
THE CAPSTONE CAPSULE 2019-2020

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 may 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 8:30 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 Grants: Aiding Shelter Pets	SUM		W	SP
Animal Grants: Grantwriting for Wildlife Conservation		F		SP
Art and Social Change	SUM		W	SP
Black Civil Rights				SP
Bilingual Education (2 Terms)		F/W		
Boys and Girls Club	SUM	F	W	SP
Community Event Planning		F	W	SP
Community Psychology (Two Terms)			W/SP	
Creating Global Citizens	SUM	F	W	SP
Creative Reuse				
Current Issues Pregnancy and Birth		F		
Design/Edit for Donor Outreach		F	W	SP
Effecting Change: Russia (Flagship Program only)		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		
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		SP
Food Insecurity: PSU and Beyond	SUM	F	W	SP
Gender and Violence		F		
GirlPower!	SUM	F	W	SP
Girls Rock Camp	SUM			
Global Youth in Portland		F	W	SP
Grantwriting: Environmental Defense	SUM	F	W	SP
Grantwriting: Homelessness			W	SP
Grantwriting: Language Sustainability				SP
Grantwriting: Sustainability	SUM		W	SP
Greenspaces: Latino Youth	SUM			
Healthcare Disparities				SP
Health Professionals as Agents of Change				SP
Hunger: PSU and Portland		F	W	SP
Indigenous Grantwriting		F	W	
Japan/Chinese Language Program for Youth (2 Terms)			W/SP	
Juvenile Justice	SUM	F		SP
Leadership and Educational Equity			W	SP
Leadership and Mentoring	SUM	F	W	SP
Learning from Persons With Disabilities	SUM			SP/SUM
Learning Gardens	SUM			SP
LGBT Seniors		F		SP
LGBTQ History			W	SP
Linking the Generations	SUM	F	W	SP

Math and Society				SP
Medieval Portland				SP
Meditation for Global Healing	SUM		W	SP
Mentored Storytelling				SP
Mentoring and Empowerment at NAYA	SUM	F	W	SP
Metamorphosis: Inside/Out			W	
Middle School Equity and Inclusion	SUM			
Mobilizing Hope: Engaged Spirituality	SUM			
Multimedia Production Team	SUM	F	W	SP
Natural Food Industry	SUM			
Performing Arts Advocacy		F	W	
Philosophy for Children		F		
Portland's Water	SUM	F	W	SP
Queer and Trans Youth	SUM	F	W	SP
Racial Equity in Oregon	SUM	F	W	SP
Refugee and Immigrant Youth		F	W	SP
Reporting Live (Education Abroad)		F		SP
Research and Society	SUM			
Research Experience for Science Majors			W/SP	
Science Inquiry Outdoor Classroom		F		SP
Social Justice in K-12 Education	SUM	F	W	SP
Social Movements				SP
Spain Capstone – Discovering Spain: A Sense of Place	SUM			
Strengthening Headstart				
Story, Portrait and Civic Action			W	SP
Summer Youth Enrichment	SUM			
Sustainable Food Systems and Educational Farms	SUM	F		SP
Sustainable Living	SUM	F	W	SP
Trans Oral History Project			W	
Tryon Creek: Cultural and Ecological Education	SUM	F		SP
Tutoring Adult ESL		F	W	SP
Water Scarcity	SUM	F	W	SP
Whole Systems Living in the Columbia Gorge	SUM			
Women's Prison Gardens	SUM	F	W	SP

* *Subject To Change – contact instructor for information*

Animal Grants: Aiding Shelter Pets (W, 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 a local no-kill animal shelter 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 grantwriting, 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. Please have a webcam or smartphone available for the discussions. The end project will be a presentation and portfolio of grant proposals addressing the current needs of the community partner.

Animal Grants: 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.

Art and Social Change (SUM, W, SP)

Conrad Schumacher, cschumac@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)

Shayna Snyder, shays@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 to share with the dual immersion teachers as well as participate in other projects as needed. 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. Please contact Shayna Snyder, shays@pdx.edu, for more information.

Black Civil Rights (SP)

Carmen Denison,

carmen@oregoncampuscompact.org

This course combines critical race theory, the history of the Black Civil Rights Movement, and critical service-learning methodology to develop a symposium plan for Campus Compact

of Oregon's annual programming honoring the legacy of Dr. Martin Luther King Jr. PSU Students will design a teach-in style event that centers the voices and needs of partner campus representatives, community interest groups and advocates, and student activists representing Portland's Black community; thematically this project seeks to connect the historical to the contemporary, and the regional to the national, to develop a new vision of Campus Compact's MLK Day programming.

