ENV 100: Introduction to Environmental Issues

Fall 2019

Syllabus

Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us.

Pope Francis, *Laudato Si*, 2015

Les Milbrath was fond if reminding me that "nature bats last." What Les meant by this was that we live in a finite world and humanity will eventually be forced to adopt sustainable practices. While we have no choice regarding whether we eventually adopt these practices, the speed with which they are adopted will determine the grace with which we make this transition.

Doug McKenzie-Mohr
Fostering Sustainable Behavior

I find myself wrestling with such demons this early November morning, as my disconnected professional and personal roles clash with my desire for a more cohesive existence. Outside I hear the neighborhood stir with preparations for the new day, the busy pulse of work, school, and commerce projecting a hum of energy and purpose. What seems lacking in all this activity, though, is a sense of integrity – an integration of work and community, a harmony of place and environment.

Stephen R. Kellert
The Value of Life

The environment is too serious a business to be left to environmentalists. J. William Futell

A'ohe pu'u ki'eki'e ke ho'a'o 'ia e pi'i. No cliff is so tall it cannot be climbed. Hawaiian proverb

In the largest sense, humanity's ultimate economic problem is to use Ultimate Means wisely in the service of the Ultimate End.

Herman E. Daly
Valuing the Earth:Economics, Ecology, Ethics

Department Name: Environmental Program
College/School/Division Name: Natural Sciences and Mathematics; Chaminade University of Honolulu
Course Credits: 3
Term: Fall 2019 **Class Meeting Days**: MWF **Class Meeting Hours**: 1:30-2:20 **Class Location**: TBA

Instructor: Dr. Gail Grabowsky
E-mail address: ggrabows@chaminade.edu
Phone: 735-4834 (ext. 834 if calling from on campus); cell 808-387-9319 (please don't call after 9:00 pm, but you may text anytime!)
Office Location: Wesselkamper Science Center, room 105
Office hours: MF: 2:30-6:00; T 12:30-2:30; Or by appointment
Course Website: https://drive.google.com/drive/folders/1eo1I6ZUW0hDCQJmtUUu7qHj2RLN5IWP0

University Course Catalog Description:
An interdisciplinary course in which students are introduced to the ethical issues, tools and techniques involved in environmental and sustainability problem-solving. Students are presented with a series of real (often Hawaiian) environmental problems that they will investigate, attempt to understand in entirety and devise a solution or solution-strategy for. This hands-on approach will allow students to discover the many disciplines and techniques involved in ameliorating real environmental challenges.

Course Overview:

This is the first course along the path to a degree in Environmental Studies and Environmental Science at Chaminade. It is the most general, interdisciplinary and inclusive course you'll take as an Environmental student. This course introduces you to a variety of careers in the environment. Through this course you will discover the complexity of environmental challenges and the diversity of environmental values, and you will begin to learn and use the tools and techniques required for successful environmental problem solving.

In this class you will be presented with real (international and regional) environmental issues which you will investigate, attempt to understand in entirety and devise a solution or solution-strategy for. Issues are organized into three "modules:" (1) WATER & AIR issues, (2) TERRESTRIAL ECOSYSTEM issues, and (3) HUMAN DEVELOPMENT issues. At the end of each module you will choose your own contemporary issue that pertains to the module and: gather information on that issue, pool information to gain a full understanding of the problem, collaborate with one another and discuss the problem, devise possible solutions, negotiate, and finally reach a hypothetical solution(s) which you will "advocate" in a presentation to the class. Solutions must be *systems* based: they must address the entire issue. Each subsequent module will be more complex than the previous one requiring you to draw upon the perspectives of a wider range of disciplines and manage more variables. This course is meant to introduce you to the sorts of multidisciplinary tasks you will be learning about in greater detail in later courses and performing in your future careers.

You will also have the opportunity throughout this course to participate in extra credit service learning activities aimed at ameliorating some of the environmental challenges discussed in the classroom. These hands-on, problem-solving approaches allow you to discover the many disciplines and techniques involved in ameliorating real environmental challenges.

Environmental Studies Program Learning Outcomes:
Upon completion of the program in Environmental Studies, the Student will have the ability to:

1. Describe major environmental challenges, identify their consequences and propose potential sustainable solutions.
2. Connect environmental concepts to human health and well-being.
3. Apply scientific reasoning and methodology to environmental problems.
4. Participate in interdisciplinary collaboration and problem solving between community, scientists, resource managers, and policy makers centered around environmental issues.
5. Analyze environmental challenges in light of legal, regulatory, economic, ethical, cultural, and political considerations.

