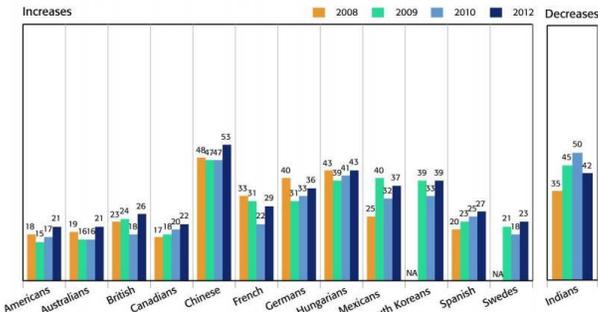


The Impact That Our Society Has on the Environment Is So Severe That There Is Very Little Individuals Can Do about It

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



NCS12\_17A11B\_1NDC6

\*\*Agree\* represents 4+5 (on a scale of 1 to 5 where 1 means "Strongly disagree" and 5 means "Strongly agree").



## ENV 400: Current Global Environmental Issues Course Syllabus Spring 2021

*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

**Class Meeting Days:** MWF **Class Meeting Hours:** 11:30-12:20 **Class Location:** HH 223 or Zoom!

**Instructor:** Dr. Gail Grabowsky

**E-mail address:** [ggrabows@chaminade.edu](mailto:ggrabows@chaminade.edu)

**Phone:** 735-4834 (ext. 834); cell 808-387-9319 (you may text anytime!)

**Office Location:** Wesselkamper Science Center, room 105

**Office hours:** Tuesday-Friday 3:00-6:00 PM; Or by appointment (Zoom or in person)

**Course Website:** [https://drive.google.com/drive/folders/17LZKM6rhZKWID4f\\_H3iuiVKBcOHJUcAp?usp=sharing](https://drive.google.com/drive/folders/17LZKM6rhZKWID4f_H3iuiVKBcOHJUcAp?usp=sharing)

**Class Zoom Link:** <https://chaminade.zoom.us/j/2916035174>

**NOTE:** This is a hybrid course! Some of you have opted to be “remote” which means you do not have to come to class or lab in person. Others of you want to come in-person. I am going to run the class synchronously on most days. IF you have an excused absence, I will record the class. So, you must let me know prior to class of your upcoming excused absence if you want me to record class! I have some ENV survey data that supports my belief that most of you feel you learn best and enjoy class more if we are all in the same room (Zoom or real) together in time. I know this might pose a challenge for some of you – hence the option to record class - and I will be pretty darn flexible regarding what constitutes an excused absence!

### **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

**What this course counts for:**

This course is required for Environmental Studies and Environmental Science majors and minors. It also counts for one of your Values Requirements: Education for Adaptation and Change OR Education for Service, Justice and Peace in our new General Education Program. If you are an Environmental major the table below shows you how this course helps you achieve the Program Learning Outcomes for Environmental Studies and Environmental Science and at what level of proficiency. Some of the Learning Outcomes are shared between Programs but not all!

**Upon completion of the undergraduate B.S. program in Environmental Studies, students will be able to:**

<b>Environmental Studies Program Learning Outcomes</b>	<b>ENV 400</b>
Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.	
Apply analytical methods and skills from multiple disciplines to environmental problems.	
Participate in, plan and execute environmental change-making strategies that employ scientific, political, socio-cultural, artistic, educational and economic skills and knowledge.	
Design and describe new futures and ideas that solve environmental problems and foster sustainability.	
Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.	

**Upon completion of the undergraduate B.S. program in Environmental Science, students will be able to:**

<b>Environmental Science Program Learning Outcomes</b>	<b>ENV 400</b>
Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.	
Apply scientific reasoning and methodology to environmental problems.	
Identify the major physical, chemical and biological components, interactions and cycles of earth systems and ecosystems.	

Propose, design and participate in scientific research projects that document, describe and/or help solve environmental problems and foster sustainability.	
Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.	
Introduces the concept	
Develops the concept	
Gains mastery of the concept	

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

**Texts:**

Required: You should purchase these in the bookstore.

