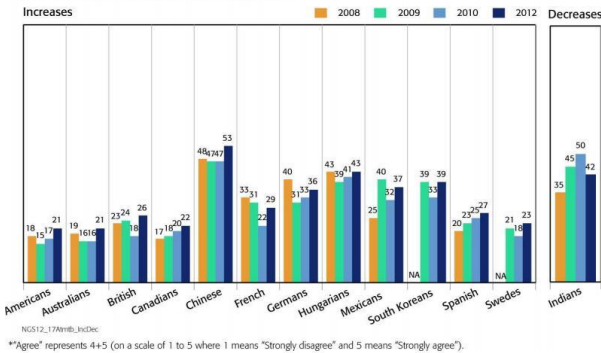




The Impact That Our Society Has on the Environment Is So Severe That There Is Very Little Individuals Can Do about It

\*Agree,\*\* Percentage of Consumers in Each Country, Trends: 2008-2012



## ENV 400: Current Global Environmental Issues

### Course Syllabus

### Spring 2020

*The environment is everything that isn't me.*  
Albert Einstein

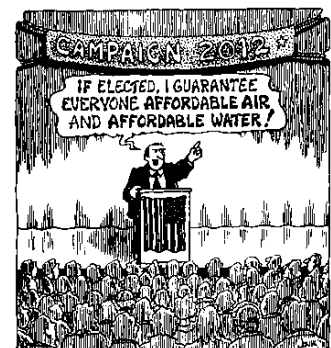
*Beyond our genetic coding, we need to go to the earth, as the source whence we came, and ask for its guidance, for the earth carries the psychic structure as well as the physical form of every living being upon the planet. Our confusion is not only with ourselves; it concerns also our role in the planetary community.*  
Thomas Berry

*I think the environment should be put in the category of our national security. Defense of our resources is just as important as defense abroad. Otherwise what is there to defend?*  
Robert Redford

*If we do not permit the earth to produce beauty and joy, it will in the end not produce food, either.*  
Joseph Wood Krutch

*When we try to pick out anything by itself, we find it hitched to everything else in the universe.*  
John Muir

*You may be able to fool the voters, but not the atmosphere.*  
Donella Meadows



**Department Name:** Environmental Program

**College/School/Division Name:** School of Natural Sciences and Mathematics; Chaminade University of Honolulu

**Course Credits:** 3

**Term:** Spring 2020 **Class Meeting Days:** MWF **Class Meeting Hours:** 1:30-2:20 **Class Location:** WSC 120

**Instructor:** Dr. Gail Grabowsky

**E-mail address:** [ggrabows@chaminade.edu](mailto: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:** MTThF: 2:30-6:00; Or by appointment

**Course Website:** [https://drive.google.com/drive/folders/1-IGLcocarM\\_qnxmkD9DRFaSjEWSFb2t5](https://drive.google.com/drive/folders/1-IGLcocarM_qnxmkD9DRFaSjEWSFb2t5)

### **University Course Catalog Description:**

This reading-intensive course surveys diverse publications explaining the major environmental threats facing the world today as well as the potential and actual sustainable solutions for each. The aim of the course is to have students become aware of the material as well as socioeconomic causes of environmental degradation, the detrimental impacts of environmental degradation on humans and the potential sustainable solutions to the greatest environmental challenges.

### **Course Overview:**

This interdisciplinary course surveys the major environmental challenges facing the planet-at-large and those issues that are particularly poignant to island peoples today. Students will learn, discuss and debate the major proximal cause(s) and potential short-term and long-term consequences of each issue as far as they are currently known. Students will also discover the ethical components of and tools and techniques involved in environmental and sustainability problem-solving. Issues covered will include: population growth, consumerism, climate change, food security, obesity, fresh water consumption & pollution, air pollution, waste management, species extinction, habitat depletion, overharvesting of ocean resources, urban sprawl/development, loss of indigenous knowledge and more.

