

ENV 490: Sustainability Success Stories
Course Syllabus
Spring 2023

“The greatest threat to our planet is the belief that someone else will save it.”
 – **Robert Swan, Author**

“Often when you think you’re at the end of something, you’re at the beginning of something else.”
 – **Fred Rogers, Television Personality**

“We cannot solve our problems with the same thinking we used when we created them.”
 – **Albert Einstein, Physicist**

“We do not inherit the Earth from our ancestors; we borrow it from our children.”
 – **Native American Proverb**

“Recycling, packaging, businesses are changing all of those things because that’s what consumers want.” – **Jerry Greenfield, Co-founder of Ben & Jerry’s Ice Cream**

“If it can’t be reduced, reused, repaired, rebuilt, refurbished, refinished, resold, recycled, or composted, then it should be restricted, redesigned or removed from production.”
 – **Pete Seeger, Folk Singer & Social Activist**

“We are living on this planet as if we had another one to go to.”
 – **Terry Swearingen, Nurse & Winner of Goldman Environmental Prize in 1997**



School & Dept.: School of Natural Sciences and Mathematics; Environmental Programs
Meeting Days: MWF
Meeting Hours: 1:00-2:20
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Website: https://drive.google.com/drive/folders/191xeeX5jmGTTiEYWGtJb7AeUP10g2v03?usp=share_link
Zoom Link: <https://chaminade.zoom.us/j/2916035174>

University Course Catalog Description: the catalog description for this course is extremely sparse!
Here it is:

<p>ENV 490 Current Environmental Studies Seminar (1 to 3) Selected topics of current interest in environmental studies will be addressed. Prerequisites: EN 102, COM 101.</p>
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If you asked me this is a really good thing because it means we have a lot of freedom and that means we all have a say in what we want to learn and do in this course. The select topic of this course is “sustainability” and finding some success stories that have achieved whatever the heck sustainability is!

Course Overview: I decided to offer this course for a number of reasons. Foremost is that I thought it’s time to have a class that shows us things that worked. And when I say worked I mean towards creating the ideal world or at least a better world. Since this is a course in the Environmental Programs at Chaminade were going to consider the environment which I just read a really fun definition of the other day which was: “the environment is everything that is not me.” So this course is about making our environment sustainable. And I wanted us to learn about examples so that we could borrow from them, and be inspired and perhaps galvanized into some sustainable endeavors ourselves whether they be science or policy or business or art or media etc.! Another reason why offer this course was so we could really grapple with just what the heck is sustainability? When I was in graduate school eons ago we had on the door a piece of easel paper that said quote “terms that should die.” Sustainability was one of those terms but guess what it hasn’t died because it’s super important concept and one that we know that if we achieved the world would be a really wonderful place for everyone and for creation, i.e. the living world. So were going to have to grapple with defining and learning how to recognize a thing that is sustainable. Finally I thought this course would be really fun as you know we are going to love to learn about sustainable practices and policies and products etc.!

General Purpose of the Course: based on what was written above the course overview is to gain an understanding in detail of what sustainability is and find many examples that already exist where it has been achieved in order to inspire us, educate us and give us ideas going forward. I’d also like this course to help us feel good as being an environmental major or maybe I should just say young person in the world today can be very depressing and stressful. I’m hoping we all exit the course feeling like sustainability or at least a greater degree of sustainability is possible in the near future. Good luck to us!

Marianist Values:

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition in 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: thank you very much each of you for signing up for this class. I've been teaching a one time only class in the spring for 15 years and they are always enjoyable to us all in that they are a learning community work together we are going to teach ourselves about something current and pressing and that we care about. If you are an Environmental Studies major I can count this class as ENV\EC 315: Environmental Economics. In order to do this we need to make sure that we focus on economics and businesses in the policies surrounding them globally as well as many other things that we care about like nature and human well-being. This course will also count for all of you as three credits! And perhaps most importantly in the long term I hope it becomes one of those very memorable and pivotal courses that you remember taking as an undergrad that may be helped you choose your career, or become an entrepreneur or decide what type of science you'd like to conduct etc.!

