The goal of this 2-unit internship is to introduce you to the theory, concepts and practices of “service learning” and participatory action research (PAR) and “to familiarize you with service learning opportunities on campus and in the community,” According to the National Commission on Service Learning, it is “...a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.” PAR extends this to observing, analyzing and participating in the activities of service organizations. We will explore these definition, and others, in the weekly classroom meetings, and you will develop your own understanding of service learning in your internship placements, through writing, reflection and a group project.

The internship consists of the following activities (the amount of time you are expected to spend on each is also provided):

1. A weekly 1 hour class focused on understanding service learning, with lectures, discussions, group work and guest speakers from various on- and off-campus organizations (10 hr./qtr.);
2. A short, weekly reflection paper on speakers, discussion and reading (10 hrs./qtr.), which must be submitted in hard copy and 5-page summary reflection & analysis paper on your service learning experience, due during finals week;
3. A minimum of 3 hours per week working at your assigned service learning site (30 hrs./qtr.), with a signed weekly record of hours worked; and
4. A group service learning project to be developed during the quarter and presented in class (10 hours).

We have arranged internship placements with a number of campus and community agencies and organizations. You are expected to get to your placement under your own power (foot, bike, shuttle, Metro), and to sign in and out when there (we will provide appropriate forms). Additional information will be provided at the first class meeting. You may arrange your own internship, but this must be discussed with and approved by the course instructors.

Required materials can be accessed on-line, either through eCommons or the UCSC library. Reading should be done before the class for which it has been assigned.
Recommended:

Web sites to consult:

Service-Learning Case Study Framework
[http://erasingboundaries.psu.edu/page/service-learning-case-study-framework-0](http://erasingboundaries.psu.edu/page/service-learning-case-study-framework-0)

Facilitating Reflection (excerpts are assigned for reading)

Class schedule:

**Week 0: Introduction to the class & logistics of your internship placement**

**Week 1: What are “service learning” and PAR?** What, exactly, is the difference between “service learning” and simple “volunteer work?” Your internship is designed not only to offer you a 2-unit class, but also to introduce you to the many non-academic activities and opportunities available on campus and in the community. It also allows you to observe the organization and projects, how leadership is exercised, power dynamics, negotiation and even how to start a project of your own. Such knowledge and skills will stand you in good stead not only during your four years at UCSC but throughout your life, as well.

**Reading:**

**Week 2: What does it mean to “learn?” Types and sites of Learning.** “Learning” is often thought of as involving simple absorption of “facts” in a classroom: what does ATP do? where did the Great Chicago Fire take place? how have nuclear weapons changed world politics? And where do we learn? n schools, of course—or is that really the case? In order to learn in school, you need certain life skills that are not taught in the classroom (although they might be reinforced there). Almost certainly, what you learn in school, at home, and in the streets is not enough to succeed in the future. But there is a great deal more to learning than knowing facts; the ability to analyze, ask the right questions, devise appropriate solutions all involve learning, through watching, listening, experience and action.

**Reading:**
Paulo Freire, *Pedagogy of the Oppressed* (selections)
Week 4: What kind of “service” is involved in “service learning?” Service learning clearly supports organizations and projects in which students are working. If the project is one with a goal of service the public, service learning also benefits at least some members of the community. But the very commitment to service is also community building and involves character development, too (sometimes, this is called “citizenship,” although that is too narrow a term).

Reading:

Week 5: What is this “community” that is being served? The term “community” falls easily off the tongue: it is a place, an economy, a polity, a sentiment, an imagined entity (think “campus community” or “community of nations”). Yet, it is not so easy to define or identify (who belongs to a community, and what makes them a member?; are your parents members of the “university community?”). And not all communities deserve (or need) service.

Reading:

Week 6: Developing your group service learning project. The class will divide/be divided into groups of 3-4 to develop a service learning project that will benefit a community of in the Monterey Bay Region. Detailed instructions will be passed out prior to this class. Each group member will be responsible for some portion of the proposal and groups are expected to meet regularly to refine and polish the project proposal.

Week 7: Participatory Action Research. “Really-existing” organizations and projects rarely operate according to the academic model; they are subject to all the vagaries of human relationships and interactions, not to mention the tyranny of budgets and payrolls. Some survive; many don’t. The reasons are not always evident: Is it personality? Publicity? Efficiency? Public sentiment? Power?

