accomplished through the initial weekly readings and subsequent discussions of overarching publications on the subject of the role of science.

Rise for the Planet (W)

Celine Fitzmaurice, celine@pdx.edu

This course will focus on the issue of climate change and individual steps we can take to respond to this global problem. In partnership with a variety of local climate action groups, we will learn about a diverse set of responses to this pressing issue and take steps to address climate change. Students in this course will be encouraged to reflect on their own identity and skills to determine a meaningful response to the issue.

Science Inquiry Outdoor Classroom (F, SP)

Richard Hugo, hugo@pdx.edu

Science Inquiry in the Outdoor Classroom brings 4th-12th grade students out of the classroom and into the field to perform hands-on, small-group, inquiry-oriented science investigations. Capstone participants will volunteer alongside natural resource professionals as Science Mentors for the non-profit science education organization, Wolfree Inc. Focusing on underserved schools, Wolfree's student-centered teaching method gives young learners a chance to explore freely, ask questions, and design their own investigations. Science Inquiry in the Outdoor Classroom trains participants in the process of Science Inquiry and the Socratic Dialogue. During this course, students will engage in their own process of inquiry - teaching students how to teach. Because Portland State students come from a variety of different backgrounds, each student is expected to actively contribute their unique skills and perspectives to the community of science educators.

Sexual and Gender Minority Youth

(SUM, F, W, SP)

Molly Gray, mcg@pdx.edu

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 Justice in K-12 ED (SUM, F, W, SP)

Zapoura Newton-Calvert, zapoura@pdx.edu

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. The public has been tuned into this so-called “achievement gap” alongside shocking high school dropout rates, lack of access to equitable early childhood education, public disinvestment in the education system, disparities in access to higher education, and more. According to the Children’s Defense Fund’s *2012 State of America’s Children Report*, the gaps (more accurately and truthfully described as opportunity, wealth, or access gaps) between high and low income students is 30-40% greater now than a generation ago. This same report details that a lack of access to early childhood education can lead to 25% of at-risk youth dropping out and 60% never accessing higher education. This study goes on to state that while 76% of high school students graduate within four years, only 2/3 of black and Latino students graduate within this same time frame (Children’s Defense Fund). The Social Justice in K-12 Education Capstone is a fully online model focused on (1) current local and national education issues, (2) educational equity in public education, and (3) hands-on and virtual tools for transformative social action. Capstone students will volunteer either in a hands-on or virtual placements working directly with youth or with an education advocacy organization (in the case of virtual placement). Note: Students must contact the instructor via email (zapoura@pdx.edu) or phone (971-270-4962) as soon as they register for the class for a conversation about the online format and about community site placement options. After initial contact, the instructor will send students a toolkit for community placement and for the technology used in the course! Check out more information on the course by going to (www.pdxean.wordpress.com) and entering the password "equity".

Social Movements (SP)

David Osborn, dosborn@pdx.edu

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, deaths in war or the destruction of the environment. 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, including forest defense and ecological movements, and the role of narratives in social change. Students will work the community partner, Bark, to explore the evolution of (1) our relationship to forests and the environment in the Pacific NW and (2) narratives about that relationship, forests and activism. Students will assist Bark in their community-based work to protect the Mt. Hood National Forest.

Spain Capstone - Discovering Spain: A Sense of Place (SUM)

Suzanne Savaria, savaria@pdx.edu

Discover Spain: the diverse regions, cultures and people. In this course we will immerse ourselves in the culture and study the history of Spain using music as a lens whenever possible. We'll visit unique regions that offer insight into the vast diversity that defines this fabulous land. This 6-credit course is taught in English and can be taken for Senior Capstone or Music history credit.

Spain Capstone – Zamora – Spain, Society and Culture (SUM)

Laura Mulas, mulas@pdx.edu

This service learning experience is designed to immerse students in Spanish culture and society by collaborating with a nonprofit social service based organization in the province of Zamora, in the region of Castilla y León, Spain. Students will lead or assist small groups of at risk young adults (ages 13-17) in organized activities. They will also collaborate with the service site to better existing programs and help create new activities as directed by the community partner. Potential classes that students will assist or lead:

- Structured educational workshops: pre-labor skills, interviewing skills, English classes, grammar classes and other formative classes.
- Art and Craft classes that produce products that the participant can sell during the seasonal fairs that are common in the community.
- Recreational classes and outings for stress relief and team building.

- Cultural outings- to learn more about history and culture.

Story, Portrait and Civic Action (SUM, SP)

Katherine Kangas, kangask@pdx.edu

This online course explores how civic action, and the process of story finding and telling through the medium of digital portraiture, as inspired by Humans of New York, can effect change in our community. Each student is expected to volunteer thirty hours with a community organization of their choice over the duration of the term. Positions must be arranged before the term begins.

Over the course of the term, students will be expected to photograph and interview three to four people with whom they come in contact while volunteering at their respective sites. Students will submit a portfolio of their favorite portraits, paired with compelling excerpts of their interviews, as inspired by Brandon Stanton's ongoing Humans of New York project. These will then be published on a course Instagram account, and made available to our community and the public at large. Not only will the project showcase the great spectrum of volunteer work and civic action that our students are participating in and contributing to, but importantly, this work will be humanized with particular stories, voices, and faces. The objective of this project, and indeed, this entire course, is to shift perception from "their issues and problems" to "our issues and problems". Until we see ourselves in those around us, we are ill-equipped to make the world a better place.

