I. Overview

Portland State General Education: An Overview and FAQ

Freshman Inquiry: (5 credits each taken across three quarters, not discreet courses)

- team taught and organized around a general theme (student select the theme—examples: Faith and Reason, Race and Social Justice, Ways of Knowing)
- theme explored in considerable depth from a variety of disciplinary perspectives
- 30-40 students in each class
- Three smaller groups 3 hours a week taught by peer mentor (mentors are trained extensively the year before and take a summer class)
- By organization and design, intention is to create a learning community: faculty, students and student mentors
- outcomes: able to frame questions, gather information, engage in analysis and communicate conclusion applying written, numeric and graphic forms of communication

Sophomore (3 different sophomore inquiries, 12 credit hours, 4 cr. hrs each)

- theme based clusters; students select three (examples: African Studies, Popular Culture, Middle East Studies) Idea is to start broad and then narrow
- continued small group work with student mentor
- three clusters act as an overview or introductions to upper level cluster
- continued focus on the four goals

Junior and Senior (3 courses, 4 cr. each related to one of the clusters studied in sophomore inquiry—intensified study)

- theme based selected by student
- faculty work together across departments and disciplines toward developing their individual courses in relation to other offerings within the cluster (many courses to choose within one cluster)
- outcomes; continued consideration of strategies related to the goal of human experience as well as ethical issues and social responsibility while continuing to build on the foundations in the areas of inquiry and communications

Capstone (6 hours)

- metropolitan area acts as a laboratory
- outcomes:
  1. Students apply the expertise learned in the major to real issues and problems
2. Students experience working in a team context necessitating collaboration with persons from different fields of specialization

3. Students are provided an opportunity to become actively involved with the community
   - Examples of Capstones
     - Camp Starlight: Students serve as counselors in camp for children affected by HIV/AIDS
     - Girl Power: Women’s Oral Narrative: A serried of Rap sessions with local teen girls about current issues in their lives. The girls go on to write and publish a grassroots, mini magazine.
     - LGBTQ History: Learn about local queer history from folks who paved the way and help to preserve their stories. Help process an archival collection.
     - Each Capstone has a lead professor and a partner in the community.

Transfer Students

Our response to the “transfer problem” is to recommend that the requirements of the general education program begin in relation to a student’s class standing at the time they enter PSU. That is, a student entering as a sophomore would begin the general education program at that level. They would not be required to take the freshman core. Similarly, a junior would begin at that part of the program. Persons transferring in as seniors would be required to meet the upper division requirements of the program. This approach would respond to many of the concerns expressed by incoming transfers effectively ending the problem of equivalency for at least the general education portion of their PSU program.

Freshman experience seminars were change to new student seminars and transfer students are highly recommend taking advantage of this opportunity.

Writing Requirement and other typical requirements:
   - All courses emphasize communication skills (graphic, numeric, and oral).
   - Writing, graphic numeric and oral modes of learning expression will be taught and learned within course context throughout the four years.
   - Freshman inquiry = 3 cr writing, 4 cr. social science, 4 cr, science, 4 cr. Humanities (transfers to other colleges in Oregon)

What about courses outside of university studies? (University studies courses do not have dept. prefix, rather, their designation is: university studies)
The number of credits that students need in addition to university studies varies from major to major, but can be as high as 96.

Students will continue to search for courses outside their major which are interesting and which are seen as contributing their specialization.

The difference is that students will not be taking these courses to fulfill distribution requirements; they will enroll because they are interested in the course.

Some areas such as foreign language are required across departments.

Assessment:

Surveys taken through all quarters

e-portfolio is required for all courses

Taken from: General Education Working Group Revisions and Clarification Portland State University, October 27, 1993
University Studies Goals

<table>
<thead>
<tr>
<th>Inquiry and Critical Thinking</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.</td>
<td>Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.</td>
</tr>
</tbody>
</table>
| **Critical Thinking and Inquiry Rubric** ([word](#), [pdf](#)) | **Writing Rubric** ([word](#), [pdf](#))
**Quantitative Literacy Rubric** ([word](#), [pdf](#)) |

<table>
<thead>
<tr>
<th>The Diversity of Human Experience</th>
<th>Ethics and Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.</td>
<td>Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.</td>
</tr>
<tr>
<td><strong>Diversity of Human Experience Rubric</strong> (<a href="#">word</a>, <a href="#">pdf</a>)</td>
<td><strong>Ethics and Social Responsibility Rubric</strong> (<a href="#">word</a>, <a href="#">pdf</a>)</td>
</tr>
<tr>
<td>Our Program</td>
<td>Freshman Inquiry</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>

University Studies Chart

**Freshman Inquiry (FRINQ)**

UNST 100-level class
A year-long, theme-based course with a mentor section that corresponds with the class.

**Sophomore Inquiry (SINQ)**

UNST 200-level classes
One-term courses with a mentor section that corresponds with the class.

<table>
<thead>
<tr>
<th>Sophomore Inquiry</th>
<th>Sophomore Inquiry</th>
<th>Sophomore Inquiry</th>
</tr>
</thead>
</table>

**Upper Division Cluster**

Classes designated with a "U" offered by academic departments. Three courses in one cluster linked to one of the Sophomore Inquiry courses.

<table>
<thead>
<tr>
<th>Cluster Course One</th>
<th>Cluster Course Two</th>
<th>Cluster Course Three</th>
</tr>
</thead>
</table>

**Senior Capstone**

UNST 400-level class
A 6-credit, community-based learning class.

profiles

Senior Capstone
Program Capstone
II. What was/What is Purpose and Goals

<table>
<thead>
<tr>
<th>Current Requirements</th>
<th>Recommended Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 18 credits from two departments from each of the three academic distribution areas. 18 upper division credits must be earned in the academic distribution areas with no more than 12 in one department</td>
<td>1. Freshman Year</td>
</tr>
<tr>
<td>2. Two courses (6 credits) of diversity coursework from the approved list. Courses must be taken from two different departments. These credits may be included within the above distribution requirement.</td>
<td>Three Core Courses</td>
</tr>
<tr>
<td>3. Writing 121</td>
<td>2. Sophomore Year</td>
</tr>
<tr>
<td>4. Writing 323</td>
<td>Three 4 credit courses selected from different interdisciplinary programs or general education tracks.</td>
</tr>
<tr>
<td>5. HPE 295</td>
<td>3. Junior and Senior Years</td>
</tr>
<tr>
<td>(Minimum) 63</td>
<td>Complete one interdisciplinary program or general education track (four 3 credit courses).</td>
</tr>
<tr>
<td></td>
<td>4. Senior &quot;Capstone&quot; Experience</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

PURPOSE AND GOALS FOR GENERAL EDUCATION AT PORTLAND STATE UNIVERSITY

PURPOSE

The purpose of the general education program at Portland State University is to facilitate the acquisition of the knowledge, abilities, and attitudes which will form a foundation for life-long learning among its students. This foundation includes the capacity and the propensity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and appreciate the responsibilities of persons to themselves, to each other, and to community.

GOALS

Goal 1. INQUIRY AND CRITICAL THINKING.

To provide an integrated educational experience that will be supportive of and complement programs and majors and which will contribute to ongoing, life-long inquiry and learning after completing undergraduate education at Portland State University.
Strategies

1. Assist development of critical reasoning and the ability to engage in inquiry.
2. Assist development of the capability to evaluate differing theories, modes of inquiry, systems of knowledge, and knowledge claims.
3. Achieve an intelligent acquaintance with a range of modes and styles of inquiry and social construction.
4. Assist development of the ability to understand and critically evaluate information presented in the form of graphics and other visual media.
5. Assist development of the ability to use writing as a way of thinking, of discovering ideas, and of making meaning as well as expressing it.
6. Assist development of the ability to critically evaluate numerical information.
7. Enhance student familiarity with science and scientific inquiry.
8. Enhance student familiarity with and capabilities to employ current technologies to facilitate learning and inquiry.
9. Enhance awareness of and appreciation for the interconnections among the specialized areas of knowledge encompassed by disciplines and programs.
10. Provide awareness of choices among academic disciplines and programs.
11. Provide students with an opportunity to explore applications of their chosen fields of study.