Reading:


Week 8: Turning research into action. What good is PAR if it does not produce results? While you don’t want to impose your observations and ideas on people and communities, sometimes they don’t really know how to pursue their activist goals.

Reading:

Week 9: Reflection and evaluation. Answers are not always obvious. Nor are questions. Evaluation is not merely a matter of measurement; it also depends on a clear idea of goals and methods, and how they are pursued and practiced. A group that steals from the rich and gives to the poor could be said to be serving the poor. We would not be likely to regard such a group favorably. But explaining why is not that simple. The purpose of your final paper is not to critique your organization or project but, rather, to learn from your work and experience. This sounds simple, but it isn’t: you will need to explain why your particular and group experience was successful or not, both in terms of service and individual enrichment.


Week 10: Student Presentations. Your service learning project group will have approximately five minutes; each group needs to decide whether to have one person or several speak, what each speaker will be responsible for, and what are the 4-5 salient points that you need to make. Practice helps—don’t come to class without having tried your collective presentation at least once.

Wrapping up: Please be sure to have your supervisor fill out the evaluation form we have supplied. This should include certification of the hours you have worked as well as a written evaluation of your performance.
CLEI 155: Internship Options

Please review the internship descriptions below, and come to the class meeting on Friday, September 27, at 5 pm in College Eight 240, with your top three choices listed. Be sure to review your class schedule to ensure the timing required is a fit for you. And please do not contact the internship supervisor until we have worked out the schedules for everyone. Thank you!

**UCSC Campus Natural Reserve Stewardship Internship (2 interns)**
Interns will work on current Campus Natural Reserve projects involving (1) trail maintenance and erosion control reserve trails, (2) assisting with trail closures, (3) cleaning out abandoned camps and other forest trash piles, (4) native seed collection, (5) installing signs and fences, (6) and further development and implementation of our new Invasive Species Management Plan, including surveillance, monitoring, identification, mapping, and removal of invasive plant species. Internships require punctuality, a strong work ethic, and the ability to work outside in all weather conditions in rough, uneven terrain and in dense thickets. Interns will gain experience with a wide variety of skills needed to manage and maintain a natural reserve that receives significant human use. Training on the safe use of hand tools will be provided. Interns will work one 4-hour shift per week.

Supervisor: Alex Jones; 831.334.0515; asjones@ucsc.edu
If this is your internship: Email Alex to set schedule: asjones@ucsc.edu

**UCSC Invasive Species Management Internship (2 interns)**
This internship will involve the following activities: continued early detection work, which involves walking across areas of campus looking for new occurrences of invasive species not yet on campus, and mapping of high- and medium-priority invasive species currently on campus; participating in work days where we'll remove and/or control invasives; data management; and completing the write-up of our invasive species management plan. Internships require punctuality, a strong work ethic, and the ability to work outside in all weather conditions in rough, uneven terrain and in dense thickets. Prior experience with plant identification is extremely helpful for this position. Interns will work one 4-hour shift per week.

Supervisor: Alex Jones; 831.334.0515; asjones@ucsc.edu
If this is your internship: Email Alex to set schedule: asjones@ucsc.edu

**UCSC Campus Natural Reserve: Younger Lagoon Reserve (5-6 interns)**
We conduct habitat restoration at Younger Lagoon Reserve (YLR) beside the Seymour Center on the far west side of Santa Cruz. Generally, we work outside among herons, hawks, and coyotes and pull invasive weeds, collect native seeds, propagate and plant native seedlings, maintain existing restoration sites, cut back trails, and conduct ecological monitoring throughout the year. We use all the skills of a farmer or a gardener—but in a wild land setting. We offer internships every quarter, including summer.

Our schedule at the Reserve is Monday through Thursday, with shifts from 9 - 12 and 1 - 4; students are expected to commit to a regular schedule, plus a few additional workdays during the quarter. If you work with us, you'll need layered field clothes that can get dirty, closed-toed shoes (hiking boots or rain boots are good), sun protection, and rain gear. We work rain or shine!

If this sounds appealing and you have room in your schedule, please sign up for one of Tim Brown’s office hours, so that you may discuss the opportunity further. A sign-up sheet for his office hours are posted on his door (NatSci 2, room 463). If you can't make any of those office hours, please contact Tim via email or phone (831-502-7250) with some alternative times that will work for you.