Summer Youth Enrichment (SUM)

Zapoura Newton-Calvert, zapoura@pdx.edu

This summer, we will be working as tutors/mentors with the 6-week summer program of Upward Bound on the P.S.U. campus. We will be part of the summer session of this college preparatory program offering assistance to approximately 90 low-income and first generation high school students. 98% of participants ultimately graduate from high school, 95% of participants enter college after high school graduation, and 80% of our high school graduates since 200 are still in college or have graduated. Capstone students will fulfill a variety of roles depending on their academic interests/skills and outside interests/skills. In the past, students have

worked one-on-one with students to support their classroom learning, with small groups inside a classroom, and with special projects. A detailed list of available roles will be emailed before the term begins. This is a long-standing partnership with a lot of rich possibilities for teaching and learning!

Sustainability Outdoors: Communicating Sustainability through the Forest (SUM)

Gabe Sheopships, gabe@tryonfriends.org
This course is taught at Tryon Creek State Park, located just 15 minutes from PSU. Learn to effectively educate for sustainability through non-formal, outdoor experiences. Students will examine current practices in education for sustainability and outdoor and environmental education. Students will then use this information to create informative, engaging programs for Nature Day Camp participants. Student learning will benefit from discussion, team work, outdoor experiences, and practical application. This class meets Tuesday and Thursday afternoons from 1:00 – 4:00 pm at the Tryon Creek State Park Nature Center. More information is available at (www.tryonfriends.org) or by contacting the course instructor.

Sustainable Food Systems and Educational Farms (SUM, F, SP)

Megan Hubbs, greenfarmmama@gmail.com
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.

Sustainable Living (SUM, F, W, SP)

Amy Minato, aminato@pdx.edu
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. Working with established green teams and enrichment programs, students develop and facilitate sustainability activities for youth. Our partner groups, The Northwest Earth Institute (NWEI) and the Center for Earth Leadership (CERL) 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 eco-kit on a theme of his/her choice on sustainability to be distributed to Portland schools and beyond. Participating students will be required to pass a criminal history background check.

Tutoring Adult ESL (SUM, F, W, SP)

Michelle Culley, mculley@pdx.edu
Capstone students will tutor small groups of adult English as a Second Language learners for 2.5 to three hours a week at local community colleges (locations and times vary). Capstone students must be proficient speakers of English. Coursework involves strategies for tutoring ESL/ABE, intercultural communications, and issues pertaining to immigration. Students must contact Michelle Culley (mculley@pdx.edu) prior to registration.

Tutoring to Empower Native American Youth (SUM, F, W, SP)

Anmarie Trimble, atrimble@pdx.edu
This class is an opportunity to explore hands-on the complexity surrounding education, equity, and empowerment, with a specific focus on collaborative peer tutoring and mentoring. Our community partner in this endeavor is the Native American Youth and Family Center (NAYA). At NAYA, you will have the opportunity to interact with bright youth from diverse cultures and work with them on improving their academics and future prospects. Capstones will collaborate with their Capstone peers, NAYA students and staff in NAYA's after-school Learning Center or in their Early College Academy high school. This course examines the role of cultural difference, connection and reconciliation, and empathy in the learning relationship through in-class dialog, engagement with diverse texts, weekly written reflection, and the practice of tutoring and mentoring youth. To be effective tutors and mentors, you will be expected to gain background

in the history and experiences of the community we're working with, but also be open to examining how your own background shapes your educational and other social experiences. We will therefore need to examine our own assumptions, biases, and learning around issues of poverty, privilege, race, class and other relevant social and historical factors. .

Water Scarcity (SUM, F, W, SP)

Andrew Reed, areed@pdx.edu

The project will work alongside Water4 Foundations, a non-profit that is focused on water scarcity issues. Students will address needs affecting the field of water scarcity. The Water Scarcity Capstone will assist in addressing the needs and goals of the partner organization. The first project scope will occur as detailed in the letter of intent from the Water4 Foundation.

Women's Homelessness (SP)

Julia Delgado, delgado8@pdx.edu

Students in this Capstone will learn about homelessness, housing policy and issues of women in poverty, while partnering with Rosehaven, a women's day shelter which welcomes women off the street and addresses their needs by offering services, assistance and simply, a warm, dry place to rest. Students will support the work of Rosehaven by supporting their marketing efforts, particularly for its annual Reigning Roses Walk, which helps create awareness and raise support to serve 2,400 people annually. We will meet Mondays and Wednesdays at 11:30. Students need to support the day-of walk logistics, and therefore must be available on Sunday, May 14th, for part of the day. The course will be taught Urban League Programs Director, Julia Delgado and by Kristin Tiegen, a long time Capstone instructor. Students are graded on their 30-hour community service project, a quiz, and a 10 page paper based on course content-- no additional research, beyond the course readings, are expected for this paper. There are no mid-terms or finals.

Women's Prison Gardens (SUM, F, W SP)

Deborah Rutt, debrutt@pdx.edu

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 and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program.

Students will have the option of working in the prison garden to meet the community service requirement of this course. The facility is 20 minutes from Portland and carpooling will be available. Any student wishing to work in the garden will be required to fill out a form for a Department of Corrections background check during the first week of class. Students choosing not to work in the prison garden will be asked to complete other service work related to the class topic.