Goal 2. COMMUNICATION.

To provide an integrated educational experience that will have as a primary focus enhancement of the ability to communicate what has been learned.

Strategies

1. Enhance student ability to express what is intended in several forms of written and oral communication.
2. Assist students to develop the ability to create and use graphics and other forms of visual communication.
3. Enhance student ability to communicate quantitative concepts.
4. Develop student ability to employ current technologies to assist communication.

Goal 3. HUMAN EXPERIENCE.

To provide an integrated education that will increase understanding of the human experience. This includes emphasis upon scientific, social, multicultural, environmental, and artistic components to that experience and the full realization of human potential as individuals and communities.

1. Enhance awareness and appreciation of societal diversity in the local, national, and global communities.
2. Explore the evolution of human civilization from differing disciplinary and cultural perspectives.
3. Explore the course and implications of scientific and technological change.
4. Develop an appreciation of the aesthetic and intellectual components of the human experience in literature and the arts.
5. Explore the relationship between physical, intellectual, emotional, and social well-being including the means by which self-actualization is developed and maintained throughout life.
6. Explore and appreciate the aesthetics of artistic expression and the contributions of the fine and performing arts and of human movement/sport/play to the quality of life.
7. Develop the capacity to adapt to life challenges and to foster human development (including intellectual, physical, social and emotional dimensions) amongst self and others throughout the life span.

Goal 4. ETHICAL ISSUES AND SOCIAL RESPONSIBILITY.

Provide an integrated educational experience that develops an appreciation for and understanding of the relationships among personal, societal, and global well-being and the personal implications of such issues as the bases of ethical judgment, societal diversity, and the expectations of social responsibility.

1. Appreciate the impact of life choices on personal, social, and environmental health.
2. Gain an understanding of ethical dilemmas confronted by individuals, groups, and communities and the foundations upon which resolution might be possible.
3. Practice and test one's capacities to engage the ethical, interactive, and organizational challenges of the present era.
4. Explore the personal implications and responsibilities in creating an ethical and safe familial environment, neighborhood, work environment, society, and global community.
5. Explore and appreciate the role of diversity in achieving environmental, social, and personal health.
6. Gain familiarity with the values, foundations, and responsibilities of democratic society.
University Studies Program Overview

Freshman Inquiry - Exploration

**Freshman Inquiry** (FRINQ) forms the foundation for the University Studies program. This year-long sequence of courses introduces students to Portland State's general education goals and to the opportunities available in university life. FRINQ courses are interactive and theme-based, with each theme exploring topics and issues using an interdisciplinary approach to show how they can be understood from different perspectives. Faculty members from various disciplines teach courses as a team. Each faculty member is paired with an upper division student, or peer mentor, who leads the smaller mentor inquiry sessions. Classes include lecture and group dialogue on course content, student-led discussions based on homework assignments, and creative opportunities to challenge and expand thinking.

Sophomore Inquiry - Communication

In **Sophomore Inquiry**, students continue to build communication skills through class dialogue, individual and group presentations, and writing/research projects. Emphasis on the human experience, inquiry and critical thinking, and ethical and social responsibility is continually integrated into the curriculum. Sophomore Inquiry is an opportunity to explore topics of interest that are different from, yet complementary to, the students' majors.

Transfer Transition - Orientation

**Transfer Transition** courses are specifically geared toward students transferring to Portland State University from other post-secondary institutions. Each of these courses is designed by an interdisciplinary team of faculty. These faculty are assisted by student peer mentors. The courses orient students to PSU and assist them in improving their communication skills, learning the process of inquiry form the perspectives of several different disciplines, and building a foundation for the effective and efficient application of information technology resources. Courses are fast-paced and interactive, providing students with multiple opportunities to practice and become proficient in the four University Studies goals.

Upper Division Cluster - Individualization

**Upper Division Cluster** courses from a variety of disciplines call upon the skills and knowledge students have developed in their lower division University Studies courses. By this time in their academic career(s), students are expected to be proficient in writing, research, discussion, computer and inquiry skills. In Upper Division Cluster courses, students gain a rich, in-depth study of their chosen topic. Additionally, in this part of the University Studies program, students can design an individualized program based on the theme they found most interesting in their Sophomore Inquiry courses, and what will best support their overall academic goals.
Senior Capstone - Cooperation

**Senior Capstone** is the culmination of the University Studies program. Capstone courses are designed to build cooperative learning communities by taking students out of the classroom and into the field. In Capstone courses students bring together the knowledge, skills, and interests developed to this point through all aspects of their education, to work on a community project. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for issues that are important to them as literate and engaged citizens.

---

**Profiles**

Youth Literacy
Senior Capstone
Youth at King
Elementary School

> more >

**Faqs**

I've taken Upper Division course work that is the same or similar to a required Cluster class at another university. Can I use that course to count as one of my Cluster courses?

Can I create my own Capstone?

> more >

**News**

10/12: Jeff Fletcher presents at Evolution of Cooperation Conference

10/09: Inside Portland State: October-November 2009

> more >

http://www.pdx.edu/unst/university-studies-program-overview

11/15/2009
III. Freshman Inquiry/Mentoring/Themes

<table>
<thead>
<tr>
<th>Our Program</th>
<th>Freshman Inquiry</th>
<th>Sophomore Inquiry &amp; Clusters</th>
<th>Transfer Students</th>
<th>Senior Capstone</th>
<th>Mentor Program</th>
</tr>
</thead>
</table>

Freshman Inquiry

Freshman Inquiry (FRINQ) forms the foundation for the University Studies program. This year-long sequence of courses introduces students to Portland State's general education goals and to the opportunities available in university life. FRINQ courses are interactive and theme-based, with each theme exploring topics and issues using an interdisciplinary approach to show how they can be understood from different perspectives.

Faculty members from various disciplines teach courses as a team. Each faculty member is paired with an upper division student, or peer mentor, who leads the smaller mentor inquiry sessions. Classes include lecture and group dialogue on course content, student-led discussions based on homework assignments, and creative opportunities to challenge and expand thinking.

Freshman Inquiry Course Themes

A wide variety of FRINQ courses are offered every year, each exploring a distinctive theme from a variety of disciplinary perspectives, but all centered on the four University Studies goals. All FRINQ courses are offered at least once in the fall, and some begin in the winter.

All students entering Portland State University as freshmen are required to take Freshman Inquiry, with the exception of those in the Honors Program or Liberal Studies. Transfer students are required to take FRINQ depending on the number of transfer credits they have the term they are admitted to Portland State University.

FRINQ courses are small, with no more than 35 students per class. Faculty-led sessions meet twice weekly and are augmented twice per week by mentored inquiry sessions led by student peer mentors.

For scheduling information on specific course themes, please refer to Portland State University's schedule of classes.

Learning Objectives

When students complete Freshman Inquiry, they will be expected to be able to apply writing, quantitative literacy, speech, visual/graphic skills, and current information technologies to problems requiring analysis and discovery. Freshman Inquiry will prepare students to move on to increasingly rigorous and sophisticated levels of inquiry, with the skills and habits of mind necessary for academic success and life-long learning in a society where the ability to think across disciplinary boundaries is increasingly required.
Freshman Inquiry Mentor Sessions

A crucial part of the Freshman Inquiry course is the mentor session, where students work closely with a peer mentor to understand and apply material from the main class session, and practice the skills and knowledge needed to create high quality individual and group work.