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/17LZKM6rhZKWID4f\\_H3iuiVKBcOHJUcAp?usp=sharing](https://drive.google.com/drive/folders/17LZKM6rhZKWID4f_H3iuiVKBcOHJUcAp?usp=sharing)

**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)
- Testimony and following one bill before this year's Hawaii State Legislature **OR** *Causes, Consequences & Solutions* Term Paper
- Issue Exposés: You lead class (number of times determined by class size)
- 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% (20% each)
HI State bill shepherding <b>OR</b> " <i>Causes, Consequences &amp; Solutions</i> " Term Paper	20%
Issue Exposé & Discussion Leading	40%
Mind Maps	20%
	<b>100%</b>

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

Midterm & Final Exam	400
HI State bill shepherding <b>OR</b> " <i>Causes, Consequences and Solutions</i> " Term paper	200
Issue Exposé & Discussion Leading	400
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 Repository" [here](#). 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, Mind Maps and discussion notes will be your best content study aids for the exams.

**Shepherding a Hawaii State Bill:** There are MANY bills proposed by the Hawaii State Legislators this year that relate to this class! There are bills about water pollution, renewable energy, land use, endangered species, habitat protection, stopping all shark fishing in Hawaiian waters, stopping all collection of fish from the reef for sale as pets, ETC! Also, the legislature is using Zoom now! SO it is much easier to testify and follow a bill. If you choose this option, you do NOT have to write the term paper and you only have to follow ONE bill through the Hawaii State House and Senate. Dr. Gail will explain further in class. A great place for you to start to look for a bill is here:

<https://www.capitol.hawaii.gov/>

**“Causes, Consequences and Solutions” Portfolio:** You will be required to turn in a written Term Paper explaining in detail 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 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” [here](#) 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 the Google Drive Folder: “Expose Questions Repository” [here](#) on the day you give your expose. The vast majority of questions on each exam will be taken from your collective questions.

**Mind Mapping:** 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 this you are going to 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 within complex or “wicked” problems.

**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 unexcused absences. After the third absence you will lose 20 points from your overall grade for each unexcused absence.... Be SURE you let me know if you will be missing class if you want me to record it for you!

### **Extra Credit Options:**

Throughout the course I 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. Also, periodically throughout the course there will be virtual talks and webinars that you may attend that pertain to the course material. You can earn +2 extra credit points towards a lecture exam for each one 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 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, 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!**

**Everyone** check this for correctness and make sure you have TWO presentations: One by yourself and one with a partner! 😊



**Current Global Environmental Issues**  
*Course Schedule: Spring 2021*

WEEK	TOPIC	PRESENTERS	ACTIVITIES
2/1 – 2/5	Course Introduction & Mechanics <b>Fill out the course assessment</b>	Dr. Gail	Introductions; Choose Topics <b>Assessment due Friday 2/5 in class.</b>
2/8 – 2/12	Introduction to Global Enviro Issues Precautionary Principle	Dr. Gail	Reading/Discussion/Mind Map
2/16 – 2/19	Pop Growth/Consumerism	Dr. Gail / Rhea	Reading/Discussion/Mind Map
2/22 – 2/26	Solid Waste/Wastewater	____ / Reyna & Skye	Reading/Discussion/Mind Map
3/1 – 3/5	Food: Agriculture: Meat/Grains	Reyna / <b>Jakelynn &amp; ?</b>	Reading/Discussion/Mind Map
3/8 – 3/12	Food: Fisheries/Aquaculture	Liam & ? / Kendall	Reading/Discussion/Mind Map
3/15 – 3/19	Food Waste/Water consumption	Taylor & Cara / <b>Jakelynn</b>	Reading/Discussion/Mind Map
3/22 – 3/25	Climate Change: Ocean/Land	Kendal & ? / Cara	Reading/Discussion/Mind Map
3/29 – 4/1	Fossil Fuels/Renewable Energies	Eddie & Andrew/Jarrad & Rhea	Reading/Discussion/Mind Map
4/5 – 4/9	Pollution/Mineral Resources	Andrew / Jarrad	Reading/Discussion/Mind Map
4/12 – 4/16	Habitat Loss/Species Extinction	Skye / Liam	Reading/Discussion/Mind Map
4/19 – 4/23	Urbanization/Circular econ OR gender inequality	Eddie / Taylor	Reading/Discussion/Mind Map
4/26 – 4/30	Summary of Issues; Sustainability Solutions roundtable; Create “Field Guide of Behaviors We’d all be better off Adopting!”	Dr. Gail	Reading/Discussion

**By Friday 5/7: Have your Portfolio turned in by midnight! (It cannot be on your presentation topic!)**



**Important Dates You Should Know:**

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