

ENV 100: Introduction to Environmental Issues

Fall 2023

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*

Les Milbrath was fond of 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

Department Name: Environmental Program
School: School of Natural Sciences and Mathematics
Course Credits: 3
Term: Fall 2023
Class Days & Times: MWF 11:30-12:20
Class Locations: ENV 100-01 Wesselkamper Science Center room 120

Instructor: Dr. Gail Grabowsky
E-mail address: ggrabows@chaminade.edu (I will respond within 2 business days to any email)
Phone: Work: 735-4834 (ext. 4834 if calling from on campus);
Cell: 808-387-9319 (Text me anytime – please tell me your name in the text!)
Office Location: Wesselkamper Science Center, room 105
Office hours: T-F: 4:00-6:00; Or by appointment (Zoom or in my office)
Course Website: Google Drive Course Folder is [HERE](#)! Canvas Dashboard is [HERE](#)!

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 one of the first courses along the path to four majors at Chaminade: Our twenty-three year old Environmental Studies major, our three-year old Environmental Science major our two-year old Community & Public Health (Environment & Health Track) degree, and our BRAND NEW Sports Management degree! If none of these are your major, have no fear! This course also counts for your General Education Core Critical Thinking requirement and we are thrilled you have decided to join us planet savers!

This class is the most general, interdisciplinary and inclusive course you'll take as an Environmental student. It introduces you to a variety of careers related to the environment and environmental human health. You'll discover the complexity of environmental challenges and the diversity of environmental values, and you will begin to learn and use the tools and techniques available for successful environmental problem solving. Very often, we, as a class, also come up with new creative and timely problem-solving tools of our own.

You will be presented in this class with real (international and regional) environmental issues, which you will investigate, attempt to understand in entirety, devise a solution or solution-strategy for and then evaluate the quality of those solutions and the likelihood of each. The issues are organized throughout the semester 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 work in groups to 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" for in presentations to the class. Your solutions must be *systems* based: they must address the entire issue from its proximal (near) causes to its ultimate (far) cause(s).

Each subsequent module will be more complex than the previous one requiring you to draw upon the perspectives of a wider range of disciplines, manage more variables and/or consider more stakeholders. 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.

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

how we put our skills and our Marianist and Pacific Island Values into action for the good of the community.

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, students will be able to:

1. 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.
2. Apply analytical methods and skills from multiple disciplines to environmental problems.
3. Participate in, plan and execute environmental change-making strategies that employ scientific, political, socio-cultural, artistic, educational and economic skills and knowledge.
4. Design and describe new futures and ideas that solve environmental problems and foster sustainability.
5. Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.

Course Learning Outcomes and Linkage to Environmental Studies Program Learning Outcomes

Students who successfully complete this course will:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Compare diverse environmental ethics and their implications for the treatment of nature.	X	X	X		

Describe the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.		X	X	X	X
Recognize the importance of natural resources for the holistic health of diverse peoples.	X				X
Discuss some of the major historic environmental crises.	X			X	
Articulate 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	
Discriminate between the diverse perspectives of stakeholders.	X		X		
Practice taking a balanced outlook on environmental problems.			X	X	X
Collaborate with others in developing a systems approach to creative environmental problem-solving.	X		X	X	X
Recall the major federal, state and non-governmental environmental agencies.			X	X	X
Summarize a variety of careers in the environment.			X	X	X
Identify the connections between academic work and real situations.	X		X		
Act on putting our Marianist Values and Pacific Island values into action to solve problems.	X	X	X	X	

Environmental Science Program Learning Outcomes

Upon completion of the program in Environmental Science, students will be able to:

1. 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.
2. Apply scientific reasoning and methodology to environmental problems.
3. Identify the major physical, chemical and biological components, interactions and cycles of earth systems and ecosystems.
4. Propose, design and participate in scientific research projects that document, describe and/or help solve environmental problems and foster sustainability.
5. Pursue throughout their education new scientific knowledge and techniques that prepare them for the adaptation and change essential to environmental problem solving..