The small size of mentor sessions (12 students) creates an interactive environment where students get hands-on experience in developing skills in research, writing, communication, and computer technologies. Students learn how to effectively access the Internet, to judge the quality of internet sites, and to use technology to communicate with faculty and other students in class.

Mentors and Mentored Inquiry

Portland State University’s (PSU) general education program, University Studies, employs a unique strategy for addressing student success. During the yearlong freshman level course (Freshman Inquiry) and term-long sophomore level courses (Sophomore Inquiry), upper-division undergraduate and graduate "peer mentors" are partnered with faculty to deliver these courses.

Peer mentors participate in the faculty-led main class session, and lead the smaller Mentored Inquiry Co-requisite, also called mentor sessions. While in mentor sessions, students learn basic computer technology such as Word, PowerPoint and Excel; research and writing skills; and techniques for working together on class assignments. In combination with the main FRINQ class, mentor sessions help students gain experience doing high quality individual and group work.
Our Freshman Sophomore Transfer Senior Mentor
Program Inquiry Inquiry & Clusters Students Capstone Program

Information on Becoming a Peer (Undergraduate) or Graduate Mentor

What is a mentor?

Mentors are capable, creative and experienced students who help other students make the most out of their academic careers. Peer mentors are Juniors or seniors who work with first-year students in yearlong Freshman Inquiry courses. Graduate mentors come from all academic backgrounds and work with Sophomore Inquiry courses.

What does a mentor do?

Mentors plan and facilitate 50-minute mentor sessions for Freshman Inquiry and Sophomore Inquiry courses. Successful mentors are flexible, perform multiple roles and approach topics through a variety of lenses. Mentors serve as colleagues and teachers helping students learn the academic ropes. They bridge faculty and students and help build positive learning communities among students. They work closely with their faculty partners and are creative team players in implementing course objectives. Mentors work 10-20 hours per week.

What else am I expected to do as a mentor?

- **Be well trained.** All new mentors must enroll in a four-credit Mentor Training course that is offered in the spring. The course must be completed with a grade of "B" or higher before new mentors are formally hired. In addition, mentors must participate in a two-week fall training prior to the start of school. *If you cannot attend both the class and the fall training, you cannot be a mentor.*

- **Be minimally competent in the use of technology.** All new mentors will be expected to demonstrate competency in basic academic technology programs such as Excel, Power Point, Photoshop, Microsoft Word and email. The University Studies program has a dedicated technology training lab in Cramer Hall 166. Mentors are given priority access to the lab and its mentor technology trainers to learn about using these technologies in the classroom with their students.

- **Actively participate in a learning community.** All mentors must complete 7 hours of on-going training per quarter. All mentors are also expected to contribute to the Mentor Training and Development website.

- **Be a full-time student.** All mentors must be full time PSU students. Undergraduate (peer) mentors must take a minimum of 12 credit hours per term. The minimum enrollment for graduate mentors is 9 credit hours per term.

What is the compensation?

Peer mentors receive an Oregon Laurels Scholarship that pays in-state tuition up to 12 credits. They also

http://www.pdx.edu/unst/information-becoming-peer-undergraduate-or-graduate-mentor

11/5/2009
receive a monthly stipend. Mentors who receive another scholarship that pays for PSU tuition receive an additional sum each month in lieu of the tuition remission. (See Mentor application for this year’s award.)

**Graduate Mentors** are hired as Graduate Teaching Assistants and receive graduate tuition up to 9 credits and a monthly stipend. More information on Graduate Assistantships is available [HERE](#).

**What are other benefits?**

Every mentor benefits in unique ways. Mentors become part of a community of scholars who help others to critically and responsibly engage in our increasingly diverse and interconnected world. Mentors gain valuable leadership experience, develop close working relationships with faculty and become even better students themselves. Peer Mentors can also receive upper division credits for their experience.

What experiences or skills do I need?

- Have at least a 3.25 GPA.
- For Peer mentors: Have 90 or more credits by the September they begin work.
- For Graduate mentors: Be admitted into a graduate program by the September they will begin work.
  (You can apply for this position if you have not been accepted yet. However, we can only hire those who have been admitted into a graduate program.)
- Be an excellent student and excellent writer.
- Be able to be an "academic generalist" and approach the content of the courses in an interdisciplinary manner.
- Have excellent interpersonal skills and the ability to work in a culturally-diverse environment.
- Have adequate to excellent technology skills (i.e., computer software).

**What is the recruitment and hiring process?**

Applications are available as of November 1 2009. The on-line application can be found [HERE](#).

The University Studies Peer Mentor Scholarship is listed under "General University Scholarships".

**Application deadline is February 2 2009.**

Interviews will be held in mid February. Those applicants selected for interviews will be contacted by email to set up an interview time.
2009-2010 Themes

CYBORG MILLENNIUM 20th century revolutions in quantum physics, information technology and genetics have profoundly altered the human experience of the 21st century. This course explores the impact of computers, genetics engineering, particle physics and new imaging technologies on, among other things, concepts of humanity, society, privacy and cultural identity. We will look at changes underway in social relations, legal doctrines, political values and environmental consciousness. From workplace surveillance to email retrieval, from prenatal genetic screening to cloning, from human consciousness to artificial intelligence, students will consider the dangers, opportunities and ethical ambiguities inherent in new technologies. Through stories, films, case studies, field research, art, books and original projects, students will have a wide range of outlets through which to explore and express their own questions and ideas, and to mediate among differing viewpoints.

DESIGN & SOCIETY Designers influence the creation of products, images, infrastructure and environments surrounding us, both virtual and real. Acting in a deliberate manner, designers engage with the problems facing their communities, and act to solve them by developing pragmatic, creative and innovative solutions. This course will use designers' activities as an analogy for individuals in other disciplines; in the end, everyone is a designer as they determine the context and direction of their life. Using design as our focus, we will explore individual responsibilities toward society: How can we act to bridge the gap between design and ecological sustainability? How can individuals acting locally compete within the global economy? Using hands-on activities, case studies, and historical investigations, we will university studies 5 explore techniques for design, visualization, and creative problem solving, and share our visions for a future where designing, and by extension all activity, occurs in harmony with natural systems.
While this course uses hands-on activities as part of the teaching and learning process there is significant amount of reading and writing expected.

FAITH AND REASON What is the reason for the human condition? Where do we look for a moral compass? How do we find truth? Human beings throughout history have sought to answer these questions through faith and reason. In this course, we will look at how the complex dichotomy between faith and reason has played out in human history. We will discuss the emergence of science during the Enlightenment; Darwin, evolution, and the authority of science in modern society; and contemporary issues such as creation science and faith healing. We will read broadly, touching on classical philosophy, sacred texts, modern fiction, poetry, theology, evolutionary biology, and cosmology. We will consider how our concepts of faith and reason, and the institutions of science and religion, shape both our intellectual landscapes and our efforts to develop our own moral characters.

HUMAN/NATURE The human animal is considered to be both a part of and yet distinct from nature. This relationship between our human selves and the natural world we inhabit is complicated and perplexing. This theme explores the complex connections between humans and nature. In what ways are we humans

http://www.pdx.edu/unst/2009-2010-themes

11/5/2009
"natural"? Is there such a thing as human nature, and if so, what is it? How are we related to nature and our larger natural surrounds? How have we described and represented nature to ourselves? How have humans over the course of time understood and interacted with the natural world? How have our understandings of nature changed? Do humans have unique responsibilities toward the natural world and if so, what are they? Over the course of the year we will attempt to answer these questions, drawing on the resources of the social and biological sciences, history, literature and the arts.