Course Learning Outcomes and Linkage to Environmental Studies Program Learning Outcomes:
Students who successfully complete this course will demonstrate:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1. Knowledge of diverse environmental ethics and their implications for the treatment of nature.		X		X	X
2. An understanding of the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.				X	X
3. Knowledge of the importance of natural resources for the holistic health of diverse peoples.		X			
4. A thorough understanding of some of the major historic environmental crises.	X				X
5. An awareness of the complexity of environmental issues and the important role of ethics, science, education, economics, the media and politics in environmental problem solving.		X	X	X	X
6. Knowledge of the diverse perspectives of stakeholders.	X	X		X	X
7. The ability to take a balanced outlook to environmental problems.				X	X
8. The ability to collaborate with others in developing a systems approach to creative environmental problem-solving.			X	X	X
9. Knowledge of the major federal, state and non-governmental environmental agencies.				X	X
10. Familiarity with a variety of careers in the environment.				X	X
11. An understanding of the connections between academic work and real-life situations.	X	X		X	
12. Increased interest in being civically engaged due to your service learning experience.	X	X		X	

Environmental Science Program Learning Outcomes:
Upon completion of the program in Environmental Science, the student will have the ability to:

1. Describe major environmental challenges, identify their consequences and propose potential sustainable solutions.
2. Identify the major physical, chemical and biological components and cycles of earth systems, ecozones and ecosystems.
3. Apply scientific reasoning and methodology to environmental problems.
4. Demonstrate practical laboratory and field skills, data collection, analysis and interpretation.

5. Participate in interdisciplinary collaboration and problem-solving between community, scientists, resource managers and policymakers centered around environmental issues.

Course Learning Outcomes and Linkage to Environmental Science Program Learning Outcomes:
Students who successfully complete this course will demonstrate:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1. Knowledge of diverse environmental ethics and their implications for the treatment of nature.					X
2. An understanding of the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.					X
3. Knowledge of the importance of natural resources for the holistic health of diverse peoples.		X		X	
4. A thorough understanding of some of the major historic environmental crises.	X				X
5. An awareness of the complexity of environmental issues and the important role of ethics, science, education, economics, the media and politics in environmental problem solving.		X	X		X
6. Knowledge of the diverse perspectives of stakeholders.	X				X
7. The ability to take a balanced outlook to environmental problems.					X
8. The ability to collaborate with others in developing a systems approach to creative environmental problem-solving.			X		X
9. Knowledge of the major federal, state and non-governmental environmental agencies.					X
10. Familiarity with a variety of careers in the environment.					X
11. An understanding of the connections between academic work and real-life situations.	X				
12. Increased interest in being civically engaged due to your service learning experience.	X	X		X	

Course Prerequisites: ENV 201/L or consent of instructor.

Texts: *Earth Insights: A Multicultural Survey of Ecological Ethics from the Mediterranean Basin to the Australian Outback.* 1994. J.B. Callicott, University of California Press, Berkeley, CA. [ISBN 9780520085602]

Case Studies in Environmental Ethics. 2003. P.G. Derr and E.M. McNamara. Rowman & Littlefield Publishers, Inc. [ISBN 9780742531376]

Watersheds 4: Ten Cases in Environmental Ethics. 4th Edition. 2004. L.H. Newton, C.K. Dillingham, J.H. Choly. Wadsworth Publishing. [ISBN 0534521266]

Supplemental Texts: We may be reading articles from each of the following as. If so, copies will be provided to you.

Birthright: People and Nature in the Modern World. 2012. S. Kellert. Yale University Press. [978-0-300-20579-4]

Dreaming the Future: Reimagining Civilization in the Age of Nature. 2012. Kenny Ausubel. Chesea Green Publishing.

Earth in Mind: On Education, Environment, and the Human Prospect. 1994. D. W. Orr. Island Press.

Environmental Ethics: An Introduction to Environmental Philosophy. (4th Edition) 2006. J.R. Des Jardins. Wadsworth Publishing Company**.**

Fostering Sustainable Behavior. (3rd edition). 2011. Doug McKenzie-Mohr. New Society Publishers.

Made to Stick: Why Some Ideas Take Hold and Others Come Unstuck. 2007. C. Heath and D. Heath. Arrow Books. [ISBN 9780099505693]

Valuing the Earth: Economics, Ecology and Ethics. 1993. H.E. Daly & K.N. Townsend eds. The MIT Press, London, England.

Watersheds 3: Ten Cases in Environmental Ethics. 2002. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA.