Course Learning Outcomes and Linkage to Environmental Science Program Learning Outcomes

Students who successfully complete this course will:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Compare diverse environmental ethics and their implications for the treatment of nature.	X				
Describe the positive roles Judeo-Christian, Polynesian and other worldviews can play in environmental problem solving.				X	

Recognize the importance of natural resources for the holistic health of diverse peoples.	X	X	X		X
Discuss some of the major historic environmental crises.	X	X	X		X
Articulate 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
Discriminate between the diverse perspectives of stakeholders.	X			X	X
Practice taking a balanced outlook on environmental prob				X	X
Collaborate with others in developing a systems approach to creative environmental problem-solving.	X	X		X	
Recall the major federal, state and non-governmental environmental agencies.			X		X
Summarize a variety of careers in the environment.			X		X
Identify the connections between academic work and real situations.	X			X	
Act on putting our Marianist Values and Pacific Island values into action to solve problems.	X			X	X

Required 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 will be reading contemporary articles and excerpts from each of the following. If so, copies will be provided to you.

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:

NOTE: **The majority of the content for this course is found in our class Google Drive folder.** The course Syllabus, Service Learning Written Reflection and other important documents and assignments can be found in our course Canvas folder. However I use Canvas mainly as a supportive tool to house organization documents for the course and for particular assignments – like discussions and turning in essays electronically – that Canvas is very good for, otherwise I prefer Google Drive and its capabilities. So we will be using Google Drive often during class! I am here to help you learn how to use Google drive if you have not used it AND those of you that are good at it teach me cool new Google Drive capabilities every semester!

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Course Assessment:

Since this class is an important introductory course for both environmental majors and since we just completed a Program Self-Study I will be conducting a brand-new course assessment tool this semester. It will be aimed at assessing your ability to evaluate the quality of various proposed solutions to any given environmental issue. In so doing we will learn how well the Environmental Program achieves Program Learning Outcome #5 for both environmental majors.

Grading:

Your grade in this course will be based on:

1. Take-home **essay exams + service-learning assignment**
2. **Issue presentations**
3. **Cumulative quiz + various other assignments**
4. Your grade can be negatively impacted by poor attendance (see Attendance Policy section for details on attendance).

There will be three take-home **essay exams**: one after the completion of each module. Essay Exams will be handed out to you at the end of each module and will be answered IN CLASS THE SAME DAY and hand-written! I am not at all opposed to Chatgpt, and in fact we will use it in this class as I think it can be a wonderful tool, but for your essays I want to see what that brain of yours can come up with! The grading rubric for your essays is in the course Google Drive folder and will be explained in detail in class. All of you will be required to take two essay exams and replace the third with the mandatory **service-learning requirement** for this course. You will choose which of the three essay exams NOT to complete; you may NOT do all three and take the highest grade!

You will need to participate in 15 hours of service-learning work throughout the semester that aims to help Hawaii and the Pacific islands achieve the [United Nations Sustainable Development Goals](#) (SDG) and is officially tied to Chaminade’s new United Nations [CIFAL Honolulu](#) training center. This

year you have four opportunities to choose from. You can commit to just one of them or participate in all of them!

1. Helping out with **Chaminade's Compassionate Care and Reduction Project**. [Here is the link](#) to the Project Google Drive folder! Contact person is Dr. Gail
2. Helping out with our **Campus Mala Projects** = composting projects, and/or
3. Helping out the **Sustainability Council** – a campus club with Presidents: Ka`inipu`uwai “Mini” Keli`iho`omalū-Holz and Victoria Delacruz
4. Helping out with our Chaminade GEMM Project (Gender Equity through Malama Ma`i) contact person: Rhea.Jose@chaminade.edu

Throughout the semester you will need to keep track of your service hours using the Apply for Service Points form (here for [ENV 100](#)) that comes from Chaminade's [Service Learning & Community Engagement Office](#) which is directed by Mitch Steffey. Also you MUST share pictures of yourself (and your friends if you'd like) in action, DOING your service work and contributing to making campus a more sustainable place! At the completion of your 15 hour project you will complete the assignments in the course Canvas module at the bottom of course Canvas page. So, everyone will complete two essay exams and 15 hours of planet-aiding service projects. You get to decide which essay exam you will replace with your service project.

Presentations will be prepared by groups and will be based on a particular international or regional environmental issue of your choice. Presentations will (1) illustrate your understanding of the issue, (2) describe your awareness of each of the components AND “stakeholders” involved in the issue, (3) differentiate your understanding of all of the ethical aspects of the issue and (4) reveal and defend your ability to design 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 given at the end of each module.

In addition to the take-home essay exams and presentations, there will be **quizzes** following most, if not all, of the readings. The quizzes will be multiple-choice Google Form or paper quizzes and will be given on the day the reading assignment was to be read. 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 evidence, that quiz will not be included in the calculation of your overall quiz grade. Everyone will be allowed to drop their 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 with a handout and will be turned into a Google Drive folder.

