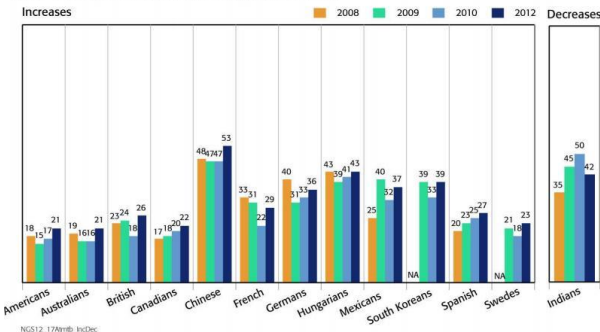


The Impact That Our Society Has on the Environment Is So Severe That There Is Very Little Individuals Can Do about It

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



NCS12_17ANHE_INCD

**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 2022

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:** WSC 120 or Zoom!

Instructor: Dr. Gail Grabowsky

E-mail address: 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/1PCfImYchdHGULgdYuol_ZRbgkXj2rnx9?usp=sharing

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

NOTE: Here we go again! Oh my goodness guys hang in there with this pandemic! The omicron variant as you know is **the most contagious yet** BUT it is also **much less virulent**. So it is very possible – via evolutionary processes – that *H. sapiens* may finally get to “herd immunity” in which we are all protected by our own antibodies generated by vaccination or natural immunity. Viruses tend to evolve to be less virulent – I will explain the cause for this in class if you would like. So, covid may be around – like the flu and colds – for a very long time but we know how to live with those bugs and we will learn to live with a much less dangerous covid as well. HOWEVER because we are in the middle of the omicron spike due to its contagiousness CUH has wisely opted to offer the **first three weeks online** to allow time for airlines and people to recover. So STAY SAFE and we will start online and then **switch to 100% in-person on January 31st!** **I personally CANNOT WAIT TO SEE YOU ALL IN PERSON!**

In the meantime I am going to run the online portion of class synchronously 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!

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:

Environmental Studies Program Learning Outcomes	ENV 400
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:

Environmental Science Program Learning Outcomes

ENV 400

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 in the **course Google Drive folder!**

Course Website: https://drive.google.com/drive/folders/1PCfImYchdHGULgdYuol_ZRbgkXj2rnx9?usp=sharing

One of the MOST IMPORTANT INTERACTIVE DOCUMENTS FOR THIS COURSE is the “Day-by-Day Course Assignment Sheet” which lives [here](#) in Drive (and has a link to it in Canvas).

There will also be a **course Canvas folder** – I use it mainly to shoot you out into Google Drive but I do also use the Canvas Modules to keep a clear chronological record of the major week-by-week course content and a fixed location for the course’s required service-learning assignments.

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, videos, discussions, etc. (multiple choice)
- Testimony and following at least one bill before this year’s Hawaii State Legislature **OR** Participation in Chaminade’s *Compassionate Cat Care & Reduction* (CCC&R) Program
- Issue Exposés: You lead class (number of times determined by class size)
- Creation of integrative Mind Maps illustrating **causes, consequences** and **solutions** for particular global 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 OR participation in CCC&R project	20%


Issue Exposé & Discussion Leading	40%
Mind Maps	20%
	100%

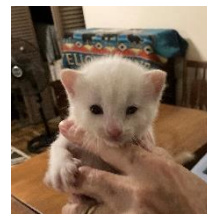
The points that each of the above contributes to your grade in this course is as follows:

Midterm & Final Exam	400
HI State bill shepherding OR participation in CCC&R project	200
Issue Exposé & Discussion Leading	400
Mind Maps	200
	1000

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/>

CCC&R Project: Everything you might want to know about this campus project conducted in partnership with the Hawaii Humane Society is in [this folder](#) and [this folder from last semester](#). I started the project in the fall of 2020 in order to humanely reduce the number of cats on campus through trap-neuter-release. Since then **we have removed 32 kittens from campus** to loving homes but there is much more you can participate in for credit on this project. Here is a sheet that [explains the many options for participation](#) which I will explain in class. And just for fun here is a kitten I  caught on 12/30/21 (last night as I write this). What a cutie that now wont have to live a hard feral life!



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 also 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 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:

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 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 for further information.

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 out and see what issue(s) you might like to present on. We choose topics on 1/12! ☺



Current Global Environmental Issues

Course Schedule: Spring 2022

WEEK	TOPIC	PRESENTERS	ACTIVITIES
1/10 – 1/14	Course Introduction & Mechanics Introduction to Global Enviro Issues	Dr. Gail	Introductions; Choose Topics Course Assessment TBA
1/21	Ideal World/Precautionary Principle	Dr. Gail	Reading/Discussion
1/24 – 1/28	Changing Behaviors/Risk & Measures	Dr. Gail	Reading/Discussion
1/31 – 2/4	Pop Growth/Consumerism	Dr. Gail	Reading/Discussion/Mind Map
2/7 – 2/11	Solid Waste/Hazardous Waste		Reading/Discussion/Mind Map
2/14 – 2/18	Plastics/Wastewater		Reading/Discussion/Mind Map
2/23 – 2/25	Food: Agriculture: Meats/Grains		Reading/Discussion/Mind Map
2/28 – 3/4	Food: Fisheries/Aquaculture		Reading/Discussion/Mind Map
3/7 – 3/11	Food Waste/Water consumption Mid Term 3/11		Reading/Discussion/Mind Map Mid Term 3/11
3/14 – 3/18	Water Pollution/Soil Pollution		Reading/Discussion/Mind Map
3/21 – 3/25	Climate Change: Ocean/Land		Reading/Discussion/Mind Map
3/28 – 4/1	Fossil Fuels/Renewable Energies		Reading/Discussion/Mind Map
4/4 – 4/8	Mineral Resources		Reading/Discussion/Mind Map
4/11 – 4/13	Habitat Loss/Species Extinction		Reading/Discussion/Mind Map
4/18 – 4/22	OPEN TOPICS! (Inequity/Obesity/Loss of Culture...)		Reading/Discussion/Mind Map
4/25 – 4/29	Summary of Issues; Sustainability Solutions roundtable; Create “Field Guide of Behaviors We’d all be better off Adopting!”	Dr. Gail	Reading/Discussion

YOU GUYS WILL CHOOSE YOUR TOPICS!!!



Important Dates You Should Know:

- **Second Exam: Wednesday, May 4th**, from 11:00-1:00 PM in our regular classroom.
- **Bill Shepherding OR Compassionate Cat Care & Reduction** assignments are all due by **Friday May 6th at midnight!**