ON DEMOCRACY: THE HISTORY OF AN IDEA "(Democracy) is a great word, whose history, I suppose, remains unwritten because that history has yet to be enacted." Wait Whitman, American poet. In January 2005, the world was riveted by images of Iraqis lining up to cast votes in a free election. Their actions were accompanied by many commentaries on the power of democracy. But what is democracy? Why does it succeed and flourish or dissolve into tyranny? Why does the idea have such power to move us? This course will trace the idea of "Democracy" in history, culture, art, economics and political institutions at various times and locations. We will begin with the idea as conceived among the elite of Athens, and follow its many and varied transformations in Europe, Latin America, Africa, the Middle East, and Asia. Throughout the course we will examine the critical relationship between economic structures and the evolution of democracy. At different points in the course we will examine the present moment in Iraq, Palestine, Haiti, Mexico, and the United States. Throughout the year the tension between democratic principles and minority rights will underlay our discussions. We will end the course with an exploration of how democratic practice takes place in local communities in the United States. Throughout the year we will ask: How has the idea of democracy changed over time and in different locations? How do 'democratic' principles impact the development of new ideas, in science, economics and the arts? Can democratic principles be applied to life in the University? Can democracy be exported or imposed? Why do democracies fail?

In addition to the reading and written analyses the course will ask students to organize and present their conclusions in oral and visual form, to engage in statistical analysis the use of charts and tables to examine experience of democracy, to debate various aspects of the democratic project, and to explore democratic practice through projects in the local community.

PORTLAND How do our surroundings shape our lives? How do we shape our surroundings? In this course, the complex relationship between people and the places in which we live, recreate and work will be explored. We will specifically focus on Portland places: its place as a context for human development and cultural expression; its place as an urban area of diverse communities; its place within the natural, material, and social environment of the Pacific Northwest. We will discuss what connects people to their place(s) as well as what makes their place(s) part of their social, cultural, spiritual, economic and political life. We will read broadly, touching on cultural anthropology, urban studies, education and the natural sciences. We will provide opportunity for students to ground their understanding with applied experience by encouraging and supporting student interactions and field research within and among the communities and spaces of greater Portland.

RACE AND SOCIAL JUSTICE Most people in the United States value equality of opportunity. In reality, however, our social and economic system perpetuates various inequalities, including inequalities between socially defined racial groups Gunnar Myrdal, an architect of the Swedish social welfare system, wrote in 1955 that this "American Dilemma" would ultimately prevent the United States from building a society that would successfully put its values into action. He warned that if existing racial inequalities were not addressed, it would undermine our sense of shared identity and our moral purpose as a nation. This course will seek to address Myrdal's "American Dilemma" on two levels. First, we will study biology that undermines the concept of race itself; sociology that defines the concept as socially constructed; history that is not acknowledged in standard K-12 texts; and literature that opens a diversity of windows onto the experience of race. This knowledge can help students to move past stereotypes and appreciate the experience of people in other groups more deeply. Second, students will be welcomed into opportunities for personal reflection on their own social position and on the privileges and challenges that come their way simply because of the identities they hold. Thus, through both increased knowledge and personal reflection, students can develop capabilities useful to the work of moving U.S. society past its racial dilemma.
**Sustainability** There is growing evidence that human activity is significantly transforming the natural systems that sustain us. Although we may often think of the natural world as something separate from our largely urban lives, our most basic needs such as nutritious food to eat, clean air to breath, and clean water to drink depend on the health of the natural systems of which we are a part. The focus of this course will be on exploring the possibility of maintaining a sustainable relationship between human communities and the natural world. To investigate this question we will explore the interconnectedness of global systems (including physical, ecological, cultural, social, and economic). We will begin in fall term by focusing on natural systems and how they are affected by human activity. In winter we explore how different social and cultural systems, both past and present, interact with and influence their natural surroundings. We conclude in spring by taking a critical look at how cultural, economic, and political traditions shape our relationship to the natural world, including how the human relationship to nature is understood, the ways economic well-being is measured, and how terms such as "sustainability" and "green" are used in the media, by interest groups, organizations, and constituents. Throughout the course students will be encouraged to read and research widely on these issues, report on their findings, participate actively in discussions, and develop a deeper sense of responsibility for their own habits and choices.

**Ways of Knowing** How do artists, scientists, writers, social scientists know and also shape their knowledge of the world? This course explores the foundational questions in three major areas of academic inquiry: the humanities, the social sciences and the natural sciences. Each quarter will closely examine the ways in which people create knowledge in these areas and the ways that "disciplines" shape the questions we ask. There will be a particular emphasis on the investigative methods used in these three areas and the ways that these methodologies animate the subjects in question. Students in this course will travel the year together but work with three different faculty members, each of whom represents a particular area of disciplinary expertise. This is a rotational course, students in different sections will take the introductions in different sequences. However, faculty will collaborate across the three quarters to ensure that readings and discussions are connected. Additionally, faculty will collaborate on developmental goals of freshman inquiry: particularly writing and numeracy in order to assure that students experience of the assignments are both progressive and integrated.

**The Work of Art** Approaching art from a dance of disciplines, this course examines how the work of art shapes, reflects, disguises and complicates our personal and cultural identities. Throughout the year, we will think "the work of art," both what it might be as an object or experience and what it might do as a possible agent for social, political or personal change. Questions we will ask and explore answers to include: How does the art we do and the art we experience shape our identity? How does it disguise or reveal our essence, heal our hearts, and enable our joy? How can we use the arts to build community? What can the arts reveal about ourselves, our cultures and our societies? What is the relationship between the aesthetic and the political? How do we evaluate art? What is expressed or communicated through art? How does art change according to its place and time? Through these and other questions we will explore the various roles that art plays in our imaginary, political and social lives.
IV. Sophomore Inquiry & Upper Division Clusters/Themes

Sophomore Inquiry & Upper Division Clusters

(To see cluster course lists for each individual cluster option, use links on the LEFT.)

Sophomore Inquiry (SINQ) and Upper Division Cluster courses are interrelated, with an individual SINQ being the gateway to each Cluster. (See Program Map.) For students who began University Studies at the freshman or sophomore level, all Upper Division Cluster courses must be selected from a Cluster that links directly to one of the student's SINQ courses. For all students (including transfer students not required to take SINQ), University Studies credit will be given only for Cluster courses taken from the same Cluster.

Sophomore Inquiry (SINQ)

Sophomore Inquiry (SINQ) courses are gateway classes that introduce students to the concepts, questions, methods, and other content that are to be further explored in the Upper Division Cluster (described below). In these courses, students continue to build on the skills developed in Freshman Inquiry and offer an opportunity for students to explore topics of interest that are different from, yet complementary to, the students' majors.

A wide variety of SINQ courses are offered each term, focusing on a variety of different subject areas. All SINQ courses are offered at least once and many are offered several times per year. All students who began University Studies with Freshman Inquiry are required to take three SINQ courses. Transfer students are required to take one, two, or three courses depending on the number of transfer credits they have the term they are admitted to Portland State University. SINQ courses are usually small, with about 35 students per class. Faculty-led sessions meet twice weekly and are augmented once per week by mentored inquiry sessions led by student graduate mentors.

Once SINQ courses have been completed, students choose classes from among the Upper Division Cluster offerings that correspond to the SINQ the student found of most interest. These courses do not need to be taken in any specific order.

Upper Division Clusters

Upper Division Clusters are comprised of courses from a variety of disciplines. The courses call upon the skills and knowledge students have developed in their lower division University Studies courses, FRINQ and SINQ. By this time in their academic careers, students are expected to be increasingly proficient in writing, research, discussion, computer and inquiry skills. In Upper Division Cluster courses, students gain a rich, in-depth study of the thematic lines of inquiry introduced in SINQ. Additionally, through their choice of Cluster courses in this part of the University Studies program, students can design an individualized plan of study based on the theme they found most interesting in their Sophomore Inquiry courses, and what will best support their overall academic goals.

