#  UIC Heritage Garden Internship Program

## Summer 2020 SYLLABUS

### Location

Latino Cultural Center- LC B2 Gallery

Zoom Link will be emailed.

### A close up of a flower  Description automatically generatedSchedule

#### First Six Weeks: Online Program

May 18th - June 26th (new cohort begins May 26th)

Monday to Friday: 10 am to 3 pm with variations

#### June 29th – July 5th is a week off.

#### Second Six Weeks: Online and/or in person TBD

July 6th – August 14th

Monday to Friday: 10 am to 3 pm with variations

### Program Director

Rosa Cabrera,

Director, Latino Cultural Center (LCC)

cabrera@uic.edu 312-996-0312 Office

### Program Instructors

Staff from the African American Cultural Center, Arab American Cultural Center, Asian American Resource and Cultural Center, Disability Cultural Center, Gender and Sexuality Center, Women’s Leadership and Resource Center, and the Latino Cultural Center.

### Program Educator and Supervisor

Ireri Unzueta Carrasco, LCC

nunzue2@uic.edu

### Interns and Leaders

**Mechiya** Jamison- *Leader*

**Zuleyma** Morales- *Leader*

**Danay** Barrera- *Leader*

**Alejandro** Gomez- *Leader*

**Keyana** Robinson- *Photography and Media Intern*

**Sasha** Friedman- *Intern*

**Sakina** Ghatalah- *Intern*

**Renae** Mijares Encinas- *Intern*

**Grace** Fick- *Intern*

**Eyzel** Torres- *Intern*

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.

### Access Information

Online sessions will be held on Zoom. Invitations will be sent out at least one week in advance if not more. The zoom meetings will include discussions, screen shares, breakout rooms as well as using the chat room for posting questions for reference during group activities. We encourage you to use the chat function if that works best for you, or to call in if you have computer trouble. Everyone’s participation is important. Please let us know if you have access needs or if there is anything we can adjust or change.

### Internship Background and Description

The UIC Heritage Garden is a hands-on learning project where students work with faculty, staff and community members to connect horticulture with environmental sustainability, cultural diversity and social justice. The project’s student leaders and interns oversee the planting of eight satellite gardens on the east side of campus. Paid internships are funded by the UIC Sustainability Fee. The seven [Centers for Cultural Understanding and Social Change](http://latinocultural.uic.edu/centersforculturalunderstandingsocialchange/) (CCUSC) collaborate in this project with program infrastructure provided by the Latino Cultural Center.

**The goal of the internship program is to provide students with engaged learning activities to  explore environmental and climate justice through an intercultural lens.**

**During the Summer 2020 we will accomplish this goal** through educational and professional capacity-building activities including:

* **Intellectual Framework Discussion:** Interns will participate in an orientation discussion during the first week about the project intellectual framework rooted on cultural diversity and environmental and climate justice.
* **CCUSC Curriculum:** Interns will work with CCUSC on center specific educational activities to explore:
* Latino Cultural Center: Environmental & Climate Justice (ECJ) This module will provide a short overview of the environmental justice movement and its connection to climate change. It will draw on case studies from various Latinx community localities to examine larger systems of power and privilege that produce unjust environmental and climate conditions putting people of color, immigrants, and low-income earners at greater risk. Simultaneously, it will highlight the responses that residents have created to shape more livable and sustainable communities.
* Disability Cultural Center: Interns will read selections from Aurora Levins Morales’s Medicine Stories to think about ecology, environmental justice, disability, and social justice. Interns will connect their personal stories to a disability history timeline and explore more recent events like the #PowertoLive campaign. We will practice critically reading environmental slogans that may actually carry harmful, unjust messages and implications.
* Gender and Sexuality Center: Emerging Gardens: LGBTQIA+ Identities, Families, and Communities. The exploration of gardens as spaces for celebration of LGBTQIA+ identity development, connection to families/home, and a vision for conscious cultural social change.
* Asian American Resource and Cultural Center: Behind the Mask: Asian and Black experiences with masks and COVID-19. During this module we will be discussing masks, why they are important, and how their symbolism changes depending on the identity of the user. We will create our own masks and symbols of resistance and solidarity, while also diving into topics of model minority to yellow peril, and policing of black communities. We will be discussing how COVID-19 is revealing white supremacy, and talk about movements of solidarity between Black and Asian communities.
* African American Cultural Center: Interns will discuss the idea of reclaiming garden spaces and what that looks like for different people during this pandemic. Interns will also look at how perceptions of gardening and agriculture have changed and shifted for African Americans throughout history and why it is important for them to reclaim garden spaces as well. We will share stories about how gardening is important to us and our cultural history.
* Arab American Cultural Center: Decolonizing and Reclaiming Our Seeds, Our Recipes, Our Foods, Our Lands.
* Women’s Leadership and Resource Center: Interns will be introduced to feminist approaches to sustainability and environmental justice. Interns will gain and deepen knowledge of feminism and liberation in relation to the physical environment and in promoting a more healthy, livable, and just existence for humanity. At the core of our conversations are stories about how women and communities of color link their personal relationships with the environment to their social identities and involvement in environmental justice movements in Chicago and beyond.
* **Hands on Horticulture:** Students will engage in garden work in the satellite sites. Students will practice sharing what they have learned by engaging the UIC Community and the community at large online.
* **Garden Tours**: Students are trained by LCC staff to give tours of the garden satellites and the Environmental & Social Pollinators Art installation in the bio-swale.
* **Field Museum Engagement**: Students participate in various cultural and environmental activities/workshops led by Field Museum scientists at specific times.
* **Field Days**: Students participate in facilitated site tours of various community organizations and institutions working on environmental sustainability and social justice.
* **Monarch Conservation:** Students learn how to/continue to document Monarchs in the garden, and raise Monarchs for educational purpose and for release.
* **Creative Projects**: Students work with local artists on a variety of projects to make explicit connections between environmental sustainability, cultural diversity, and social justice.
* **Research**: Students 1) collect stories from families, friends, and members of their community about environmentally friendly practices; 2) collect family recipes to document how the recipes have changed over time; and 3) identify culturally significant plants for the garden and complete profile of plants for the website.
* **Native Plants**: Students work with an instructor from the Native American community to maintain the *Shikaakwa* satellite created in collaboration with the American Indian Center of Chicago.
* **Documentation and Dissemination**: Students document and disseminate program activities and progress through a variety of methods and tools including photography, social media and the UIC Heritage Garden website (heritagegarden.uic.edu).
* **Mobile Seed Library and Educational Toolkit**- Students collect, research, and archive seeds for the Seed Library and update Toolkit materials as needed.

If needed,students will be assigned additional tasks that they will need to complete. Some of these activities will be modified to adapt to best practices during the pandemic.

### Interns Responsibilities

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

**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 during group meetings/discussions activities.

**Internship Stipend and Attendance:**

* Interns will receive a stipend based on the summer program weekly hours (20 hrs per week for 11 weeks). Leaders will receive a stipend based on summer program weekly hours (25 hrs per week for 12 weeks)
* Payments will be made every two weeks throughout the duration of the internship. The week off is non-paid.
* All students will be responsible to fill out timesheets online every other **Thursday** and submit a printed or electronic copy to the program educator.
* Students will also need to sign in and out in the “sign in” online sheet in the Team Drive.
* Students are expected to attend all sessions on time and stay for the entire duration of their sessions, including discussions, check ins, group meetings, etc.
* Interns who are consistently absent and or late (more than three times per month) will be removed from the internship. Absences due to illness or family emergencies will be considered with proper notice to the program supervisor.
* **There will be no make-up time for missing sessions.** This will be reconsidered if the absence was due to an illness or a family emergency and proper notice given. However, students will not be able to make up more than 8 hours during the entire internship regardless of the reasons for being absent.
* In case of an emergency, students should text a message to or call the Heritage Garden Educator by 10am

**Working Spaces Protocol:** Students are responsible to maintain their working spaces clean and organized at all times. This includes the LCC office desks, gardening tools and kitchen closets, gallery, lobby, and any other spaces that they use in other centers, including virtual spaces such as the team drive.

Program supervisor reserves the right to terminate interns that do not comply with the above responsibilities. If this occurs, stipend payment will end concurrently.

### Program 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 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]](#footnote-1) Gardening and urban agriculture in Chicago have been deployed to address community concerns and help minimalize the impact of climate change.

1. The Field Museum, ECCo, 2011.

<http://fieldmuseum.org/explore/department/ecco/engaging-chicago-communities-climate-action> [↑](#footnote-ref-1)