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 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.

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

Laura Mulas, mulas@pdx.edu

Global citizenship is of utmost importance as our societies are increasingly becoming more connected through media and technology. There is a growing disparity in the American school system that allows only the privileged students to participate in meaningful and engaging cultural learning. Schools that receive funding and support are able to facilitate cultural exchanges in person for students and faculty, while the majority of students in the public system receive little financial support and are left without any type of cultural exchange or enrichment program. This capstone will provide this needed and valuable cultural exchange. This course focus is creating a vibrant online cultural exchange platform to be used by paired K-12 teachers in Spain and Portland. This course will include an introduction to online tools and platforms, pedagogy and rationale for

promoting global consciousness and citizenship. Capstone students will work in small groups to design lessons for the platform that K-12 teachers will use in their classroom. In addition the students will create tutorials for the teachers and a promotional and informational video. Important note — In order to fulfill the dynamic online assignments you will need a computer, internet access, webcam, microphone, and speakers, in order to participate and to interact with the instructor and other students.

Creative Reuse (W)

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.

Current Issues: Pregnancy and Birth: Breastfeeding (F)

Carrie Cohen, ccohen@pdx.edu

Our community partner will be the Family Preservation Project as we work to address prenatal and postpartum support for women during and after incarceration. We will work with the FPP and possibly also the Department of Corrections and Coffee Creek Correctional Facility to create a needs assessment for mothers, staff and hospitals. Additionally we will examine models from around the world be assist with improving prenatal and postpartum support education, resources and services for families during incarceration.

Please note: In the event that students are able to work with moms currently incarcerated at Coffee Creek CF, students will need to complete a background check. Additionally, while most work will be completed during class time, there may be 1-2 days where some (or all) students may need to be off campus, including one Saturday in early-mid May to conduct a focus group, or to visit Coffee Creek.

Design/Edit Organ Donor (F, W, SP)

Patrice Ball, pjHUDSON@pdx.edu

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 (digital, video, electronic or for print), 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, and to honor the brave individuals and their families who make the decision to donate.

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, 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 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).

Environmental Justice and Salmon

(SUM, F)

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

Service Coordination Team 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 (F, SP)

Lydia Fisher, lydia.fisher@pdx.edu (F)
Celine Fitzmaurice celine@pdx.edu (SP)
Students in this course will partner with the Sauvie Island Center (sauvieislandcenter.org) to lead farm-based field trips for elementary age students. The mission of the Sauvie Island Center is “educating youth about food, farming, and the land.” As a student in this course, you will need to travel to Sauvie Island one day per week throughout most of the term. You will have a choice of Mon., Wed, or Thurs field trip slots. (Please contact the instructor if Friday is the only day you are available to volunteer and we may be able to make an exception.) Field trip leaders are required to be at the farm from 8:45am-2pm on field trip days. You are responsible for providing your own transportation to and from the island on these dates (in the past, students have formed carpools.) During field trip weeks, we will not meet in the classroom on Thursdays.

Food Insecurity: PSU and Beyond (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 or a university setting. Yet a significant percentage of college and university students are struggling with challenges to meet their own nutritional needs, in terms of both quality and quantity. This capstone delves into the reasons and potential solutions for students to meet their food needs while staying enrolled in college. We also look at food security at the metropolitan, state, and national levels. This course partners with PSU's Committee for Improving Student Food Security (CISFS), a task force that helps guide sustainable food solutions and resources for our campus. In addition to course materials, students access their own food insecurity-related community service opportunity that fits their schedule and interests in

order to gain further perspective on the multi-threaded, complex topic of food insecurity.

Gender and Violence (F)

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.

Girl Power! (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.

Girl's 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 (F, W, SP)

Jenna Padbury, padburyj@pdx.edu

During this course students will grow in their cross-cultural skills and understanding. They will learn about refugee resettlement and the systemic educational obstacles that English learners face and overcome. Students completing this capstone will have a well-developed sense of their civic identity as it relates to newcomers in their local communities. Capstone students will serve as homework helpers and classroom assistants for about 3 hours a week. They will serve 1 day a week at one of two service sites. Site 1: Kateri Park homework club Monday through Thursdays from 2:45-5:15 pm Site 2: Markham elementary school about 3 hours typically in the morning Monday thru Thursday. The instructor will contact students before the term begins to set-up service schedules. This capstone course meets only 1 day a week on campus and requires online participation.

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 nature, the wild, and the preservation of these special and vanishing places.