Grading will be quantified as follows:

Essay Exam I, II, III (you take 2 of 3) & Service-Learning	33% (333 points)
3 Presentations	33% (333 points)
Quizzes on Readings, Assignments	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 **two unexcused absence** “freebies throughout the semester (don’t take them on a quiz day or you WILL receive a zero for that quiz!). After your second 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), an 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 **right then and share it with me ASAP!** 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

Periodically throughout the course there will also be presentations and webinars you may attend that pertain to the course material. You can earn +2 extra credit points towards your quiz grades for each talk you attend. In order for all talks/activities to count for extra credit you MUST have them approved by Dr. Gail PRIOR TO the event and you MUST document your presence with a photograph of yourself participating or some other kind of evidence. You may earn up to 10 extra credit points from attending talks/presentations.

Course Modules and Schedule:

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

Course Modules		
Module 1: Water and Air Issues (8/21-9/22)		
	Infamous historic water/air issues	The Exxon Valdez oil spill Decline of Atlantic cod Minamata Disease Flint Michigan
	Contemporary water/air issues	Melting sea ice/Sea level rise Global warming Marine debris Tuna overfishing
Module 2: Terrestrial Ecosystem Issues (9/25-10/27)		
	Infamous historic eco issues	Old growth redwood forests Bushmeat trade Loss of Amazon forest
	Contemporary terrestrial nature issues	Loss of honeybees Rapid Ohia Death The Hawaiian crow: ‘Alalā Maui fires
Module 3: Human Development Issues (10/30-12/1)		
	Infamous historic development issues	Love Canal Chernobyl nuclear meltdown Explosion at Bhopal Chemical Plant

	Contemporary development issues	Hawaii Rail Project Runit Dome TMT Telescope Red Hill fuel tanks
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Environmental Ethics:

Because an important part of this course entails imparting in you an awareness of the importance of ethics in environmental and public health problem solving, we want you to be aware of the huge variety of kinds of environmental/ecological ethics in the real world and will devote class time to this topic. Discussions will include the various ways people believe they fit into nature and how they feel we should treat nature. Eco-ethic differences are often the ultimate causes of issues. The books: *Earth Insights: A Multicultural Survey of Ecological Ethics* and *Case Studies in Environmental Ethics* as sources of information for this topic. At the end of the course we will try and forge the ideal eco ethic...



Introduction to Environmental Issues
Course Schedule
 Fall 2023

[Students! Helpful link to the CUH Academic Calendar is [here!](#)]

Week of: Readings & Activities

Module 1: WATER and AIR ISSUES

- 8/21-8/25 Watch **Welcome Video** PRIOR to class (in Canvas); Course Intro; How to “Go Get It!!!”;
Pre-Assessment: Evaluating Solution Strategies
Intro Poem due Monday 8/28! See e-handout for poem structure [here!](#)
NO 11:30 CLASSES WEDNESDAY: Spiritual Convocation
 Dr. Gail at Dean’s Retreat Friday – work on your Intropoem in our classroom
- 8/28-9/1 **Share Poems!** Upload [here!](#)
 Values & United Nations Sustainable Development Goals presentation by Dr. Gail
Environmental Ethics reading: Chapter 1 [“Sci, Ethics & the Enviro”]
 Discuss Environmental Ethics reading in class

First Issue reading: Watersheds 4: Chapter 5 [“Oil on the Rocks”]

- 9/6-9/8 **NO CLASS MONDAY**: Labor Day!
First Issue discussion (cont’d)
Introduction to evaluating environmental solution strategies folder [here](#)
Environmental Ethics reading: [“What is anthropocentrism”]
Discussion of Anthropocentrism
- 9/11-9/15 Enviro Ethics Case Study #1: Read Chpt 12 [“The God Squad”]
Ethics reading: Earth Insights: Chapter 2 [Western European ecoethics]
Discuss Western European ecological ethics
Western enviro ethics DVD
[Choose Presentation Topics & Groups](#)
- 9/18-9/22 2nd Issue reading: Watersheds 4: Chpt 3 [“Skunked: Crisis in the NE Fisheries”]
2nd Issue discussion
Catch up Day - or - watch “The End of the Line” or “Seaspiracy”