### **General Purpose of the Course:**

This course was designed with the general goal of having us come to understand and be able to: explain, dialogue, intelligently argue about, problem-solve and see the connections between the major environmental issues facing the people and ecosystems of planet Earth today. The course aims to enable students to know, act, and better live in our current world. Who really knows what you might do with what you learn and do in this course, but I bet it will change your life and the lives of others through you!

### **Marianist Values:**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

### **Native Hawaiian Values:**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward

God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

### **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:**

By the end of this course students will be able to:

1. Articulate the major global and Pacific Island environmental issues
2. Deconstruct the causal sequence of events that is believed to have resulted in/created each of the global issues discussed in class
3. Assess general mechanism(s) by which each of the issues discussed is detrimental to people and/or ecosystems
4. Compose one or more potential solutions to each environmental issue and predict the pros and cons of each from a variety of stakeholder perspectives
5. Compare the role of diverse environmental ethics in contributing to the creation of and solutions to global environmental issues
6. Effectively argue for particular solutions to environmental issues
7. Distinguish the connections between environmental issues and real-life situations
8. Implement hands-on roles in issues of public concern
9. Participate in service-learning and reflect on how it increases interest in being civically engaged and helps solve environmental problems

### **Alignment of Course and Program Learning Outcomes for Environmental Studies:**

<b>Course Learning Outcomes</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>
Articulate the major global and Pacific Island environmental issues	X	X			
Deconstruct the causal sequence of events that is believed to have resulted in/created each of the global issues discussed in class	X		X		X

Assess general mechanism(s) by which each of the issues discussed is detrimental to people and/or ecosystems	X	X	X		X
Compose one or more potential solutions to each environmental issue and predict the pros and cons of each from a variety of stakeholder perspectives	X	X		X	
Compare the role of diverse environmental ethics in contributing to the creation of and solutions to global environmental issues	X			X	X
Effectively argue for particular solutions to environmental issues	X		X	X	
Distinguish the connections between environmental issues and real-life situations	X	X			X
Implement hands-on roles in issues of public concern	X	X		X	
Participate in service-learning and reflect on how it increases interest in being civically engaged and helps environmental problems	X	X	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.

#### **Alignment of Course and Program Learning Outcomes for Environmental Science::**

<b>Course Learning Outcomes</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>
Articulate the major global and Pacific Island environmental issues	X				
Deconstruct the causal sequence of events that is believed to have resulted in/created each of the global issues discussed in class	X	X	X	X	X
Assess general mechanism(s) by which each of the issues discussed is detrimental to people and/or ecosystems	X	X	X	X	X
Compose one or more potential solutions to each environmental issue and predict the pros and cons of each from a variety of stakeholder perspectives	X	X			
Compare the role of diverse environmental ethics in contributing to the creation of and solutions to global environmental issues	X				X
Effectively argue for particular solutions to environmental issues	X		X		

Distinguish the connections between environmental issues and real-life situations	X	X			X
Implement hands-on roles in issues of public concern	X			X	
Participate in service-learning and reflect on how it increases interest in being civically engaged and helps solve environmental problems	X	X	X	X	X

**Course prerequisites:** Course must be taken in your junior or senior year.

**Texts:**

**Required:** You should purchase these in the bookstore.

Weiner, Robert. *Global Issues*. 34th Edition. McGraw-Hill. 2019. [ISBN: 9781260494167]

Myers, Norman & Scott E. Spoolman. *Environmental Issues and Solutions: A Modular Approach*. Brooks/Cole Cengage Learning. 2014. [9780538735605]

**Additional Selected Readings List:** Many additional readings will be shared with you by Dr. Gail and by YOU with the class for your Issue Exposés! Readings not from the textbooks will be scanned and shared as PDF's or as links. All will be posted in the course Drive folder!

