**UIC Heritage Garden Internship Program**

**Summer 2019 SYLLABUS**

**Location: Latino Cultural Center- LC B2 Gallery**



**Program Duration**

Leaders: May 20th – August 16th

12 Weeks  
Interns: May 28th– August 16th

11 Weeks

Week of July 1-7 is a week off.

**Schedule**

Monday, Tuesday, Thursday, Friday\*

Leaders: 9am-2pm

Interns: 9:30am-2pm

\*Fridays Interns are done at 12pm

Wednesdays

Everyone: 10am-2pm

**Program Director**

Rosa Cabrera, PhD

Director, Latino Cultural Center (LCC)

[cabrera@uic.edu](mailto:cabrera@uic.edu) 312-996-0312 Office

**Program Instructors**

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

**Program Educator**

Ireri Unzueta Carrasco***,*** LCC

nunzue2@uic.edu

(773)653-3665 cell phone, (312) 996-3143 office

**Interns and Leaders**

**Mechiya** Jamison- *Leader*

**Zuleyma** Morales- *Leader*

**Alejandro** Gomez- *Intern*

**Ama** Nipassa- *Intern*

**Danay** Barrera- *Intern*

**Isabel** Carmona- *Intern*

**Ludmilla** Pesce- *Intern*

**Sana** Murtaza Bhalli- *Intern*

**Victoria** Ngo- *Intern*

**Wilma** Jasmine Beatrice Mendoza- *Intern*

**Desiree** Rosales- *Photo and Media 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.

**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 that help them explore sustainability from a cultural and environmental lens.**

**During the Summer 2019 we will accomplish this goal** through educational and professional capacity-building activities including:

**- Intellectual Framework Discussion-** Students 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-** Students will work with the CCUSC (see last page of syllabus for schedule) on center specific educational activities to explore:

* The Latino Cultural Center (LCC) will discuss the main movements that have guided environmental and climate action in the U.S.: the mainstream environmental & sustainability, and the grassroots environmental justice. Using Little Village as a case study of urban environmental (in)justice, we will examine the driving forces that create inequitable burdens of environmental toxics and climate change as well as the responses that residents have created to shape a more livable and sustainable community.
* The Asian American Resource and Cultural Center (AARCC) will explore the dominant narrative around environmentalism and environmental justice using an intersectional approach. Andrea Chu from Food and Water Watch will help us take a look at environmentalism and environmental justice from an Asian American lens. With that framework we will work to reconstruct what an inclusive environmentalism could look like.
* The Disability Cultural Center (DCC) will explore the relationship between disability justice and ecology, exploring how disability is enmeshed within a broader system of oppression and highlighting disabled people’s potential (and successes) as leaders in liberation movements. We will further our understanding of disability experiences, environmental justice and systems of privilege and oppression. Interns will participate in activities that center disability justice as a way to address contemporary issues impacting disability communities.
* The Women’s Leadership and Resource Center (WLRC) will introduce interns 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, just existence. At the core of our conversations are stories of how women and communities of color, especially Black and Indigenous people, link their personal relationships with the environment to their social identities and involvement in environmental justice.
* The Arab American Cultural Center (Arabamcc) will focus on food justice and food sovereignty in the ME and among diasporic communities in the US. We will look at the challenges that occupation, colonization, neoliberal economic policies, and climate change pose to communities’ ability to survive and sustain themselves. We will gain a deeper understanding of the importance of food in resistance strategies and maintaining one’s culture and history in the face of settler colonialism that aims to erase it and observe various strategies community actors are developing.
* The Gender and Sexuality Center (GSC) will connect the ways in which issues of sustainability, environmental justice, and nature inform queer and trans identities. We will explore these elements through first-hand narratives by community leaders with diverse identities and “green” careers. Connections will be made through engagement of history (personal and collective) and current eco issues via intergenerational dialogues, articles, and videos.
* The African-American Cultural Center (AACC) will explore wellness through the lens of culture and community relations incorporating local African-American resources working on environmental and cultural sustainability issues. Interns will acquire a deeper understanding of how we can use our knowledge of environmentally friendly practices to make our communities a better place. We will focus on our exhibit South Side Speculations and ask how economic, political and cultural structures evolve in the past, present and future.

**- Hands on Horticulture -** Students will engage in garden work in the satellite sites. Students will also practice sharing what they have learned by engaging the UIC community in three volunteer days open to students, staff, and the community at large.

**- Tours-** Students will continue their tour training and practice and will offer tours of the garden satellites.

- **Field Museum Engagement**- Students will participate in various cultural and environmental activities led by Field Museum scientists. One day will be at UIC and two days at the Field Museum.

- **Field Days**- Students will participate in facilitated site tours of community gardens and environmental resources.

**- Monarch Conservation-** Students learn how 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 collect stories from families, friends, and members of their community about environmentally friendly practices; and identify culturally significant plants for the garden and complete profile of plants for the website.