Student Learning Outcomes for this particular course:

Students taking this course will:

1. Review the history of the concept of sustainability
2. Know the definition of sustainability and its variations
3. Propose their own definition of sustainability and describe what that entails
4. Investigate, find and share examples of sustainable businesses, economic models, policies, practices, products, natural resource management strategies and campuses!
5. Compare sustainable versus unsustainable practices, policies, products and strategies.
6. Develop the ability to qualitatively and quantitatively score the degree of sustainability for any practice policy product and strategy.
7. Generate a list of sustainability success stories that includes the strategies and steps taken in developing them.
8. Outline the blocks and barriers to achieving sustainability and sustainable behaviors.
9. Reveal value systems that do and do not foster sustainability.
10. Propose pathways to increasing sustainable behavior including art, literature, social media, movies etc. that foster sustainable behavior.

Texts:

Required: There is no hard copy required text for this course! However there are many many wonderful online reports from agencies with a full focus or partial focus on sustainability. So we will be using them. In some instances we will be reading documents from the United Nations, the World Economic Forum, the Social Progress Index, etc. You all will be the discoverers of many of the

wonderful texts, webpages, videos, certifications etc. that all are aimed at describing or sharing sustainable places, practices, policies, products, etc.

Additional Selected Readings List: I have purchased two wonderful books that are guiding me to this course and from which you will read some short chapters. They are:

Robertson, Margaret. 2021. Sustainability: Principles and Practice. Third Edition. Routledge Press. ISBN: 978-0-367-36521-9 (pbk)

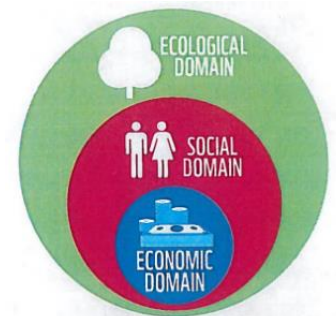
Million, Martin. 2018. An Introduction to Sustainability: Environmental, Social and Personal Perspectives. Second edition. Routledge Press. ISBN: 978-1-138-69830-7 (pbk)

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:

This might sound like your professor has gone nuts but guess what - we all are going to decide what assignments we’d like to carry out in this course.... Alright after a less exciting conversation than I was hoping for in class ☹, I guess you all were happy with this list ☺, and a few very important changes that were made by you all – thank you – **Here is the FINAL list of assignments we will participate in throughout this course. Please note they are IN THE ORDER we will accomplish them chronologically throughout the semester...**

1. Our Preferred Definitions of Sustainability
2. **Personal Sustainability Commitments & Pre- and Post Google Surveys!**
3. Our Favorite Sustainability Principles or Principles of Sustainability!
4. Measures of Sustainability
5. Best Sustainability Art and/or Figures that Illustrate Sustainability Well!
6. Values that Do and Don’t Contribute to Sustainability
7. **Steady-State or Non-Growth Economic Models (group info gather)**
8. Super Sustainable - NOT! Greenwashing, Horrific Products & Behaviors
9. Reveal: Sustainable Lifestyles
10. Reveal: Sustainable Products
11. Reveal. Sustainable Businesses and Corporations
12. Reveal: Sustainable Buildings
13. **Reveal: Sustainable Campuses: Case Studies**
14. WILDCARD!!!
15. Reveal: Sustainable Food and Agriculture
16. Reveal: Sustainably Managed Nature and Species
17. Reveal: Practices that Support and Enhance Sustainable Cultures
18. Reveal: Amazing and Interesting Policies that Foster Sustainability
19. **Pathways to global sustainability flowcharts (group project)**
20. **Service Learning that Fosters Sustainability**



Course Grading:

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

- The **FIVE bolded** assignments above, numbers 2, 7, 13, 19 and 20 **each count for 10% of your grade**, and are therefore weighted more heavily than the other assignments and **collectively make up 50% of your grade**. These assignments will receive letter grades.