Thanks again for your interest in working with the UCSC Natural Reserves.
Supervisor: Tim Brown; 831-502-7250; timbrown@ucsc.edu
If this is your internship: See directions in the text above.
**UCSC Site Stewardship on Non-Reserve land at UCSC—Volunteers for Ecological Restoration** *(5 interns)*

Get involved in ecological restoration and guardianship of UCSC land through this program in grassland monitoring, invasive plant removal and fostering new, healthy growth of plants on campus through seed collection and greenhouse work. You'll have a chance to learn about the diverse campus ecosystems, and some of the practices currently in place to maintain them as healthy and sustainable systems through best management practices.

**Supervisor:** Bill Reid, 831-459-4680; billreid@ucsc.edu

If this is your internship: Email or call Bill to set a schedule.

**Campus Food & Farming Systems: Advancing Sustainability in Practice and Design** *(10 interns)*

Over its 46-year history, the Center for Agroecology & Sustainable Food Systems (CASFS) has grown from the original student teaching garden started in 1967 into an internationally known center at the 30-acre farm on the University of California, Santa Cruz campus. CASFS is an education, research, and public service organization dedicated to increasing ecological sustainability and addressing social justice in the food and agriculture system. This service learning engagement opportunity will examine the role of students in supporting and advancing sustainability in their food system. From diving into campus gardens and cleaning open pollinated heirloom seed varieties to assessing waste and compost possibilities in our dining system and tracking "real food" purchasing, you will be immersed in a rich hands-on experience coupled with stimulating conversations and group dialogue on the parts of the food system we explore together. The internship takes place on Wednesdays, 10 am-2 pm.

**Supervisor:** Tim Galarneau, 831-459-3248 (work cell: 831-359-8861); tgalarne@ucsc.edu

If this is your internship: The regular class meeting location is at the Gatehouse at the CASFS Farm (on campus).

**IMPORTANT:** For the first class, Tim will meet students at the College 8 Red Room and walk together down to the farm.

**Homeless Garden Project** *(15 interns)*

This organization provides job training and transitional employment for homeless men and women on a 3.5-acre organic farm on the west side of Santa Cruz. Students gain new perspective on homelessness while learning about organic farming. General farm work usually includes weeding, harvesting or planting. Wear sunscreen, layers, closed-toe shoes, bring a water bottle and garden gloves if you have them. The first visit must be on Thursday or Friday (10/3 or 10/4), 9 am-2 pm to set up your schedule. After the initial visit, internships will occur on Saturday or Sunday, between 10 am and 4 pm. The vast majority of the work will be on the farm, although on occasion some students may be asked to work in the HGP office or store. The farm is just past Natural Bridges Beach at the end of Delaware Ave, and accessible by the #20 Metro bus and a 5-minute walk.

**Supervisor:** Kate Pearl; 426-3609, ext. 13; katep@homelessgardenproject.org

If this is your internship: Make your initial visit on Thurs or Fri between 9-2 to meet with Kate and set up your schedule.

**Program in Community and Agroecology (PICA)** *(1 intern, PICA resident strongly preferred)*

The intern will be a Garden Assistant with the 3-hour time commitment to be held every Saturday, 10 am-1 pm. The intern works with the PICA Garden Coordinator to help facilitate the PICA garden workdays. In addition, the intern attends the regular 1-hour PICA leadership team meeting each week, which the PICA supervisor, Mira Michelle, also attends and where she will provide support and supervision to the intern. The day and time of the PICA leadership meeting is still being determined. For more information about PICA, please check out its website at www.ucscpica.org.

**Supervisor:** Mira Michelle; 831-459-5818; mmichel1@ucsc.edu

If this is your internship: Email Mira to set up your initial meeting for the week of September 30.
Part of Conservation is Growing: UCSC Arboretum, Restoration, Native Plant Ecology & Horticulture (7-10 interns)

The UCSC Arboretum is a living museum inspiring stewardship of the world's biodiversity through research, education, and the conservation of rare, endangered, and extraordinary plants. Internships at the Arboretum focus on restoration work, with an emphasis in native plant ecology and horticulture. In addition, the internships will include extra field trip opportunities this fall in the California coast ranges, to local wild areas, and along with other Arboretum staff and students on a university project in the Sierra Nevada at Sagehen Reserve. The preferred schedule for interns is on Tuesday or Thursday, either 9 am-12 pm, or 1 pm-4 pm.

Supervisor: Arboretum Director Brett Hall; 831-427-2998, ext: 123; brett@ucsc.edu
If this is your internship: Email Brett to set up your schedule for one of the Tuesday or Thursday blocks.