**Course Website:** [https://drive.google.com/drive/folders/1-1GLcocarM\\_qnxmkD9DRFaSjEWSFb2t5](https://drive.google.com/drive/folders/1-1GLcocarM_qnxmkD9DRFaSjEWSFb2t5)

**Course Requirements:**

Your grade in this course will be based on the following. Each of the items/activities listed below will be described to you in writing or orally in class. The due dates for each activity (or its parts) are indicated on the Schedule portion of this syllabus.

- One midterm and one final exam based on all readings & discussions (multiple choice)
- “*Causes, Consequences and Solutions*” end-of-the-semester written Portfolio
- Issue Exposés: You lead class (number of times determined by class size)
- Small Group creation of integrative Mind Maps for particular issues

**Course Grading:** The proportion that each of the above contributes to your grade in this course is as follows:

Midterm & Final Exam	40%
“ <i>Causes, Consequences and Solutions</i> ” Portfolio	20%
Issue Exposé & Discussion Leading	40%
Small Group Integrative Templates = Mind Maps	20%
	<b>100%</b>

The proportion that each of the above contributes to your grade in this course is as follows:

Midterm & Final Exam	400
“ <i>Causes, Consequences and Solutions</i> ” Portfolios	200
Issue Exposé & Discussion Leading	400
Small Group Integrative Templates = Mind Maps	200
	<b>1000</b>

**Midterm & Final Exam:** Covers the readings and class discussions. Multiple choice. Date and time of each exam are noted in the Schedule portion of this syllabus. You are required to write 15 multiple choice questions as a part of your Issue Exposés and share them with the class in a Google Drive Doc in the Folder entitled “Expose Questions”. The vast majority of questions on each exam will be taken from your collective questions. So these questions will be the best study tool for your

exams! The readings, Power Point presentations and discussion notes will be your best content study aids for the exams.

**“Causes, Consequences and Solutions” Portfolio:** You will be required to turn in a written explanation of the: (1) Causes, (2) Consequences and (3) potential Solutions for one of the issues we discussed in class. **You may NOT write about one of the topics you gave an expose on. Late papers will not be accepted. Plagiarism within your portfolio will result in you receiving an F for the course.** Details describing the portfolios and grading criteria will be shared with you in the form of a grading rubric handout prior to the 5/5 (by 11:05 AM) due date of the paper.

**Global Environmental Issue Exposés:** In the early days of this course I led all the discussions for each of the global environmental issues that we covered, but then I learned that it is much more interesting and a better teaching tool if you, too, lead the class ☺. You are juniors and seniors now and up to the task! I’ll explain the grading parameters for this assignment in class. You will choose your issue(s) the first week of class. You will decide which article(s)/chapters the class will read. Readings may come from the textbooks for the class, or they may come from your own sources. **You must have at least ten pages of (text) reading for your expose and you must let the class know on the Google Drive “Assignment Sheet” which article(s) they are to read three days before the date you lead class or you can earn no higher than a C for your expose.** Finally You are required to write 15 multiple choice questions as a part of your Issue Exposés and share them with the class in a Google Drive Doc in the Folder entitled “Expose Questions” on the day you give your expose. The vast majority of questions on each exam will be taken from your collective questions.

**Small Group Integrative Templates:** One of the challenges of this class is synthesizing all the information about each particular issue into an integrated understanding of their causes and consequences. In order to facilitate an integrated understanding you are going to work in small groups and diagram a “mind map” for many of the issues. Your mind maps illustrate all of the causal and consequential components of the issue and their interrelationships. Mind mapping was originally called Cartesian Cartography. I will be introducing you to this artful and enjoyable technique that allows us to better synthesize the interactions withing complex or “wicked” problems. You will be creating mind maps in hard copy on easel paper in class (materials provided to you).