**During the Fall and Spring** students organize two public events (The Seed Swap and the Harvest Festival), three volunteer days, and practice their leadership as well as horticultural skills. Students then come as Leaders in the following summer. This is a four-semester internship.

If needed,students will be assigned additional tasks that they will need to complete.

**Intern and Leader Responsibilities**

**Assignments:** Students must complete all program assignments as indicated in the schedule. Readings assigned will be around no more than 10 pages per day and will be given at the latest the weekend before they are due.

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

**Internship Stipend and Attendance:**

* Students 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). Leaders have one hour outside of regular program times that they should schedule to complete 25 hours a week for weeks 2-12.
* 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.
* **Students will also need to sign in and out in the “sign in” binder at the LCC office.**
* Students are expected to attend all sessions on time and stay for the entire duration of their sessions.
* **Students 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 Educator.
* **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 only be able to make up 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 9:30 am- (**773) 653 3665 or (312) 996-3143**

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

**Program Director reserves the right to terminate students 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.

**Overview for Introductory Weeks**

**Week 1 (May 20th-May 24th): Summer Logistics and Practice; LCC**

Location: **Rafael Cintrón Latino Cultural Center**, Lecture Center B2

**Leaders Only:9 am - 2 pm**

This week will be used for Leaders to work with the Educator in finalizing the logistics for the summer session, to continue working on the Garden, and for Leaders to get extra practice on any skills they have identified as needing improvement (i.e. horticultural skills, professional skills, or social emotional skills).

**Week 2 (May 28th- May 31th): Welcome, Introductions and Frameworks; LCC**

Location: **Rafael Cintrón Latino Cultural Center Gallery**, Lecture Center B2

**Leaders: 9 am to 2 pm,**

**Interns: 9:30 am to 2 pm** (except Wednesdays)

5/28 Welcome and Introduction; Group agreements; Tours and Story Cards

Please come prepared to be outside for part of the day, weather permitting. Students will learn about the framework for the UIC Heritage Garden and get to know each other. Students will go on a short version of a Heritage Garden Tour and learn about how story cards are used.

**Assignments due 5/29**:

* + - 1. Bring an object to the LCC that represents immigration or migration to you in some way. For example, a family story, cultural heritage, identity, history, or politics.
    - 2. Think about a plant and its cultural significance in your family/community such as diet, healing powers, symbol of identity, gender and sexuality, im/migration, gardening, etc. Bring preliminary ideas to discuss tomorrow about the plant(s) and why you chose them.

5/29 Overview CCUSC; Im/migration Dialogue; Plant Story

**Everyone** **starts at: 10 AM**

Students will hear from and get to know staff of the Centers for Cultural Understanding and Social Change, learning about the work of each Center. Students will participate in an Im/migration Dialogue led by the LCC. Students will discuss and work on their plant story.

**Assignment due 5/30:**

* Finish your one-page write-up to share with the group of the plant you selected and include an image of your plant.

5/30 Plant Story and TBD

Students will review and develop their plant story to be used in the Website and garden signs. Students may also get to work in the garden satellites.

5/31 Plant Story and TBD

Students will finalize their stories as well as the plant image for their signs, and may work on garden satellites. **Interns finish at 12 pm, Leaders at 2 pm**.

**Assignments**: The readings for the following week are on the syllabus for that week. These will be emailed to you Friday at the latest.



**From Week 3 to Week 12**

**For these weeks, refer to the syllabi that will be provided the Friday before that week begins.**

Monday, Tuesday, Thursday

* Students will **meet in morning at the LCC computer lab** to go over agenda and drop things off, before working in the gardens until 11:30 am
* Lunch (not provided) is from 11:30 am to 12 pm.
* The afternoon sessions from **12-2pm** **will be held at the CCUSC** listed. Arrive at the Center and be ready to work **no later than 12 pm**.

Wednesday

Field Days are from 10 am to 2 pm. **Bring your own lunch**. There will be no time to buy lunch when at the Field Museum. For details on other trips see syllabus for that week.

Fridays

**Students will meet at LCC**, do garden work, and be part of a team builder, skills workshop, reflection workshop, go over the syllabus for the following week, and other closing activity to support the growth of students and the program.

Week 3 to 12 will follow this format:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Week #: |  |  |  |  |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **9am-9:30am**  Leaders + Supervisor At LCC |  |  | --------------  -------------- |  |  |
| **9:30am-11:30am** Gardening. Meet at LCC |  |  | Field Days, 10 am - 2 pm |  |  |
| **11:30pm -12:00 pm** | Lunch | Lunch | Lunch | Closing/TBD |
| **12:00pm-2pm** At CCUSC | CCUSC | CCUSC | CCUSC | Leaders Only |

1. The Field Museum, ECCo, 2011.

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