

UIC Urban Heritage Garden Internship Program

Summer 2014 SYLLABUS

Day/time: Monday thru Friday, 9am-1pm
May 19, 2014 – August 15, 2014

Program Instructors/Supervisors

Unit One

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Unit Three

Lori Barcliff Baptista, African- American Cultural
Center
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Heritage Garden Student Group Summer 2014 Cohort

Leaders:

Sarah Hernandez
Karl Novak
Jessica Qian Zhang
Sharanitha Sampath

Student Interns:

Phoenix Chen	Soyoung Kwon
Natalie Cruz	Tania Sosa
Akhila Gopal	Ian Torres
Yaritza Guillen	Lucia Whalen

How do people see themselves playing a role in creating a sustainable future that benefits both people and nature? What can an urban, public university like the University of Illinois - Chicago do to help people make this connection and build leadership among its students to carry out and sustain such efforts? People in cities like Chicago and urban public universities like UIC are directly implicated in regional and campus climate plans. Diverse campus and community groups can work together to reduce a number of environmental stresses and create a more livable and resilient city.

Internship Background and Description

The UIC Urban Heritage Garden Internship Program is a paid internship for selected UIC students under the supervision of the Latino Cultural Center (LCC) and the African-American Cultural Center (AACC) and developed and run with the UIC Heritage Garden Student Task Force leaders who received a UIC Green

Fee grant to pilot the program. The internship program is part of a broader initiative to develop a Heritage Garden with satellite sites on the east campus under the auspices of the six Centers for Cultural Understanding and Social Change. The LCC and AACC are part of these cultural centers. The Heritage Garden and satellite sites will serve as experiential learning spaces where students in collaboration with faculty, staff, and community members can engage in hands-on horticultural activities while expanding their knowledge of sustainability practices that include culturally diverse and environmentally friendly traditions and values. Interns will work in three satellite sites this summer.

The program runs for 12 weeks from May 19, 2014 – August 15, 2014, Monday thru Friday from 9am to 1pm. There will be a one week break (June 30-July 4).

Internship Stipend

Student interns and leaders will receive a stipend of \$2,400 total (before taxes) for 12 weeks, 20hrs a week. Payments will be made every two weeks throughout the duration of the internship. Leaders will instruct student interns on completing the appropriate paperwork.

The goal of the internship program is to establish a sustainable educational model with activities that can help mobilize other students on campus around environmental and cultural sustainability issues.

We will accomplish this goal through educational activities including:

- **Intellectual Framework Discussion**- Student interns and leaders will participate in an orientation discussion about the project framework and its link to various studies and regional, city and UIC plans addressing environmental sustainability and cultural diversity.
- **Hands on Horticulture and Demonstrations**- Student interns and leaders will partake in demonstrations displaying best garden practices and will engage in daily garden work in the garden satellite sites.
- **Field Days**- Student interns and leaders will participate in facilitated site tours of community gardens and environmental resources.
- **Readings and Discussions**- Student interns and leaders will participate in reading discussions related to environmental and cultural sustainability issues.
- **Research**- Student interns and leaders will do at least one of the following: 1) collect stories from families, friends, and members of their community about practices that are friendly to the environment; 2) collect family recipes to pass these down to younger generations and document how the recipes have changed over time; and/or 3) identify plants for the garden that have cultural significance and complete profile of plants for the website.
- **Documentation and Dissemination**- Student interns and leaders will document and disseminate program activities and progress through a variety of methods and tools including video, website, social media, program files archive, etc.

-Develop Ideas for Public Programs- Student interns and leaders will generate ideas for fall events and plan an event that they will help present in September – with the fall cohort - to highlight the garden and internship program to our campus and neighboring communities

- Art Project- Student interns and leaders will work on 3 art projects to make explicit connections between environmental sustainability and social justice/sustaining cultural diversity.

In addition, Student interns will be assigned different tasks that they will need to complete.

Intern Responsibilities

Mutual Respect: Interns must respect their own and their fellow interns' investment in the program by refraining from distracting behaviors during program activities including arriving late, leaving early, and using cell phones.

Attendance: Interns are expected to attend all sessions on time and stay for the entire time as indicated in the program schedule. Student leaders and supervisors will note daily attendance. Since this is a paid internship you will be expected to make up any missing days or tardiness due to sickness or an emergency. To report an absence or tardiness text a message to the unit instructor/supervisor.

Readings and Discussions: Readings must be completed before the session in which they will be discussed. Interns are responsible to get the readings posted on Blackboard when indicated.

Assignments: Interns must complete all program assignments as indicated in the schedule.

Program instructors/supervisors reserve the right to terminate interns that do not comply with the above responsibilities. If this occurs, stipend payment will end concurrently.