- The remaining FIFTEEN un-bolded assignments therefore collectively make up the other 50% of your grade (all weighted equally) and will be graded without letter grades but instead as “Achieved = X”, “Achieved and Exceptional = X+” or “Partially Achieved = X-.” Completing all 15-13 of these assignments is equivalent to an A for this portion of your grade. Completing 12-10 is equivalent to a B. Completing 9 is a C. Completing 8 is a D. Completing 7 or less is an F.

Service Learning Options: You need 15 hours in any combination for an A!

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, climate change, agriculture, environmental justice, ETC! Also, the legislature is using Zoom now! SO it is much easier to testify and follow a bill. 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/>

Pono Popoki Project: Everything you might want to know about this campus project conducted in partnership with Cat Friends and the Hawaii Humane Society is in [this folder](#). 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 53 kittens from campus to loving homes and trapped and neutered 35 cats, but there is much more you can participate in for credit on this project. I will explain in class. And just for fun here is a kitten we caught on 1/4/23 (last night as I write this). What a cutie that now won't have to live a hard free-roaming (formally called feral) life!



Pacific Project and Think tech Hawaii – Code Green filming: Both of these service learning options will be explained to you in class in person.

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 TWO 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: Periodically throughout the course there will be presentations, virtual talks, webinars, workshops, etc. 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 attending talks/presentations/webinars/workshops/etc

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.”**

Other official statements that apply to all courses at Chaminade:

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.

Credit Hour Policy: The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade. The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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!*

Sustainability Success Stories

Course Schedule: Spring 2023

WEEK	TOPIC
1/9 – 1/13	Course Introduction & Mechanics; Getting
1/17 – 1/20	What is Sustainability anyway? Assignment #1: Our Preferred Definitions of Sustainability
1/23 – 1/27	Assignment #2: (ongoing all semester) Personal Sustainability Commitments Assignment #3: Our Favorite Sustainability Principles
1/30 – 2/3	Assignment #4: Measures of Sustainability and what the UN says it is... Assignment #5: Best Sustainability Art and/or Figures that Illustrate Sustainability Well!
2/6 – 2/10	Assignment #6: Values that Do & Don't Contribute to Sustainability Dr. Gail leads: Prep Day: Steady-State or Non-Growth Economic Models
2/13 – 2/17	Assignment #7: Steady-State or Non-Growth Economic Models
2/22 – 2/24	Assignment #8: Super Sustainable - NOT! Greenwashing, Horrific Products & Behaviors Assignment #9: Reveal: Sustainable Lifestyles
2/27 – 3/3	Dr. Gail Leads: "The Story of Stuff" Assignment #10: Reveal: Sustainable Products
3/6 – 3/10	Dr. Gail leads: Green Businesses – examples and certifications Assignment #11: Reveal. Sustainable Businesses and Corporations
3/13 – 3/17	Dr. Gail leads: Examples of sustainable development/buildings Assignment #12: Reveal: Sustainable Buildings
3/20 – 3/24	NO CLASSES: SPRING BREAK!
3/29 – 4/31	Assignment #13: Reveal: Sustainable Campuses: Case Studies
4/3 – 4/5	Green films and books Assignment #14: WILDCARD!!!
4/10 – 4/14	Dr. Gail Leads: Fieldtrip to CUH worm farm and garden Assignment #15: Reveal: Sustainable Food and Agriculture
4/17 – 4/21	Assignment #16: Reveal: Sustainably Managed Nature and Species Dr. Gail leads: "The Letter" Pope Francis
4/24 – 4/28	Assignment #17: Reveal: Practices that Support and Enhance Sustainable Cultures Assignment #18: Reveal: Amazing and Interesting Policies that Foster Sustainability
5/1 – 5/5	Dr. Gail leads: "A Life on Our Planet" David Attenborough Assignment #19: Pathways to global sustainability flowcharts (group project)

Important Dates You Should Know:

- **Assignment #20: Service Learning assignments are all due by Friday May 12th at midnight!**

