

Hunger in the City Capstone

Spring 2013

UNST 421-506, CRN 64071

SEH 106

T/Tr 10-11:50am



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Course Description

Welcome to your senior capstone course! Community food security is a condition in which all people 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. Students in this course will partner with the Sauvie Island Center (sauvieislandcenter.org) to lead farm-based field trips for elementary age students. Our classroom time will be spent exploring ways to build a sustainable food system which takes into account the social, environmental, and economic dimensions of food.

Course Goals

By the end of this course, you should be able to:

1. Describe and distinguish among federal definitions for hunger, food insecurity, and food security. (*critical thinking*)
2. Explain the concept of “community food security.” (*social and ethical responsibility*)
3. List the factors which contribute to food insecurity in Oregon. (*social and ethical responsibility, diversity*)
4. Describe the impact of food insecurity on childhood health and development. (*social and ethical responsibility, critical thinking*)
5. Describe the historical foundations of our current food system in the U.S. (*critical thinking*)
6. Discuss the connections between food systems, the health of our natural environment, and the strength of our local economies (*critical thinking, social and ethical responsibility*)
7. Critically analyze large and small scale agriculture models in the U.S. (*critical thinking*)
8. Apply communication, organizational, and critical thinking skills to the leadership of farm-based field trips for elementary age youth. (*communication, diversity, critical thinking*)

(Note: UNST goals associated with a given course goal are listed in italics after each course goal.)

Course Design

This course may feel different than other courses you have taken in the past. The course will rely less on lecture-style content and more on experiential and student-led learning. Each of you brings particular expertise from your major and life experience to this course. You will be asked to contribute this expertise to our class activities, assignments and field work. Attendance and full participation is critical to a successful learning experience in this course. In the capstone setting, students, instructor and community partners are viewed as co-teachers and co-learners. We will work together to achieve goals that both benefit your educational experience and meet a real need in the community.

Community Partner

Established in 2005, the Sauvie Island Center (sauvieislandcenter.org) educates youth about food, farming, and the land. The Sauvie Island Center increases food, farm and environmental literacy in the community by providing hands-on educational field trips for elementary school children. The trips take place on the Sauvie Island Organics farm and on the grounds of the 120 acre Howell Territorial Park, managed by Metro Regional Government. The program serves students from low-income elementary schools in North and Northeast Portland. Our key contact at the Sauvie Island Center will be:

Anna Goldrich, Executive Director, 503-231-2757, anna@sauvieislandcenter.org

Reflective Writing

The purpose of reflective writing assignments is to a) record observations, insights, and questions that occur as part of your Capstone experience and b) connect the course experiences to University Studies goals. Each assignment should be typed, single-spaced, approximately two pages in length, and submitted in class on the date due. (Please note: Your final reflective writing assignment will be slightly longer to allow for deeper reflection on the course and field trip leadership experience.)

Late papers will lose 20% credit unless prior arrangements have been made. Writing prompts will be posted on Tuesdays via D2L with the paper due the following Tuesday. Reflective writing assignments will be read and returned the following week. No late papers will be accepted after assignments have been returned.

Reflective writing papers will be graded on the following 10-point scale:

Paper responds completely to the writing prompt:	2 points
Paper is well-organized and free of grammatical errors:	2 points
Paper demonstrates critical analysis:	4 points
Paper demonstrates synthesis with other course components, other course or your life experience:	2 points

Final Project

The final project for this course will center on leading and enhancing farm-based field trips for elementary age youth. The project will include three steps:

- 1) You will have the opportunity to lead 7 farm-based field trips for elementary age students to support our community partner's mission of "educating youth about food, farming, and the land." To complete this final project you will need to travel to Sauvie Island one day per week throughout most of the term. 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.
- 2) You will be invited to research and develop an educational resource to strengthen our field trip leadership skills. This resource will be shared with your peers and given to the Sauvie Island Center at the end of the term for use by future field trip leaders. Guidelines for this assignment will be discussed in class.
- 3) You will be asked to reflect on your field trip leadership experience through a final reflective writing assignment that will serve to inform future efforts of the Sauvie Island Center. The guidelines for this paper will be posted on D2L and the final paper will be due on the last day of class. This paper will satisfy requirements for reflective writing assignment #6.

Grading Criteria

Grades will be based on participation in the class as measured by:

Attendance at class sessions and service-learning activities	(30%)
Participation in class activities and service-learning activities	(30%)
Reflective Writing Papers	(30%)
Educational Resource Assignment	(10%)

The standard 90/80/70/60 grading scale will be used. There will be no final exam for this course. Peer and self review will be taken into account when calculating the final grade for this course.