Grantwriting: Homelessness (W, SP)

Courtney Dillard, cdillard@pdx.edu

In this course, students have the opportunity to learn the basics of grant writing. A much sought-after skill in many sectors, grant writing helps a variety of nonprofits and government agencies obtain funds for various projects they are interested in pursuing. For this class, our community partner will be **JOIN**. As they describe on their website, *JOIN exists to support the efforts of homeless individuals and families to transition out of homelessness into permanent housing. Our efforts are directed at individuals sleeping outside or in their car in the*

Portland Metro area. Over the course of the term, students will learn how to research grant opportunities, write a grant application through a step-by-step process and explore the role of grants in the economic life of nonprofits.

Grantwriting: Language Sustainability (SP)

Nairyo 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, W, SP)

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 they are pursuing.

Greenspaces – Latino Youth (SUM)

Cynthia Gomez, gomezc@pdx.edu

This Capstone offers students the opportunity to explore the outdoors with at-risk and gang-involved Latino youth enrolled in Latino

Network's Summer Academia. Students can also choose from indirect service options such as research, data collection, and curriculum development. Through a partnership with Metro called Latino Greenspaces, youth make weekly visits to local natural areas and parks to experience the wonders of Oregon using culturally-specific curriculum centered on Latino culture, arts, music, hiking, and science. Capstone coursework focuses on the three areas of sustainability: social equity, the economy, and the environment.

Spanish-language proficiency not required.

Program Link: www.latnet.org/academia-overview/

Health Professionals as Agents of Change (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.

Healthcare Disparities: Will the Doctor see you now? (SP)

Rajiv Sharma, sharmar@pdx.edu

Primary care has been identified as a key component of the US healthcare system because of its ability to deliver improved health at a reasonable cost. However, disparities in access to primary care based on race/ethnicity and

insurance type, among other characteristics of patients, are well documented. 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 (F, W, SP)

Julie Boyles, jboyles@pdx.edu

When you hear the terms "hunger" or "food insecurity," you may not think of college students or a university setting. Yet a significant percentage of college and university students are struggling with challenges to meet their own nutritional needs, in terms of both quality and quantity. This capstone delves into the reasons and potential solutions for students to meet their food needs while staying enrolled in college. We also look at food security at the metropolitan, state, and national levels. This course partners with PSU's Committee for Improving Student Food Security (CISFS), a task force that helps guide sustainable food solutions and resources for our campus. In addition to in class time, students offer two hours of service in the PSU Food Pantry in order to gain further perspective on this challenging topic. They also commit to two "food runs" to the Oregon Food Bank to experience a behind-the-scenes aspect of securing resources for the pantry...

Indigenous Grantwriting (F, W)

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.

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

Yoko Sakurachi, 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 though 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 education as a key influence on an individual's social and economic future and provides opportunities to contribute to the educational process in a leadership capacity. Through course material, Capstone students are exposed to leadership development, theory, and skills. During service activities like tutoring and 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 or tutor at one school throughout the term and, using those experiences as a foundation for discussion and reflection in class, will explore educational capital, social responsibility, and leadership. A current PPS background check is required for this class.

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

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, SP)

Lukas Maurer, lmaurer@pdx.edu

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, SP)

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, 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)

Sarah Loose, sloose@pdx.edu

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.

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.

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)

Michelle Swinehart, mlswine@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 guidance to CPS students to help them express themselves through storytelling. The course will examine issues of social justice; power and privilege in our society, community and classrooms; holistic learning; the power of being vulnerable in a leadership role; and what creates self-advocacy. PSU students will critically engage with pedagogical theory and practice 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 for mentored workshops with PSU students; and PSU students will visit CPS campus during the term. Together the college and high school students will exchange and create projects based on lived experiences (non-fiction, memoir, etc.)—and present them in their preferred creative format (podcast, play/script, performed, multimedia, etc.).

Mentoring and Empowerment at NAYA

(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.

Metamorphosis: Inside/Out (SP)

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.

Middle School Equity and Inclusion (SUM)

Sam Gioia, gioia@pdx.edu

Middle School Equity and Inclusion is a hybridized capstone offered each summer for migrant children. 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. Our classroom time will include guided interaction for students to further develop their racial identities and their commitment to social justice. 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.

Performing Arts Advocacy (F, W)

Suzanne Savaria, savaria@pdx.edu

The arts play a critical role in stimulating creativity and in developing vital communities. They have a crucial impact on our economy and are an important catalyst for learning, discovery and achievement in our county.

In this course we will examine what it means to advocate for the arts and define our roles as advocates. We will explore the world of arts advocacy and arts education and gain a deeper understanding of how to better sustain a healthy arts community. We'll take part in community service through partnerships with performing arts organizations such as Portland Center Stage and The Red Door Project and advocacy organizations like The Right Brain Initiative.

