

**ENVIRONMENTAL STUDIES SERVICE LEARNING:
“Fostering Sustainability”
ENVS 491, Section 00P
EMORY UNIVERSITY
SPRING 2010**

Instructor: Betty Woodman

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Class: Emerson E103, MW 11:40 a.m.-1:30 p.m.

Office hours: By appointment.

“A larger, ecological sense of self will characterize the postmodern world...
Without it there simply may be no postmodern world.”

~ Joanna Macy, *The Ecological Self: Postmodern Ground for Right Action*.

COURSE DESCRIPTION

The Environmental Studies Service Learning course provides opportunities for students to combine environmental coursework with the planning and implementation of student-led and designed service learning projects. This section of ENVS 491 considers both institutional (public sphere) and community-based (private sphere) approaches to fostering green businesses and sustainable initiatives. Service learning experiences are positioned within discourses of citizenship, generally associated with public sphere activity, including an ecological sense of citizenship shaped by individual and collective action originating within the private sphere.

Students will choose between two service learning projects: 1) a plan for cultivating green jobs developed for the Office of Sustainability of the City of Atlanta, and 2) a sustainable plan for Decatur High School's organic garden. The scope of both projects will be determined with input from students. The first project will entail collaboration with the Atlanta Office of Sustainability on a “Green Jobs in Atlanta” report, with several possible directions. Students may: 1) research sustainability initiatives of major U.S. cities, including but not limited to Oakland, CA, Portland, OR, and Seattle, WA; 2) examine (or survey to assess) the current state of green businesses in Atlanta, as well as projected areas of growth; 3) contact the Atlanta Development Authority concerning data associated with existing green industries and initiatives; and/or 4) develop recommendations based on findings, among other possibilities. The other project will involve working with the organic garden at Decatur High School. This project could take a number of directions, including: 1) the development of a manual of sustainable practices for DHS students (what and when to plant each year, etc); 2) provision of start-up guidelines to other area schools concerning resources necessary to implement and maintain an organic garden; 3) involvement of community groups with the garden (urban agriculture); and/or 4) integration of organic garden activities with course curriculum, among others. Students will design, plan, and implement these projects and will also present project findings to community partners at the end of the semester.

Although students will concentrate on one of the two projects, class discussions will include weekly project updates, providing all students with awareness of the content and progress of both projects. Non-Environmental Studies majors with interests in sustainability and some previous sustainability-related coursework may enroll in the course with the permission of the instructor.