Course Readings

Articles or web links for reading assignments will be assigned throughout the term via the "course readings" folder on our D2L site.

On-line Access to Course Information

The course syllabus, handouts, reflective writing prompts and additional resources will be made available on-line through D2L. You will log into the course by going to <http://www.psuonline.pdx.edu> and clicking "D2L Login."

ADA Modifications

Please see me if you have a disability that may require some modification to the course. I will work with you and the Disability Resource Center to arrange needed supports.

Plagiarism and Codes of Conduct

A productive learning environment relies on our adherence to PSU Codes of Conduct: <http://www.pdx.edu/dos/policies-codes-of-conduct-at-psu>. In particular, please note that plagiarism will not be tolerated in this course. If you are quoting or relying heavily on another's work in your written assignments or class presentations, you must acknowledge the source appropriately.

Your capstone student handbook outlines specific policies related to conduct and safety at the community partner site. This handbook will be provided on the first day of class.

Weekly Schedule

Our tentative weekly schedule is attached. Please note that the schedule is subject to change.

Course Schedule, Spring Term 2013

Hunger in the City: In Search of Community Food Security

Week 1 – Introduction to Capstone and Community Partners

Tues., 4/2

- Intros
- What is a Capstone?
- Syllabus Overview

Thurs., 4/4

- Intro to Community Partner Organization
- Prep for Field Training
- Overview of Field Trip Modules
- Tips for Working with Elementary Age Students

Due: Capstone Student Inventory
Assigned Readings (see D2L Readings Folder)
Please bring a copy of your driver's license or id for background checks.

Week 2 - Defining Hunger. Who is hungry in Oregon and why?

Tues., 4/9

- Sauvie Island Center Site Visit and Orientation, 8:30am-1pm
*Please note: Dress for the weather and bring your own snacks and water. You will be required to attend at least 2 hours of this session depending on the field trip module you choose to lead. Details to be discussed in class.

Due: Reflective Writing #1
Assigned readings

Thurs., 4/11

- Federal Definitions for Hunger
- Hunger in Oregon – Stats and Root Causes
- Where do children fit into this equation?
- Confirm field trip modules/pairings

Week 3 – Food Banks: Direct Aid as a Response to Hunger

Tues., 4/16

- Two Feet of Service
- Food Banking as a direct response to hunger

- The Consequences of Food Insecurity for Children

Due: Reflective Writing #2
Assigned readings

Thurs., 4/18

- Begin leading field trips

Week 4 – Intro to Community Food Security: Social Change as a Response to Hunger

Tues., 4/23

- Intro to Community Food Security
- Readings Discussion
- Mid-term interviews

Due: Assigned Readings

Thurs., 4/25

- Field Trip Leadership

Week 5 – Unpacking Community Food Security

Tues. 4/30

- What is nutritionally adequate food? What is affordable food? What do social justice and self reliance have to do with community food security?
- Mid-term interviews

Due: Reflective Writing #3
Assigned Readings

Thurs., 5/2

- Field Trip Leadership

Week 6 – Strengthening our Field Trip Leadership Skills

Tues., 5/7

Educational Resource Exchange
Field Trip Check-In with Anna Goldrich

Due: Assigned Readings
Educational Resource

Thurs., 5/9

- Field Trip Leadership

Week 7 - Policy Advocacy as a Response to Hunger

Tues., 5/14

- Guest Speaker: Jeff Kleen, Oregon Food Bank Policy Advocate

Due: Reflective Writing #4
Assigned Readings

Thurs., 5/16

- Field Trip Leadership

Week 8 – Transforming the US Agricultural System: Structural Change as a Response to Hunger

Tues., 5/21

- Mock Agricultural Debate

Due: Assigned Readings
Reflective Writing #5

Thurs., 5/23

- Field Trip Leadership

Week 9 - Building a food system that ensures economic, environmental, and socio-cultural sustainability.

Tues., 5/28

- Classroom Activity/Discussion
- Tentative Guest Speakers: Pedro and Adriana Ferbel Azcarate of “Three Sisters”

Due: Assigned Readings

Thurs., 5/30

- Field Trip Leadership

Week 10 – Global Food Insecurity and Course Retrospective

Tues., 6/4

- Hunger Banquet
- Continuum of Social Change Activity
- Course Retrospective & Evaluations

Due: Reflective Writing #6

Thurs., 6/6

Final Reflection with Community Partners at Farm Site (10-11:30am)