Intellectual Framework

Between 2009-2011, Cabrera and Baptista conducted participatory action research commissioned by the City of Chicago under the auspices of The Field Museum's Department of Environment, Culture and Conservation to identify effective strategies for engaging members of Chicago's diverse communities in the implementation of the **Chicago Climate Action Plan (CCAP)** and the **Climate Action Plan for Nature (CAPN)**.

The following are five key takeaway points from the research:

- 1- While the majority of residents are aware of and care about global climate change, many do not connect it to their everyday lives in Chicago.
- 2- The cultural and social backgrounds of residents play large roles in shaping their attitudes and beliefs about climate change, nature, and the environment.
- 3- Most residents already engage in a range of green practices in their daily lives, from the mainstream to the creative and community-specific.
- 4- Climate action programs will likely be most successful if they are designed and implemented with networks of trusted community organizations and leaders, build on cultural values, and identity and scale up existing positive behaviors.

- 5- Most communities are interested in adopting climate action programs that provide recognizable, community-level co-benefits, including but also beyond cost savings.

The research identified a number of important community concerns that could serve as springboard for developing strategies for community involvement in climate action such as economic development/jobs, immigration, health/food, neighborhood beautification, public space, housing, youth development, transportation, nature/environment, crime and safety, and heritage (ethnic, cultural, community, linguistics, etc).¹ Gardening and urban agriculture in Chicago have been deployed to address community concerns and help minimize the impact of climate change.

UIC has developed and initiated a number of plans/reports:

- 1) The **UIC Climate Action Plan (UIC CAP)** addresses strategies for reducing the campus's greenhouse emissions. The plan emphasizes that its success "depends on the individual actions of its faculty, staff and students. It provides the opportunity to use the campus as a laboratory, an educational tool for UIC faculty, students and staff."²
- 2) **A Mosaic for UIC Transformation** was the result of a 5-year strategic thinking process that outlines institutional goals for embracing diversity as an asset that impacts all aspects of campus life.
- 3) The Sustainability Strategic Thinking process has yielded a report called "**To Green and Beyond: Excellence through Sustainability at UIC**" with *Key Thoughts* to provide a starting point for developing a framework for sustainability decision-making on campus. These are:
 - a. **Energy sustainability:** Energy is central to every aspect of society including transportation, the electricity grid, heating and air conditioning of buildings, agricultural food production and preparation, medical diagnosis and treatment, and urban planning for sustainable living.
 - b. **Environmental Sustainability:** Although this process has taken us "beyond green," it is still critical to address the environmental sustainability challenges and provide campus support to reach our climate and waste reduction commitments, enhance our efficiency, model environmental stewardship, and strengthen current academic programs in environmental science and engineering.
 - c. **Justice and Diversity:** UIC is strongly committed to promoting social justice, fostering a diverse campus, and valuing cultural diversity as an asset that generates innovative solutions to our most pressing challenges. Justice and diversity are also key to creating a sustainable university. As such, sustainability planning should be undertaken in close collaboration with offices leading justice and diversity initiatives, such as the Office of Diversity, the Social Justice Initiative, the Centers for Cultural Understanding and Social Change, and the Jane Addams Hull-House Museum. The final Sustainability Strategic Plan should align closely with the Diversity Strategic Plan, "A Mosaic for UIC Transformation."

¹ The Field Museum, ECCo, 2011.

<http://fieldmuseum.org/explore/department/ecco/engaging-chicago-communities-climate-action>

² The UIC Climate Action Plan, 2009. http://www.uic.edu/sustainability/climateactionplan/2009_UIC_ClimateActionPlan.pdf
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- d. **Health and Wellness:** Promoting evidence-based healthcare, training health science professionals, and being a major healthcare provider to underserved communities are integral to UIC's mission.
- e. **Collaboration and Deliberation:** Developing collaborative and deliberative communities across diverse populations is an essential aspect of good governance, manifested in UIC's commitment to fostering "many approaches to knowing," and key to identifying sustainability solutions.
- f. **Creating an Engaged Sustainability Culture:** Sustainability must be integrated into UIC's culture to effect meaningful change in both daily operations and university systems.
- g. **Curriculum Integration:** Integrative learning processes are key for students to be equipped for work in the 21st century and to accomplish UIC's mission "to create knowledge that transforms our view on the world." Students must be prepared to understand and develop solutions to complex challenges through an integrative and interdisciplinary approach.
- h. **Regional Leadership:** UIC has the potential to become a regional leader in sustainability. Our Great Cities mission and goal of partnering "with Chicago and the state to enhance the human condition of its citizens" embodies a critical component of sustainability.
- i. **Leading Sustainability on Campus:** A campus structure needs to be created and supported to implement and facilitate partnerships focused on a comprehensive vision of sustainability that includes and goes beyond green initiatives.
- j. **Addressing Sustainability in UIC's Mission and Goals:** Sustainability should be explicitly called out in the UIC mission or goals.