**Attendance:** Excused absences include being ill with a doctor’s note, missing for a work-related emergency, family-related emergency and/or missing for an athletic event/retreat/research paper presentation at a symposium. You’ll need to provide some kind of documentation or a phone number of someone responsible that I may call in order to verify the reason for your absence. **You are all allowed THREE, and only three, unexcused absences. After the third absence you will lose 20 points from your overall grade for each unexcused 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, you will receive +5 extra credit points. If you testify for or against any piece of legislation that relates to the topic of this class you will receive +3 points as long as you write/speak at least ten original sentences of testimony explaining the rationale for your support/lack of support. Finally, 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 40 extra credit points from service activities, testimonies and/or attending talks/presentations.

**Assessment:** You will be given an assessment survey for this course on the first day of class. The assessment will be administered again on the last day of the course. The results will be analyzed so that I may learn what you think you learned and in so doing learn whether the course is helping to meet the Environmental Program learning outcomes. The assessment has no effect on your course grade.

**Course Atmosphere:** : (See the Student Handbook for CUH's Academic Conduct Policy: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>)

This course is meant to be a seminar experience; it is not a lecture course and not a science course, it is a multidisciplinary course! We will be *discussing* issues, the readings, our ideas and opinions, making presentations, videos, debating each other and educating each other almost every day. **So if you are shy you'll have to try and shed that skin and be bold! Fake it if you have to – remember that everyone's thoughts are valuable and if you don't share yours the rest of us will be denied that "gold."**

### **ADA Policy**

Statement from the [New Student Handbook](#)

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center in the Student Support Services Building, Room 101, by phone at (808) 735-4845 or email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu) for further information. Web: [studentaffairs.chaminade.edu/counseling-center/counseling-services](http://studentaffairs.chaminade.edu/counseling-center/counseling-services)

### **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.

### **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!**

# First day of class version



## Current Global Environmental Issues Course Schedule: Spring 2020

WEEK	TOPIC	PRESENTERS	ACTIVITIES
1/13 – 1/17	Course Introduction & Mechanics <b>Fill out the course assessment</b>	Dr. Gail	Introductions; Choose Topics <b>Assessment due Friday 1/17 in class.</b>
1/21 – 1/24	Introduction to Global Enviro Issues / Precautionary Principle	Dr. Gail	Reading/Discussion/Mind Map
1/27 – 1/31	Pop Growth/Consumerism	Dr. Gail/ _____	Reading/Discussion/Mind Map
2/3 – 2/7	Waste: Solid Waste/Wastewater	_____	Reading/Discussion/Mind Map
2/10 – 2/14	Food: Agriculture: Meat/Grains	_____	Reading/Discussion/Mind Map
2/18 – 2/21	Food: Fisheries/Aquaculture	_____	Reading/Discussion/Mind Map
2/24 – 2/28	Water consumption/Pollution	_____	Reading/Discussion/Mind Map
3/2 – 3/6	Climate Change: Ocean/Land <b>Mid Term 3/6</b>	_____	Reading/Discussion/Mind Map <b>Mid Term 3/6</b>
3/9 – 3/13	Fossil Fuels/Renewable Energies	_____	Reading/Discussion/Mind Map
3/16 – 3/20	Mineral Resources/ Habitat Loss	_____	Reading/Discussion/Mind Map
3/23 – 3/27	S P R I N G   B R E A K	(Read on the beach!)	
3/30 – 4/3	Species Extinction/ Urbanization	_____	Reading/Discussion/Mind Map
4/6 – 4/9	Food Waste/Obesity	_____	Reading/Discussion/Mind Map
4/13 – 4/17	Female Oppression/Culture Loss	_____	Reading/Discussion/Mind Map
4/20 – 4/24	_____	_____	Reading/Discussion/Mind Map
4/27 – 5/1	Summary of Issues; Sustainability Solutions roundtable; Create “Field Guide of Behaviors We’d all be better off Adopting!”	_____	Reading/Discussion

By Tuesday 5/5: **Have your Portfolio turned in by 11:05 PM** (it cannot be on your presentation topic!)



### Important Dates You Should Know:

- **Second Exam: Tuesday, May 5th**, from 11:00-1:00 PM in our regular classroom.