

UIC Urban Heritage Garden Internship Program

Summer 2013

SYLLABUS

Day/time: Monday thru Friday, 9am-1pm
May 28, 2013 – August 16, 2013

Program Supervisors

Dr. Rosa M. Cabrera, Latino Cultural Center
Dr. Lori Barcliff Baptista, African-American Cultural Center



Heritage Garden Student Task Force (HGSTF) Leaders

Marta Aguila	Eduardo Muñoz	Priscilla Zavala (spring 2013 planning)
Christian Alfaro	Yaxal Sobrevilla	Alma Zamudio (spring 2013 planning)
Sarah Hernandez		

Student Interns

Jinyoung Chang	Karl Novak
Obehi Ilenikhena	Jessica (Qian) Zhang

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 28, 2013 – August 16, 2013
Monday thru Friday from 9am to 1pm

Student interns are scheduled for 20 hours each week
Student leader interns are scheduled for 10 hours each week

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 the Chicago Climate Action Plan, the UIC Climate Action Plan, and the UIC Sustainability Strategic Thinking process.
- **Field Days**- Student interns and leaders will participate in facilitated site tours of community gardens and environmental resources such as El Valor Monarch Butterfly Garden, Bronzeville Community Garden, Loyola University Urban Agriculture Demonstration Garden, Chicago Center for Green Technology, the Center for Neighborhood Technology, The Plant, etc.
- **Readings and Discussions**- Student interns and leaders will lead weekly discussions related to environmental and cultural sustainability issues. Each program participant will be responsible for selecting and assigning a reading and leading a group discussion for a total of 9 sessions.
- **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 satellite sites.
- **Research**- Student interns and leaders will research plants for the new garden and satellites that have cultural significance; collect stories from families, friends, and members of their community about practices that are friendly to the environment; and collect family recipes to pass these down to younger generations and document how the recipes have changed over time.
- **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 public program**- Student interns and leaders will generate ideas for fall events and plan a kick-off event that they will help present in September to introduce the internship program and share summer outcomes.
- **Art Project**- Student interns and leaders will work with master artist Hector Duarte to create a series of paintings depicting the Monarch butterfly migration for an installation outside the LCC. We will also work on a project to highlight birds that migrate from the American South to the Midwest.

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. Everyone will need to sign in and out at the LCC office, except the days when field trips are scheduled. Since this is a paid internship you will be expected to make up any missing days or tardiness. To report an absence or tardiness text a message to both of these numbers: 630/677-0730 and 773/339-4647.

Readings and Discussions: Readings must be completed before the session in which they will be discussed. Students are responsible to get the readings posted on Blackboard. Each student will be responsible for assigning a reading and leading a discussion. Reading must be posted on Blackboard or distribute at least one week in advance.

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

Intellectual Framework

Between 2009-2011, Cabrera and Baptista participated in a number of rapid ethnographic inventories commissioned by the City of Chicago under the auspices of The Field Museum's Department of Environment, Culture and Conservation to help engage 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 long-term plan called the UIC Climate Action Plan (UIC CAP) to reduce the campus's greenhouse gas emissions. The plan emphasizes that its success "depends on the individual actions of its faculty, staff and students. The UIC CAP provides the opportunity to use the campus as a laboratory, an educational tool for UIC faculty, students and staff."²

UIC's educational mission, as expressed through the 2010 Strategic Plan, asks that UIC's students be prepared as leaders of society. Students learn in many ways, in classrooms and laboratories, but also through the educational priorities set by the administration. Sustainability is one of the most important and pervasive issues at the present time, and UIC should be a leader in teaching this issue both in the curriculum and through its actions.

The following are key takeaway points from the UIC CAP and the Campus Sustainability Strategic Thinking (SST) Plan:

1. **The Green Fee** initiative was established to improve the quality of campus operations, reduce UIC's environmental impact, and, most importantly, generate awareness about environmental issues by creating opportunities for students' involvement. In addition to enrolling UIC in the Environmental Protection Agency's [Green Power Partnership Program](#), which requires UIC to purchase a minimum of 3% of its total electricity purchases from renewable energy sources, the green fee will also be used to fully fund small, short-term projects, and subsidize larger, long-term projects.
2. **Grounds and Landscaping** -- Institutions can reduce usage of potable water for landscape irrigation by using high-efficiency irrigation technology, captured rain/recycled site water, or landscaping and other techniques. They may use only recycled water for irrigation and reduce the amount of run-off through smart (sustainable) landscaping practices including *planting native plants*, cisterns, and low-impact development (e.g. permeable pavement).
3. **Pedagogy** – In addition to coursework and research, pedagogy includes engaged learning opportunities outside of the classroom. It is important to provide a climate where students can actively participate in learning and teaching about environmental issues through extracurricular activities. In this regard it is important to create incentives for students to devote time and personal energy to sustainability by finding ways to provide modest support for student organizations that wish to be involved on the campus and in the Chicago area. Support for pedagogy includes partnerships with the City, The Field Museum, and other community based organizations.

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
7/12/13

4. Currently, the **Sustainability Strategic Thinking** process has yielded four **working groups**. Each group is participating in the process of identifying and interviewing sustainability related campus assets. The groups/types of assets have been categorized as follows:
- a. Health and Wellness - assets include: culturally specific approaches towards healthy eating and particular illnesses (ex: heart disease and diabetes); medicinal gardening; environmental hazards that impact soil, air and food quality; exercise and fitness; holistic approaches towards wellness.
 - b. Systems Use – assets include: biking initiative; infrastructure for electric vehicles; recycling; business development; IT
 - c. Physical Structure – assets include: environmental policy; sustainable landscaping projects; LEED certification;
 - d. Education and Outreach – in addition to curricular learning opportunities, assets include: The Plant; Urban Innovation; IPSE; CUPPA; CCUSC; other forms of applied research/engaged learning.

Climate Actions