Students will select three (3) classes from the same Upper Division Cluster to complete this portion of the University Studies requirement. Not all courses are offered each term or each year. The course planning
Cluster: African Studies

This cluster presents interdisciplinary approaches to the study of the African continent and its peoples, their complexity and diversity. It explores problems and themes that are cultural, historical, political, and geographical, and that address fundamental issues in the construction and expression of identity and knowledge.

(Cluster Proposal)

Cluster Coordinator: Kofi Agorsah
Office: 308 NH
Phone: 725-5080
E-mail: agorsah@pdx.edu

Sophomore Inquiry: African Studies
(UNST 211)

This course will explore changing disciplinary and interdisciplinary perspectives on the study of the African continent and its peoples. The course examines how an understanding of the African experience, far from being exotic or distant, reaches to the core of academic struggle and intellectual debate.

This SINQ leads to the African Studies Cluster.

Approved Cluster Courses:
Academic Year 09-10

ANTH 319U Traditional Cultures of Africa (Course Proposal)
ANTH 362U African Prehistory (Course Proposal)
ArH 426U African Art (Course Proposal)
BST 305U African History Before 1800 (Course Proposal)
BST 306U African History Since 1800 (Course Proposal)
BST 319U Traditional Cultures of Africa (Course Proposal)
BST 362U African Prehistory (Course Proposal)
BST 351U African American Literature I (Course Proposal)
BST 399U African Music and Festivals
BST 406U Caribbean Overseas Program
BST 414U Racism
BST 420U Caribbean Literature
BST 422U African Fiction
BST 424U African-American/African Culture in Cinema
BST 425U Black Cinema in the 1970's
BST 426U  Contemporary African-American Cinema
BST 427U  African/American Films and Film Makers
BST 440U  Caribbean Studies (Course Proposal)
BST 450U  Topics: Spanish Carribean
BST 450U  Topics: Caribbean Architecture
BST 450U  Topics in African/Caribbean History & Culture
BST 450U  Topics: Rural and Urban Africa
BST 450U  Ten Doc African Dias
BST 450U  Immigration Issues
BST 467U  African Development Issues
BST 470U  African Art
ENG 420U  Caribbean Literature
ENG 421U  African Fiction
FL 399U  Topics in East African Culture: Provers, Riddles, and Oral Narratives (Course Proposal)
GEOG 363U  Geography of Africa (Course Proposal)
HST 312U  African History Before 1800
HST 313U  African History Since 1800
HUM 399U  African Diasporan Dance in the Americas (Course Proposal)
HUM 399U  Festival Dance in the Africa Diaspora (Course Proposal)
INTL 399U  African History Since 1800 (Course Proposal)
INTL 399U  Traditional Cultures of Africas
INTL 399U  African History Before 1800 (Course Proposal)
INTL 410U  African Development Issues
INTL 410U  Caribbean Literature
INTL 410U  African Art
MUS 374U  World Music (African)

profiles
Meet Jack Stratton
With a background in jazz, quantum theory, and diversity training, Jack Stratton infuses his classes with creativity, interdisciplinary experience, and interpersonal connection.
Cluster: Popular Culture

Popular culture is a vital area of study that offers new insights into our history, beliefs, diversity, emotional make-up, and socio-economic relations. Study of popular culture is an interdisciplinary approach aimed at understanding how culture links the individual and society. This cluster of courses will enable students to see everyday life with new eyes by teaching them the habits of critical thinking and query into what they would otherwise take for granted.

**Cluster Coordinator:** Grace Dillon
Office: CH 117Q
Phone: 725-8144
E-mail: dillong@pdx.edu

Sophomore Inquiry: Popular Culture
(UNST 254)

In this course, students begin to study popular culture through observation, reflection, description, and critical thinking in order to gain a deeper understanding of the popular myths surrounding everyday life. Students focus on several forms of popular culture and engage in discussion and interpretation individually and in-group work.

This SINQ leads to the Popular Culture Cluster.

Approved Cluster Courses:

**Academic Year 09-10**

ANTH 300U  Modern World in Anthropological Perspective
ANTH 300W  Modern World in Anthropological Perspective
ANTH 330U  Anthropology of Folklore
CS 345U  Cyberculture: The Internet and Popular Culture
CS 348U  Digital Media and Society
ENG 305U  Topics in Film
ENG 305U  Topics in Literature and Popular Culture
ENG 305U  Topics in Literature and Popular Culture: War Culture and Film
ENG 305U  Topics in Literature and Popular Culture: Film and Social Justice
ENG 305U  Topics in Literature and Popular Culture: History of Cinema 2
ENG 306U  Topics in Literature and Popular Culture: American Fiction in Film
ENG 306U  Topics in Literature and Popular Culture (e.g., Fiction and Film, Practice of Everyday Life)
ENG 306U  Topics in Literature and Popular Culture: Politics in the 50's
ENG 306U  Topics in Literature and Popular Culture: Cyber/Hyper Literature
ENG 307U  Science Fiction
ENG 308U  Topics in Gender, Literature & Popular Culture
ENG 308U  Cultural Studies in Literature (when content is appropriate)
ENG 308U  Cultural Studies in Literature: Diva's in Drama
ENG 308U  Cultural Studies in Literature: Children's Golden Literature
ENG 308U  Cultural Studies in Literature: Beat Literature
ENG 308U  Cultural Studies in Literature: Intro to Asian-American Literature
ENG 308U  Cultural Studies in Literature: Literature of the Holocaust
ENG 308U  Cultural Studies in Literature: 1950's Cultural Literature
ENG 308U  Cultural Studies in Literature: Judaic Literature
ENG 308U  Gay and Lesbian Fiction
ENG 308U  Cultural Studies in Literature: Native American Women's Writers
ENG 308U  Cultural Studies in Literature: Native American Women's Literature
ENG 308U  Literature and Medicine in the Community (Course Proposal)
ENG 308U  Media Folklore
ENG 309U  American Indian Literature (when content is appropriate)
ENG 410U  Folklore and Mass Media
ENG 448U  Major Figures in Literature: Philip K. Dick
ENG 448U  Major Figures in Literature: Ursula K Le Guin
ENG 448U  Major Figures in Literature (when content is appropriate)
JPN 410U  Japanese Anime: Memory, Nostalgia and Future
HUM 399U  African Diasporan Dance in the Americas (Course Proposal)
MKTG 340U  Advertising
MUS 355U  Jazz History
MUS 360U  The Guitar: History and Music
MUS 361U  History of Rock Music I
MUS 362U  History of Rock Music II
PHE 455U  Film and Health (Course Proposal)
PSY 410U  Women in Contemporary Film
SP 314U  Persuasion
SP 337U  Communication and Gender
SP 370U  Debate and Forensics
SP 399U  Off Hollywood
SP 399U  Film Studies I
SP 399U  Film Studies II
SP 399U  International Film History
SP 399U  American Cinema/American Culture
SP 399U  The Fifties: Media and Culture
SP 399U  Film Studies III: Documentary and A.G. Film
SP 410U  Topics in Popular Media
SP 410U  Alternative Media
SP 410U  Women in Contemporary Film
SP 410U  Movies Look at TV
SP 410U  Information Cities
SP 410U  Gender and Difference in Popular Media
SP 422U  Critical Theories of Mass Communication
SP 427U  International Communication
SP 452U  Gender and Race in Media
TA 305U  Understanding Theater
TA 331U  Understanding Movies
TA 361U  Contemporary Dance 1920 - Present
TA 370U  Topic: 1950's Media & Culture
TA 370U  Topic: American Cinema/Culture
TA 370U  American Cinema/Culture
TA 370U  American Cinema/American Culture
TA 370U  American Cinema/American Culture II
TA 370U  Shakespeare and Film
TA 370U  Gangster Films/Music
TA 370U  Film Stardom
TA 370U  Sex, Violence and Popcorn
TA 370U  Topics in Theater, Media and Culture
TA 381U  Film History I
TA 382U  Film History II
TA 383U  Film History III
TA 384U  Amer. Cinema and Culture I
TA 385U  Amer. Cinema and Culture II
TA 399U  Documentary and A.G. Film
TA 399U  Film Studies I
TA 399U  Film Studies II
TA 399U  International Film History
TA 399U  American Cinema/American Culture
TA 399U  The Fifties: Media and Culture
TA 399U  Off Hollywood
TA 399U  Shakespeare and Film
TA 410U  Alternative Media
TA 410U  Gender and Difference in Popular Media
TA 469U  Women Theater and Society
USP 457U  Information Cities
WR 399U  Modern Travel Writing
WS 308U  Cultural Studies in Literature: Diva's in Drama
WS 337U  Communication and Gender
WS 410U  Women in Contemporary Film
WS 410U  Gender and Difference in Popular Media
WS 452U  Gender and Race in Media