Watersheds 2: Ten Cases in Environmental Ethics. 1997. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA.

Watersheds: Classic Cases in Environmental Ethics. 1994. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA.

Course Website: https://drive.google.com/drive/folders/1eo1I6ZUW0hDCQJmtUUu7qHj2RLN5IWP0

Grading & Assessment:

Your grade in this course will be based on your take-home exams, presentations, and cumulative quiz + assignment scores. Your grade can be negatively impacted by poor attendance (see Attendance Policy section for details on attendance).

There will be 3 take-home essay exams: one after the completion of each module. Exams I and II will be handed out to you at the end of each module and will be due one week later. Exam III, covering the third module, will be due on the day scheduled for our final exam.

Presentations will be prepared by groups of students. Presentations will be based on a particular international or regional environmental issue of your choice. Presentations will (1) demonstrate your understanding of the issue, (2) demonstrate your awareness of each of the components AND "stakeholders" involved in the issue, (3) demonstrate your understanding of all of the ethical aspects of the issue and (4) demonstrate your ability to attempt to devise a solution to the problem, which may

incorporate a number of compromises in the eyes of each of the stakeholders. There will be three presentations throughout the semester. The first two presentations will be given at the end of the first two modules; the final presentation will be given on the day our final exam is scheduled.

In addition to the take-home exams and presentations, there will be quizzes following most, if not all, of the readings. The quizzes will be multiple-choice and will be given on the day the reading assignment was to be finished. If you miss a quiz and you do not have an excused absence (see Attendance Policy section for definition of an excused absence) you will receive a zero for that quiz score. If you miss a quiz due to tardiness you will receive a zero for that quiz. If you miss a quiz and have a valid excused absence with tangible evidence, that quiz will not be included in the calculation of your overall quiz grade. You will be allowed to drop your lowest quiz score.

There will be a number of additional assignments throughout the class. These will include, but are not limited to: a poem sharing images of your home and your enviro ethic, an exposé on an environmental agency, a real environmental career description and a brochure describing a job/behavior your community needs more of! Each of these will be explained in class before they are due.

Grading will be quantified as follows:

Essay Exam I, II, III	33% (333 points)
Quizzes on Readings, Assignments	33% (333 points)
3 Presentations (Graded by Dr. Gail and Kahoali'i Keahi-Wood)	33% (333 points)
	100% (~1000 points total)

Letter grades are interpreted as follows:

A = Outstanding scholarship and an unusual degree of intellectual initiative
B = Superior work done in a consistent and intellectual manner
C = Average grade indicating a competent grasp of subject matter
D = Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F = Failed to grasp the minimum subject matter; no credit given

Attendance and your grade:

Role will be taken every day in class (we need to do this in order to be able to retain a number of important federal grants the University receives). Attendance is required. You are all allowed **three un**excused absences before your grade is effected (don't take them on a quiz day or you WILL receive a zero for that quiz!). After your third unexcused absence your grade will be reduced by 10 points per unexcused absence. Excused absences are those in which you have a doctor's official, signed, form/letter (on letterhead), and obituary/funeral notice, a letter from the Athletic Department or an invitation to a Family reunion/wedding and an airplane ticket stub. I am a scientist; I require hard evidence if an absence is to be excused. If your car breaks down on the way to class take a picture of your smoking engine or flat tire and make SURE I can verify the date and time of the breakdown and it will be an excused absence, ☺, however, no evidence; no excused absence.

Extra Credit Options:

Throughout the course Dr. Gail will be making numerous environmental service-learning outings available to you. You may also find environmental service opportunities on your own. For every service-learning activity that you participate in, that entails 4-5 hours of work, will receive +5 extra credit points. Also, periodically throughout the course there will be talks and presentations you may attend that pertain to the course material. You can earn +2 extra credit points towards a lecture exam for each talk you attend with content related to the course content. In order for all talks and service activities to count for extra credit you MUST have them approved by Dr. Gail PRIOR TO the event and you MUST document your presence (if Dr. Gail is not also in attendance) with a photograph of yourself participating or some other kind of evidence. You may earn up to 30 extra credit points from service activities and 10 from attending talks/presentations.

Course Modules and Schedule:
This course is divided into three Modules. They are, in order:

NOTE: Specific topics for each module are subject to change!