Philosophy for Children (F)

Alexander Sager, asager@pdx.edu

Philosophy for Children (P4C) programs promote the development of critical thinking, metacognition (thinking about thinking), and ethical and social responsibility through philosophical inquiry. In the P4C capstone, students will learn about best practices in P4C and discuss the practical and philosophical issues of teaching philosophy to K-12 students. Course work will include researching and developing P4C activities and materials, collaborating with Portland-area teachers, leading K-12 student discussion on philosophical themes, and documenting activities. Portland State University will also be hosting the first Oregon High School Ethics Bowl in January and the Philosophy for Children Capstone offers the opportunity for PSU students to organize the event and to serve as team coaches.

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.

Queer and Trans 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).

Racial Equity in Oregon (SUM, F, W, SP)

Kristin Teigen, teigenk@pdx.edu

This Capstone partners with OPAL Environmental Justice, the Urban League and the Redstone Collective. Students will learn the history of diverse communities in Portland while working with our partners to fight racism, white supremacy and create a different future for Oregon. Students in this course will learn how to write grants, create communication tools and conduct marketing campaigns. These skills can very easily be translated to working professionally in a nonprofit organization! A wide variety of project opportunities exist -- everything from scheduled shifts to projects that can be conducted on your own time and schedule.

Refugee and Immigrant Youth (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

This Capstone takes place over the winter and spring terms. 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.

Science Inquiry Outdoor Classroom (F, SP)

Richard Hugo, hugo@pdx.edu

In this course you will volunteer as a Science Mentor helping to lead inquiry-based outdoor investigations for K-12 students. Our educational approach is based on following student curiosity rather than leading prepared presentations. No science background is required. The primary skill you will gain is the art of communicating through a Socratic dialogue. You will also learn some basic outdoor skills, local ecology and environmental management, and the realities of the public education system. Several of your "field" days will be in school classrooms, preparing students for their outdoor experiences. For this reason you will be required to complete a criminal background check before the course begins. All sections will meet together on Mondays to discuss topics related to science inquiry and pedagogy. However, the bulk of your learning will occur in the field as you actively engage with young learners. You are responsible for your own transportation, although carpools can usually be

arranged. Arrival and departure times at the field site will vary from week to week, and you may occasionally be expected to arrive on site earlier than 8:00. You must contact the instructor before the course begins to discuss the course activities and responsibilities.

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.

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. Three field days in service to the community partner will be required as part of this course.

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

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.

Story, Portrait and Civic Action (W, 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.

Strengthening Headstart (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.

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!

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

Megan Kupko, 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.

Trans Oral History Project (W)

Molly Gray, mcg@pdx.edu

This fully-online Capstone will examine the issues relevant to the lived experiences of transgender and nonbinary individuals and the associated socio-political climate for this population in the U.S. Students will collaborate digitally with the Trans Oral History Project at the New York Public Library to transcribe recorded oral histories to increase access to the archives as well as deepen

awareness and solidarity with those who are transgender and/or nonbinary.

Tryon Creek: Cultural and Ecological Education (SUM, F, SP)

Gabe Sheoships, gabe@tryonfriends.org

Students will participate in interpretive programs facilitated within the Tryon Creek State Natural Area. Capstone students will have the opportunity to serve as Interpretive Educators for elementary students visiting the natural area. Today's youth 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. FOTC programs are designed to develop personal connections to the living earth and begin learning about our connections to the natural world.

Tutoring Adult ESL (F, W, SP)

Michelle Culley, mculley@pdx.edu

Capstone students will work with adult English as 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 but are not required to be native English speakers.

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.

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. Students may participate in the following service-learning: Research cultural practices and country dynamics to assist NGOs transition into new markets;

- Research water technologies, benefits/drawbacks of each, identify best practices; and
- Survey water scarcity activities, map out industry trends, and conduct gap analysis.

Whole Systems Living in the Columbia Gorge (SUM)

David Hall, deh@pdx.edu

Partnering with the Little White Salmon Biodiversity Reserve (LWSBR), participants will help tend farm and forest lands while exploring relationships among science, culture, stewardship and community development. LWSBR is committed to providing a place-based, systems-aware learning environment while serving community well-being and ecological health. Time will be split between campus meetings and two overnight site visits in the Columbia Gorge. Students will create multimedia materials to support LWSBR's social media outreach, fundraising, and educational mission. Site visits will be two three-day weekends (Fri-Sun)--one July 12 – 14 and one August 2 – 4.

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.