profiles
Meet Jack Straton
With a background in jazz, quantum theory, and diversity training.
Sophomore Inquiry Mentor Sessions

Faculty-led sessions meet twice weekly and are augmented once per week by much smaller mentored inquiry sections led by student graduate mentors. In mentored inquiry, students work in small groups on projects that develop computer literacy, do peer reviews and revisions on papers, and further engage questions posed in class discussions.

profiles
Meet Victoria Parker-Pohl
An award-winning writer, director, actor and theater instructor, Victoria Pohl has been a member of the University Studies Freshman Inquiry Program since 2001, worked since 1985 in the Theater Arts Program and acted as a founding instructor with PSU's Creative Industries Program.

more >

faqs
Do I have to take a Freshman Inquiry course that fits my
V. Capstone

Senior Capstone

Senior Capstone is the culmination of the University Studies program. Capstone courses are designed by Portland State University’s faculty to build cooperative learning communities by taking students out of the classroom and into the field. In Capstone courses, students bring together the knowledge, skills, and interests developed to this point through all aspects of their education, to work on a community project. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for issues that are important to them as literate and engaged citizens.

profiles

Kiwanis Camp
Capstone Students working with others
>
more >

faqs

Some of the Upper Division Cluster courses are offered through my major department. Can I take these classes to fulfill my major requirement as well as my University Studies requirements?

How do I know what courses are Cluster courses in the schedule of classes?

more >
Senior Capstone Courses

Portland State University has forged strong ties with the surrounding community and tailors its courses to prepare students for the multitude of exciting challenges that await them in college and beyond. Each 6-credit, community-based learning course is designed by a Portland State faculty member to provide students with the opportunity to apply, in a team context, what they have learned in their major and in their other University Studies courses to a real challenge emanating from the metropolitan community. Interdisciplinary teams of students address these real challenges and produce a summation product under the instruction of a PSU faculty member.

Each Capstone's purpose is to further enhance student learning while cultivating crucial life abilities that are important both academically and professionally: establishing connections within the larger community, developing strategies for analyzing and addressing problems, and working with others trained in fields different from one's own.

For information on the location and times for specific Capstone courses for the current term, please refer to PSU's schedule of classes.

profiles
Meet Anmarie Trimble
Anmarie Trimble brings together creative writers and multimedia artists to create literary artworks. >

more >
Capstone Courses: Summer Term

* African Studies Overseas Experience: Ghana
UNST 421, Sec 501, CRN 81836
Kofi Agorsah, agorsah@pdx.edu
This six credit summer 2009 program will offer students opportunities to experience aspects of African history and culture through the lens of the Ghanaian cultural experience. The program has three main components, which overlap in many ways: Academic Experience, students participate in talks, seminars and demonstrations on traditional social, political and religious expressions, to be given by academic and traditional specialists of both rural and urban Ghana; also undertake a field project on an approved topic or subject based on direct interaction, interviews, archival, museum and/or library research; Cultural/Learning Experience - will provide opportunities for first-hand interaction with traditional leaders office bearers, chiefs, queens and queen mothers; Historical/Learning Experience this will involve participation in educational excursions and practical field experience of historical and traditional cultural sites such as museums, shrines and historical towns.

Art & Social Change
UNST 421, Sec 521, CRN 81798
Conrad Schumacher, cnarrotil@earthlink.net
Some of the essential questions driving the curriculum of this Capstone are: How can Art be a force for social change? How is it? What limits, if any, should there be? What are the differences between change and voice? What are the differences between protest and change?
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 in public schools. Copies of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the students when it comes to the scheduling of the Art Literacy lesson teaching component.

Asset Mapping with GIS: Empowering Communities
UNST 421, Sec 572, CRN 81816
Meg Merrick, dkmm@pdx.edu
This capstone is about empowering communities through the use of asset mapping techniques and geographic information systems (GIS) technology. Students will work with a community partner to identify community assets and assist them in the use of GIS and other technologies that can enable them to strategically set community agendas. Students will be trained in asset mapping techniques as well as geographic information systems. No experience is required. Additional time is required outside of classroom participation.

* Camp Starlight
UNST 421, Sec 518, CRN 81851
Vicki Reitenauber, vicr@pdx.edu
Students will serve as cabin counselors and activity specialists at Camp Starlight, a project of Cascade AIDS Project (CAP) that provides children infected and affected by HIV/AIDS with a week-long residential camping experience that is safe, accepting, and free of stigma. Students in this course are required to attend several
education and Native American communities. Using all our senses, we will taste, feel, smell, see and express our relationship to the world around us. We will also contemplate our choices for interacting with the world around us in the future. Students will further develop their own skills and understanding for incorporating into a final class project and in their everyday lives.

Forgotten in the Heart of Portland
Jennifer Schuberth, jschub@pdx.edu
This class meets Tuesday and Thursday evenings from 6:00 – 8:00 from June 23th through August 13th. Students must be available to attend the orientation program at the Macdonald Center on Thursday, June 25th from 3-6 and be prepared to commit at least 3 hours per week as volunteers for the duration of the course. The Macdonald Center has situated itself in the heart of Portland's Old Town in order to respond to the specific needs of a community of the marginalized that is bordered by the hustle and prosperity of Downtown and the Pearl District. This Capstone will partner PSU students with those programs that the Macdonald Center has established to challenge the social isolation that frequently intensifies the dilemmas faced by those who are homeless, mentally ill, or suffering from addictions. The final project is still to be determined. In the past, for example, the class designed and introduced a recycling program that both the residents and the staff of the Center could implement.

Global PDX: African Children
UNST 421, Sec 512, CRN 81857
Sam Gioia, gioia@pdx.edu
This capstone will involve PSU students in tutoring during African refugee children in a summer program sponsored by the African Women’s Coalition and Lutheran Community Services. Capstone students will meet in their PSU classroom Mondays and Wednesdays from 2 to 4:40 to learn about the cultural and academic dynamics that affect the education of these children. Topics will include: immigration, cultural orientation to various African countries, and basic practices for effective tutoring with English learners. Students must be available for tutoring either Mondays and Wednesdays from 10 to noon or Tuesdays and Thursdays from 10 to noon one day a week between July 5th and August 13th. This capstone is open to students from all majors. It provides a particularly rich experience for students majoring in Black Studies, Social Work, Child and Family Studies, International Studies, Education, and the social sciences. Contact Sam Gioia (gioia@pdx.edu) for further information on this capstone.