Course Modules		
Module 1: Water and Air Issues (8/26-9/27)		
	Infamous historic water/air issues	The Exxon Valdez oil spill Decline of Atlantic cod Minamata Disease
	Contemporary water/air issues	Melting sea ice King tides Marine debris Tuna overfishing
Module 2: Terrestrial Ecosystem Issues (9/30-11/8)		
	Infamous historic eco issues	Old growth Redwood forests Bushmeat trade Loss of Amazon forest
	Contemporary terrestrial nature issues	Palm Oil Plantations Rapid Ohia Death The Hawaiian crow: ʻAlalā California fires
Module 3: Human Development Issues (11/13-12/6)		
	Infamous historic development issues	Love Canal Chernobyl nuclear meltdown Explosion at Bhopal Chemical Plant
	Contemporary development issues	Climate Change Hawaii Rail Project Runit Dome TMT Telescope on Mauna Kea

Environmental Ethics:

Because an important part of this course entails imparting on you an awareness of the importance of ethics in environmental-problem solving, and because the professors in the Environmental Program want you to be aware of the huge variety of kinds of environmental/ecological ethics in the real world, we will devote class time to discussions of the various environmental ethics of peoples from all over the world. We will use the books: *Earth Insights: A Multicultural Survey of Ecological Ethics* and *Case Studies in Environmental Ethics* as sources of information for this topic. There will also be a number of handouts and presentations on the topic of environmental ethics. At the end of the course we will try and forge the ideal eco ethic….

Introduction to Environmental Issues

Course Schedule

Fall 2019

NOTE: ALL readings not in the required texts will be posted in your ENV 100 Google Drive folder. Links to readings on the internet will be posted in the "Important Course Links" handout in Google Drive.

Week of:	**Readings & Activities**
	Module 1: WATER and AIR ISSUES
8/26-8/30	Course Introduction; Pre-Assessment; **Intro Poem due Friday!** See e-handout for poem structure Values presentation by Dr. Gail Environmental Ethics reading: Chapter 1 ["Sci, Ethics & the Enviro"] **Share Poems**
9/4-9/6	NO CLASS on 9/2 Labor Day! Discuss Environmental Ethics reading First Issue reading: Watersheds 4: Chapter 5 ["Oil on the Rocks"]
9/9-9/13	First Issue discussion (cont'd) Environmental Ethics reading: ["What is anthropocentricism"] Discussion of Anthropocentricism Enviro Ethics Case Study #1: Read Chpt 12 ["The God Squad"]
9/16-9/20	Choose Presentation Topics & Groups Ethics reading: Earth Insights: Chapter 2 [Western European ecoethics] Discuss Western European enviro ethics
9/23-9/27	**Take-Home Exam handed out 9/23, DUE by 10/4 at 1:35** Western enviro ethics video/DVD; Second Issue reading: New England Fishery Crisis: ["Skunked: Crisis in the ..."] Second Issue discussion (cont'd)
	Module 2: TERRESTRIAL ECOSYSTEM ISSUES
9/30-10/4	**Current Water/Air Issues Presentations on 9/30 and 10/2** (Dr. Gail and Kahoa grade!) Earth Insights: Chapter 6 [Polynesian & Native American enviro ethics] 10/4: Kahoali'i Keahi-Wood leads Hawaiian ecoethics discussion and debate **Take Home Exam I DUE by 10/4 at 1:35**
10/7-10/11	Polynesian & Native American eco-ethics and DVD's Explain **Agency Exposés** First Issue reading & discussion [Issue TBA]

First Issue discussion (cont'd)

10/16-10/18 NO CLASS on 10/14 Discover's Day!
Agency Exposés
Earth Insight's: Chapter 3 [Hindu, Jainist, Buddhist ethics]

10/21-10/25 Discuss Hindu, Jainist, Buddhist ethics
Buddhist enviro ethics video/DVD
Enviro Ethics Case Study #2: Read Chpt 5 ["Yellowstone Wolves"]

10/28-11/1 Choose Presentation Topics & Groups
Second Issue reading ["The Extended Family"];
Second Issue discussion (cont'd)
Enviro Careers We Might Like to Have…

11/4-11/8 **Take-Home Exam handed out 11/4, DUE by 11/15 at 1:35**
Earth Insights: Chapter 4 [East Asian Deep Ecology enviro ethics]
Current Terrestrial Ecosystem Issues Presentations on 11/8 (Dr. Gail and Kahoa grade!)