Module 2: TERRESTRIAL ECOSYSTEM ISSUES

- 9/25-9/29 **Current Water/Air Issues Presentations given on 9/25-27**
Take Home Exam I completed IN CLASS 10/2!
Explain **Agency Exposés**
- 10/2-10/6 Earth Insights: Chapter 6 [Polynesian & Native American enviro ethics]
Discuss Polynesian and Native American ecological ethics
Polynesian & Native American eco-ethics and DVD’s
First Issue reading & discussion [Issue TBA]
First Issue discussion
- 10/11-10/13 **NO CLASS MONDAY**: Indigenous People Day!
Agency Exposés DUE 10/11 upload online share in class
Earth Insight’s: Chapter 3 [Hindu, Jainist, Buddhist ethics]
Discuss Hindu, Jainist, Buddhist ecological ethics
- 10/16-10/20 Buddhist enviro ethics DVD
Enviro Ethics Case Study #2: Read Chpt 5 [“Yellowstone Wolves”]
[Choose Presentation Topics & Groups](#)
- 10/23-10/27 2nd Issue reading: Watersheds 4: Chpt 6 [“The Extended Family”]
2nd Issue discussion
Explain **Enviro Careers We Might Like to Have...**

Module 3: HUMAN DEVELOPMENT ISSUES

- 10/30-11/3 **Current Terrestrial Ecosystem Issues Presentations given on 10/30-11/1**
Take-Home Exam II completed IN CLASS 11/3!
Earth Insights: Chapter 4 [East Asian Deep Ecology enviro ethics]
Discuss East Asian Deep Ecology enviro ethics

- 11/6-11/8 East Asian enviro ethics video/DVD
Enviro Careers We Might Like to Have...DUE 11/8 upload online share in class
 First Issue reading & discussion [Issue TBA]
 First Issue discussion
NO CLASS FRIDAY: Veteran's Day!
- 11/13-11/17 **Dr. Gail in Geneva at the United Nations CIFAL Global Network Meeting**
 Monday: Cifal Outreach Coordinator Rhea Jose Explains the SDG's!
 Wednesday: **In Class Assignment: Linking issues to the SDG's**
 Friday: **Watch Pope Francis' *The Letter*** (1:21:42)
Environmental Ethics: Chapter 4 ["Responsibilities to Future Generations"]
- 11/20-11/22 Discuss Responsibilities to Future Generations and ecoethics
 Explain **Enviro Careers We Need Brochure!** (you create it) **DUE 11/27**
 Second Issue reading & discussion [Issue TBA]
 Second Issue discussion
 Choose Presentation Topics & Groups
NO CLASSES THURSDAY or FRIDAY: Thanksgiving Recess
- 11/27-12/1 **Enviro Career We Need Brochure!...DUE 11/27**
Earth Insights: Chapter 9 [A Postmodern Evolutionary-Ecological Ethic]
 The Ideal Eco-Ethic? We describe it!
 Post-Assessment: Evaluating Solution Strategies

➤ **NOTE:** Your **Current Human Development Issue Presentations** and **Take-Home Exam III** will be completed on **Final Exam day: Tuesday, December 5th from 11:00-1:00** in our regular classroom! Also **ALL** of your service learning assignments (**Excel sheet fill-in, discussion and photos**) **are all due by Friday December 8th at midnight!** Late assignments will not be accepted!

Classroom Atmosphere

Guys, I value a very open, yet courteous class atmosphere whether we are together in person or working together/discussing something online. **Express your ideas! 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. Ask your questions.** (The only dumb question is the one in which you ask yourself if you should ask your question.) **Propose solutions.** THINK, LEARN, WORK HARD, HAVE FUN.

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' 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.



Other general notables not specific to this class...

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 30 days if the student does not complete the coursework. 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 30 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 within two business days and usually faster! Please if you text Dr. Gail (808-387-9319) include your name in your text!

Cell phones, tablets, and laptops: 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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@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 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

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 Tutor 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.

Student Conduct Policy: Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, please refer to the Chaminade Catalogue.

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 a minimum of 45 hours of engagement,

regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations: The minimum 45 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.

How ENV 100 Meets the Credit Hour Policy:

There are three components to the amount of time students will spend in a course:

1. **Seat time:** 35 hours
2. **Time spent on key assessments:**
 - 2.1. Three class team presentations – 6 hours preparation/research x 3 = 18 hours
 - 2.2. Sixteen chapters to read from texts & study for quiz – 3 hours each x 16 = 48 hours
 - 2.3. 15 hours mandatory service project and reflections = 18 hours
 - 2.4. Career assignments: Intropoem, Agency Expose, Careers We'd Like; Careers we Need = 8 hours
 - 2.5. Reviewing for two in class essay exams = 10 hours

TOTAL: 137 Hours