Global PDX: Migrant Children
UNST 421, Sec 510, CRN 81855
Sam Gioia, gioia@pdx.edu
This class will involve PSU students as assistants in diverse classrooms that include many Latino children and children from migrant families in the Forest Grove area during a summer school sponsored by Forest Grove School District. Capstone students will meet in their PSU classroom Tuesdays and Thursdays from 2 to 4:40 to learn about the cultural and academic dynamics that affect the education of these children. Topics will include: immigration, the history of Latino's in the US and in Oregon, and the theory and practice of helping children to learn in a language that is not spoken in their homes. Capstone students do not need to be proficient in Spanish or in teaching skills. They must attend a school training in Forest Grove on the morning of June 18 and be able to assist in a classroom at the summer program in Forest Grove from 8 to 12:30 on one day a week (Monday through Thursday) from June 22 to July 23. This capstone is open to students from all majors. It provides a particularly rich experience for students majoring in Spanish, Social Work, Child and Family Studies, International Studies, Education, and the social sciences. Contact the instructor, Sam Gioia (gioia@pdx.edu) for further information on this capstone.

Grantwriting
UNST 421 Sec 507 CRN 82895
Victoria Parker Pohl, parkerv@pdx.edu
With an intention of producing funding for improvement of its connection with local community, this class will partner with the Portland State University’s Women’s Resource Center. Utilizing best practices for
Capstone Courses: Fall Term 2009

**Addressing the Food Gap at p:ear**
Sarah Dougher, sarahdougher@gmail.com
Course Description: p:ear is a downtown Portland organization that engages homeless and transitional youth, 15-24, using mentorship and the tools of education, art and recreation. p:ear's Kitchen and Food program provides hands-on training for youth in the areas of food preparation, gardening, nutrition, and the economics of eating. This capstone will partner with this program to engage students in scholarship about food cultures, social justice and sustainability, developing independent research about homeless adolescents and food insecurity. Students will forge new relationships with food providers in the region to support p:ear's work, culminating in a fundraising feast. **First class meets on campus; subsequent classes meet at p:ear, 338 NW 6th Ave (in Old Town/China Town).**

**Applications of Social Marketing**
Suzanne Atkin, satkin@workplaceharmony.com
Social marketing adopts the same marketing principles that are used to sell products to consumers to "sell" ideas, attitudes and behaviors. Social marketing seeks to influence social behaviors to benefit the target audience and the general community. Like commercial marketing, the primary focus is on the consumer--on learning what people want and need rather than trying to persuade them to buy what we are producing. Rather than dictating the way that information is to be conveyed to the community, researchers are learning to listen to the needs and desires of the community citizens themselves, and build community programs from there. This class focuses on that process and will partner with the City of Beaverton.

**Being an Effective Change Agent**
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 timeframe of the project, a description of the types of people with whom the student will interact, and the sponsor's signature. Permission of instructor required. Contact instructor by phone (503-725-5376) or e-mail (2hap@comcast.net) for full details regarding course requirements.

**Bilingual Education**
Ann Wales, awales@pdx.edu
This capstone centers on two community-service components. First, students will volunteer as tutors/classroom aides in the bilingual Spanish/English dual immersion program at a local elementary school.
Enhancing Youth Literacy: Service in K-8 Public Education
Zapoura Calvert, zapoura@pdx.edu

The Enhancing Youth Literacy Capstone has partnered with King Elementary School in Northeast Portland since Fall 2002 after a 2-year Partnership at Beach Elementary in NE Portland. King is a Title I school with a 90%+ minority population. Capstone students work in K-8 and ESL classrooms, both as one-on-one tutors and as classroom assistants, and in King's after school SUN program in a variety of capacities, tutoring and teaching.

Each term at the request of our community partner at King they also complete a combined research/hands-on project. In the past two years, they have inventoried, organized and evaluated King's software programs and science materials, installed the software and instructed teachers and students in its use, created two science labs out of unused classrooms, prepared software and science resource materials for teachers, and organized, publicized, and ran various family nights (International Night, Writer's Night, and Environmental Night).

The goals for King students are to enhance their reading, writing, math and science skills and to introduce them to university seniors who might serve as role models and increase their own expectations for attending college. The goals for capstone students are to increase their awareness of cultural diversity and their own potential for community service and later engagement after the capstone.

Girl Power – Women’s Oral Narratives
Sally Eck, ecks@pdx.edu

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

Global Portland – African Children
Sam Gioia, gioia@pdx.edu

This capstone involves supporting African refugee children in public school settings. The primary population is a group of Somali children in inner SE Portland. Capstone students will assist these children for three hours per week during school hours. The times may vary according to the capstone student’s schedule. PSU class times (Monday and Wednesday) will orient students to contextual issues affecting the children they are working with. This includes an overview of contemporary issues pertaining to immigration, cultural diversity, history and cultural background of Somalia, and support for Muslim families in the US. This course is particularly relevant for students in International Studies, Sociology, Psychology, Anthropology, Applied Linguistics, Black Studies, and pre-Education majors. All PSU juniors and seniors are welcome in this course.

Grant Writing Capstone: Brews to Bikes
Tracy Dillon, dllong@pdx.edu

Working with PSU’s nationally recognized student-run press, Ooligan Publishing, participants in this capstone will identify and develop grant writing opportunities to do sustainable publishing. This quarter, capstone grant writers will help produce the title, Brews to Bikes, which examines Portland’s artisan economies. The grants will help Ooligan publish this text “green” meaning, using sustainable publication processes that often are more expensive than traditional publishing costs.

The ideal candidate for this capstone is someone who is interested in the field of book publishing as well as grant writing and sustainability.

This is an online course. No regular class meeting will occur, but students should expect to visit Ooligan staff members on site at Portland State University regularly at mutually convenient times. In addition, Ooligan will host a general orientation meeting early in the fall quarter that students in this capstone should plan on attending (time/place to be arranged).

Grantwriting for Environmental Advocacy
Students will assist a non-profit workforce development agency called SE Works Inc. Outside of class, students will help to build and/or teach curriculum to help immigrants transition to life in the U.S.

CAP: JPN LANG PROG
Japanese and Chinese Language Program for Elementary Students
Suwako Watanabe, watanabes@pdx.edu
In this Capstone course, students will work with elementary school programs that offer Japanese or Chinese in the Portland area, by assisting a classroom teacher and developing teaching materials. Students will also work on promotion of foreign language education at the elementary level. The class will address various issues pertaining to foreign language learning and teaching, including US language policy, multiple intelligences, Japanese/Chinese language/culture, and diversity. At least Second Year level of language proficiency is recommended, but not a requirement.

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

CAP: LEARNING GARDENS
Learning Gardens and Civic Affairs
Judy BlueHorse-Skelton, judyblue@pdx.edu
Students in this Capstone will do community outreach work for the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Students will be working to enhance community participation in the gardens, and their work may include developing materials to assist in the promotion, understanding and management of the garden, conducting research to support outreach efforts, and/or directly working with kids, their parents, and community members, to include them in the work of the garden. Students will also gain experience tending the garden. Class time will focus on issues of our food system and civic involvement. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class (about three hours per week) will be required.

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

CAP: LINKING GENERATIONS
Linking the Generations, Communication, Aging and Society
Cindy Koonz, teachcin16@hotmail.com
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
Media Literacy: Navigating the Making of Meaning
Mark Oldani, moldani@riverdale.k12.or.us

Media literacy is the study of the effect that various modes of communication have on the information that is being transmitted. The investigation of issues related to media crosses disciplinary boundaries and is a focus of some of the current K-12 curriculum. Class participants will learn about the impact of commercial media on themselves and their community and develop various approaches to address the impact of media on their community. Class members will work directly with members of community and media organizations, the general public, and/or high school or middle school faculty to research and prepare units of study on the issues surrounding media literacy.