Module 3: HUMAN DEVELOPMENT ISSUES

11/13-11/15 East Asian enviro ethics video/DVD
Discuss East Asian Deep Ecology enviro ethics
First Issue reading & discussion [Issue TBA]
Take-Home Exam II DUE by 11/15 at 1:35

11/18-11/22 NO CLASS on 11/11 Veteran's Day!
First Issue discussion (cont'd)
Environmental Ethics: Chapter 4 ["Responsibilities to Future Generations"]
Discuss Responsibilities to Future Generations and ecoethics

11/25-11/27 Choose Presentation Topics & Groups
Enviro Ethics Case Study #3: Read Chpt 30 ["A Breath of Fresh Air"]
Enviro Career You Need at Home Brochure! (you create it)
NO CLASS on 11/29 Thanksgiving Break!

12/2-12/6 **Third Take-Home Exam handed out 12/2, DUE by 12/10 at 11:05!**
Second Issue reading & discussion [Issue TBA]
Second Issue discussion (cont'd)
The Ideal Eco-Ethic?; Post-Assessment

You will give your third presentations covering Current Human Development Issues on 12/10 from 11:00 to 1:00 (Dr. Gail and Kahoa grade!) **and your Third Essay Exam is due by 11:05 on 12/10!**

Alignment of Natural Sciences Courses with Marianist & Hawaiian values of the University:
The Natural Sciences Division provides an *integral, quality education:* sophisticated integrative course content taught by experienced, dedicated, and well-educated instructors.

- We *educate in family spirit* – every classroom is an *Ohana* and you can expect to be respected yet challenged in an environment that is supportive, inclusively by instructors who take the time to personally get to know and care for you.
- We *educate for service, justice and peace*, since many of the most pressing global issues (climate change, health inequity, poverty, justice) are those which science and technology investigate, establish ethical parameters for, and offer solutions to.
- We *educate for adaptation and change*. In science and technology, the only constant is change. Data, techniques, technologies, questions, interpretations and ethical landscapes are constantly evolving, and we teach students to thrive on this dynamic uncertainty.

The study of science and technology can be formative, exploring human creativity and potential in the development of technologies and scientific solutions, the opportunity to engage in the stewardship of the natural world, and the opportunity to promote social justice. We provide opportunities to engage with the problems that face Hawai‘i and the Pacific region through the Natural Sciences curriculum, in particular, those centered around severe challenges in health, poverty, environmental resilience, and erosion of traditional culture. The Marianist Educational Values relate to Native Hawaiian ideas of *mana, na'auao, ohana, aloha* and *aina*. We intend for our Natural Sciences programs to be culturally-sustaining, rooted in our Hawaiian place, and centered on core values of *Maiau,* be neat, prepared, careful in all we do; *Makawalu,* demonstrate foresight and planning; *`Ai,* sustain mind and body; *Pa`a Na`au,* learn deeply.

Grades of "Incomplete":
Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended.

Instructor and Student Communication:
Questions for this course can be emailed to the instructor at [ggrabows@chaminade.edu]. Online, in-person and phone conferences can be arranged. Dr. Gail will get back to you in person or via email or text ASAP usually within one day. Please if you text Dr. Gail include your name in your text!

Cell phones, tablets, and laptops:
Music Devices and Cellular Phones: Unless specifically permitted by your instructor, use of music devices and cell phones is prohibited during all Natural Science and Mathematics classes, as it is discourteous and may lead to suspicion of academic misconduct. Students unable to comply will be asked to leave class.

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access:
If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria

for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information (counselingcenter@chaminade.edu).

Title IX Compliance:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy:

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58): Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy:

From the 2018-2019 Undergraduate Academic Catalog (p. 42): Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook: https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf

Classroom Atmosphere:

Guys, I value a very open, yet courteous class atmosphere. *Express your ideas*! **Ask your questions**. Propose solutions. (The only dumb question is the one in which you ask yourself if you should ask your question.) *Respect* the thoughts and ideas and opinions of others – really think about what others say. **You will learn as much from each other as you do from me.**

Nothing is Certain but Change Itself Clause…

This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible to each, but there will be times in which we will take longer on a particular topic or add or delete a topic to enhance the course. I like to be able to react to you as the course proceeds and go with the flow a bit in order to make the course experience sort of custom fit to you!

You are responsible for all of the information in this document: losing it or not reading it are not excuses for not knowing what's in it!

Vancouver [Canada] is hoping to become the world's largest 'Green City' by the year 2020, and has made a great start. 90% of the city's power is from natural sources, mainly from hydroelectric sources. Vancouver is also a champion of the urban green space, having a 2.4 hectare rooftop garden on the top of the Vancouver Convention Centre. This contains over 400,000 indigenous plants that attract insects, bees and birds to the city centre park. You just have to look at the city to see how much of it is green space nestled in between the modern skyline.