Meditation for Global Healing

Julie Porter, jporter@pdx.edu

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

Monumental Women

Jan Dilg, dilg@teleport.com

This capstone builds on previous research and writing used to develop the Women City Builders website. Students will examine the choices communities make about who to honor for their contributions to society and how they are memorialized. Women from many backgrounds contributed time, money, and expertise to develop, fund, and shape the culture of Portland since its founding. The course will teach students how to conduct research with primary and secondary source materials, and to apply those skills by expanding and enhancing the content of the current website. In addition, students will explore ways to integrate the website into the Walk of the Heroines project.

Multimedia Production

Robert Bremmer, bremmer@pdx.edu

The multimedia Production Capstone Class produces web page marketing and education tools for community partners and community issues. Continuously taught for over five years, the class has evolved from video production through CD ROMS, Interactive DVD's and now creates useful tools and marketing entirely on the web.

Each term a companion blog and web page will be developed around core issues and for community partners. The class self divides into groups: Client Liaison/Research, Content Development, Creative, Technical, Marketing and Management. Guidance and instruction is provided in each area, so expert knowledge is not required however it is beneficial if students have basic skills in one or more areas.

The goal of each class is to make a useful product which will continue to be used and even grow readership after the class has disbanded. This class identifies a target demographic and determines how best to develop a tool to alter the behavior and or thoughts of any user of the site. The prime objective of the class is not to develop a site but to create a dynamic group communication and learning experience, where students an develop to a higher level their leadership and communication skills and experiment with creative, technical and viral marketing techniques. Recent developed tools include: womenshealthawareness.googlepage.com and www.womenshealthawareness.blogspot.com also www.toxinfreetomorrow.com and www.toxinfreetomorrow.blogspot.com.

Students will interact with each other in the class, in different groups, and with a local community
VI. Assessment

<table>
<thead>
<tr>
<th>Our Program</th>
<th>Freshman Inquiry</th>
<th>Sophomore Inquiry &amp; Clusters</th>
<th>Transfer Students</th>
<th>Senior Capstone</th>
<th>Mentor Program</th>
</tr>
</thead>
</table>

University Studies Assessment Tools

As part of its internal program to measure learning, University Studies uses a variety of assessment tools, including review of student work and anonymous surveys. Each level of the program is assessed slightly differently:

- **Freshman Inquiry** is assessed through a prior-learning survey, early-term assessment, end-of-term evaluations, and year-long student electronic portfolios.
- **Sophomore Inquiry** uses early-term assessments, end-of-course evaluations, and key assignments.
- **Upper Division Clusters** were assessed for student experience for the first time in 2004. In AY 04-05, an online course survey helped gather more comprehensive data.
- **Senior Capstones** use early-term assessments in 20 percent of classes and an end-of-term course evaluation. Student learning is assessed through work samples of reflective assignments and final products.

The following surveys are used in these assessments:

**Freshman and Sophomore Inquiry**

- **Early-Term Feedback:** Given at midterm in Freshman and Sophomore Inquiry courses as an informal measure of classroom learning and the environment.
  - **Early Term Survey (FRINQ and SINQ)**

**Freshman Inquiry**

- **Prior-Learning Survey:** Given to entering students at the beginning of the year-long Freshman Inquiry sequence. Data collected from these surveys helps faculty understand students' background and base of knowledge.
  - **Prior-learning questionnaire (PDF)**

- **Early-, Mid-, and End-of-Year Surveys:** Given to students in Freshman Inquiry at the end of each of their three terms. The information gathered from these surveys helps faculty understand their students' experience and is used by the program as one way of evaluating student learning related to University Studies goals.
  - **Early-Year Survey (End of first FRINQ term)**
  - **Mid-Year Survey (End of second FRINQ term)**
  - **End-of-Year Survey (End of third FRINQ term)**
Sophomore Inquiry

- **End-of-Term Survey**: Given to students in Sophomore Inquiry at the end of each of their three terms. The information gathered from these surveys helps faculty to understand their students' experiences and is used by the program as one way of evaluating student learning related to University Studies goals.
  - [End-of-Term Survey (SINQ)]

Capstone

- **Student Experience Questionnaire**: Given to students in Capstones at the end of their course. These surveys provide information to faculty and the program about students' experiences in their capstone course.
  - [Capstone Student Experience Questionnaire]

---

**profiles**

Senior Capstone
Program The program offers many community-based projects >

**faqs**

One of the courses I took for my Upper Division Cluster was three credits and the other two were four. Now I have eleven credits. Do I have to take one more course? >

http://www.pdx.edu/unst/university-studies-assessment-tools

11/5/2009
Dear Student,

This information is being collected by University Studies as part of an ongoing evaluation process for Capstone courses. Your involvement is completely voluntary. You are free to skip any question that you do not wish to answer. All responses will be held in the strictest confidence.

1) Have you completed the following PSU courses?

<table>
<thead>
<tr>
<th>Course</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Inquiry (FRINQ)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Sophomore Inquiry (SINQ)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Upper Division/Junior Cluster</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Transfer Transition</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

2) Capstone Experience:

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
The community work I did helped me to better understand course content in this capstone.

I feel that the community work I did through this course benefited the community.

I felt a personal responsibility to meet the needs of the community partner of this course.

I was already volunteering in the community before taking this course.

I improved my ability to solve problems in this course.

This course helped me understand those who are different from me.
My participation in this Capstone helped me connect what I learned to real life situations.

This course enhanced my communication skills.

This course enhanced my ability to work with others as a team.

In this course I improved my ability to analyze ideas and multiple view points.

This course explored issues of diversity (such as race, class, gender, sexuality, orientation, ability).

I believe this course deepened my understanding of political issues.
I believe this course deepened my understanding of social issues.

In this capstone, I had the opportunity to apply skills and knowledge I have gained from my major.

In this capstone, I had an opportunity to engage with students from different areas of specialization.
In this course, I improved my ability to communicate with others in an online environment.

3) What forms of learning did the instructor use? Please mark all that apply.

☐ Reflective journals
☐ Required class attendance
☐ Collaborative projects
☐ Group decision making
☐ Student presentations
☐ Class discussions
☐ Exams
☐ Extensive lecturing
☐ E-communication tools (Web CT/Blackboard, etc.)
☐ Portfolio

4) Which of these topics were covered in this course? Please mark all that apply.

☐ Racial and ethnic issues
☐ Women and gender issues
☐ Civic responsibility/citizenship
☐ Political issues
☐ Social issues

5) The primary reason I chose this Capstone is:

Capstone Student Survey 2007-2008

- it was related to my career interests
- it was related to my major
- it fit best with my schedule
- the issue it addressed is important to me

6) The Instructor:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed a personal interest in my learning</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Scheduled course work at an appropriate pace</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Provided clear instructions for assignments</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Created an atmosphere that encouraged active student participation</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Presented course material in a way that was relevant</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
Used activities that allowed me to feel personally engaged in my learning.

Provided helpful feedback on assignments.

Related course material to real-life situations.

Encouraged interaction outside of class (phone, email, office hours, etc.).

Provided clear grading criteria.

7) What stands out as most important to your learning in this Capstone experience?


8) Are there elements of the course design you would change, and why?


Capstone Student Survey 2007-2008

Thank you for completing this survey. If you have any questions about the survey, please contact your instructor or Rowanna Carpenter, University Studies Assessment Associate, at 503-725-3445 or carpenterr@pdx.edu.

Submit Survey

This online survey is powered by WebSurveyor.