



School of Humanities, Arts & Design
Religious Studies

RE/ENV 431: ENVIRONMENTAL ETHICS

Location: Henry Hall 207 / M 1:30-4PM

Credits: #3 Section: #1 Term: Spring Day, January 6 – May 2, 2025

Instructor Information



Instructor: Dr. Malia D. Wong, O.P.

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Office Location: Henry 208A

Office Hours: M/W 8:30-11:30AM; or by appointment

Virtual Office: by appointment

Communication

Welcome to Class! Feel free to walk-in or set up an appointment. General response time is within 1-2 days for emails or notices after work hours.

School & Department Information

School of Humanities, Arts and Design

Office Location: Henry Hall 206

Phone: (808) 739-4633

If you have questions regarding the Religious Studies Department, reach out to your Instructor or the School of Humanities, Art and Design.

Course Description & Materials

Catalog Course Description

The course examines religious perspectives on ethical issues within the context of an ecumenical and inter-religious dialogue in the field of environmental studies, with particular attention paid to contemporary Catholic ethicists. The goals are to assist students in their study and understanding of the personal and social dimensions of these ethical perspectives and learn effective methods for dealing with relevant ethical issues within environmental studies.

This course fulfills the interdisciplinary capstone course requirement. Cross-listed with ENV 431.
Co-requisites/Pre-Requisites: RE 103, RE 205, or RE 211; and ENV 100 or permission of instructor.

Time Allocation

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected:

- In Class Time: 45 hours
- Outside Learning Time- Homework, Readings: 40 hours
- Quizzes, Reflections, Self-Assessments: 15 hours
- Collaborative Work; Final Project: 28 hours
- Midterm Preparation: 7 hours

Required Materials

1. Macy, Joanna and Chris Johnstone. *Active Hope: How to Face the Mess We're in with Unexpected Resilience and Creative Power*. Novato, California. New World Library, 2022. ISBN: 978-1-60868-710-7
2. Proud, Bill, *Environmental Ethics: A Graphic Guide*, ISBN: 978-1-5204-9191-2
3. Other materials, as posted on the Canvas board

For Further Reading

1. Fox, Matthew, Skylar Wilson, Jennifer Listug. *Order of the Sacred Earth: An Intergenerational Vision of Love and Action*. ISBN: 9781939681867
2. Laudato Si. <https://laudatosi.com/watch>
3. Papal Encyclical: Caritas in Veritate- "Charity in Truth"
(Summary version): www.zenit.org/article-26387?l=english
4. Marianist Environmental Education Center: <https://meec.center/resources>

Canvas (<https://chaminade.instructure.com>)

Canvas will be used as the companion LMS to the course.

Learning Outcomes

General Education Learning Outcomes (GELO's)

The Value Learning Outcome students will gain from this course lies under the category of Education for Service, Justice and Peace of the Marianist Values.

Program Learning Outcomes (PLOs)

Upon completion of a Religious Studies degree, the student will be able to:

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ understanding of interfaith traditions and behavior to Christian moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4. Generate a substantive project that is animated by the Marianist Charism.

Upon completion of the undergraduate B.S. 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 (CLOs)

By the end of our course, students will be able to:

1. Articulate the origins, beliefs and teachings of Christianity and other major world religions as they relate to the environment.
2. Develop self-knowledge and one's own value system in exploring alternate ways of ethically thinking towards the common good of humanity and the environment.
3. Explain how religions and cultures interact with each other, affecting values, beliefs and creative responses to contemporary ecological crises.
4. Employ faith in action through living responsibly within this region's fragile ecological systems towards effecting greater global environmental responsibility

Marianist Values

The Characteristics of Marianist Education as applied to this course.

1	Formation in Faith <i>'Ike Kainu'u Ho'ola'a (Knowledge embodying a sanctifying spirit)</i>	Through this course, we will explore the Mission of the Marianist Environmental Education Center: "In Mary's hope-filled spirit, we preserve and act in communion with the land and educate other communities in sustainability through ecology-based simple living, social justice and spirituality."
2	Provide an Integral, Quality Education <i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	For Marianists, education is a privileged means of bringing others to Christ. With their focus on family spirit, service and social justice, students will be mentored to follow their passion and make a difference in the world.
3	Educate in Family Spirit <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	As members of the global community, students will be taught to live out: "Respect for creation is of immense consequence, not least because creation is the beginning and the foundation of all God's works, and its preservation has now become essential for the pacific coexistence of mankind. (Pope Benedict XVI, 2010 World Youth Day: "If You Want to Cultivate Peace, Protect Creation")
4	Educate for Service, Justice and Peace <i>'Ike Kuleana Kaiao (Knowledge of enlightened duty)</i>	Students will be introduced to the course content in line with how the Marianist family seeks to create a more just world through service to the poor and vulnerable, Christian activism, environmental preservation, and quality education especially in the U.S., India and Eastern Africa.
5	Educate for Adaptation and Change <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	Some of the current projects of the Marianist Environmental Education Center include: Mutual Service, Interpretive Hikes, Urban Pollinators Project, Citizen Science, Vegetable Garden, Mount St. John Nature preserve, and Native Plant Education. Here at Kalaepohaku, students will be mentored to take the lead in current needed environmental projects.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1	1,2	3,4	4,5
PLOs RE	1	2	2,3,4	4
PLO's ENV		1,2	2,3,4	5
Gen Ed Learning Outcomes		✓		✓

Course Activities

Discussions

Regular participation is important to success in the class.

Homework

All assigned work should be completed by the beginning of the class period for which it is to be presented or submitted. Working on homework, presentations, etc. while an instructor or guest speaker is lecturing, or while students are presenting in class, is disrespectful and will not be tolerated. Prompts for focus or review may be found on the Canvas board. Paper formatting may use either APA or MLA style.

Journal Reflections/Laudato Si Retreat

Students will engage in a series of environmental reflections based on Laudato Si. The purpose of these are to allow personal space for deeper contemplative reflection and refinement on what you value, your worldviews, and what you are willing to contribute to the protection of the earth while noting areas of difficulty or ease to accept, and other insights and feelings.

Midterm Project: Environmental Ethics Documentary

The purpose of the project is for students to creatively apply knowledge from the classroom to real life experience. Students are to select an environmental ethical issue that is close to their heart and create a short documentary. Using select readings from the Order of the Sacred Earth as one reference, the reflective midterm is to address “What seeds are you planting/do you envision to plant with your life affecting the global community?”

Environmental Service Project/s:

To foster the Marianist tradition of education for service and responsible participation in the public sphere, particularly in the advocacy of environmental justice and peace, students may be participating in Chaminade University’s Hale Ho’oulu Mea Kanu project or others.

Final Integrated Project

The Final Integrated Project will be based off of personal self-grade of learnings from participation in the Environmental Service Project and other related projects performed during the semester. Students will evaluate and articulate how their participation in the project/s affected their outlook on their role in the social, environmental and ethical dimensions of service, justice, and peace.

Course Policies

Attendance

- ❖ No absences will be excused except in the cases of (i) an emergent medical situation or severe illness; or (ii) a death in the student's immediate family.
- ❖ Students should always inform the instructor in 2 days advance (in writing or by email) of any anticipated absences, tardiness, or irregular/unanticipated scheduling conflicts (e.g., jury duty, team sport commitment, etc.) Do not schedule medical or personal appointments during scheduled class time.
- ❖ Roll will be taken every class session; if you are not present during the taking of attendance, you will be counted absent.
- ❖ Three unexcused absences during the course of the semester will result in one letter grade demotion for the course (i.e. if your grade is "B," it can be demoted to "C"). Similarly, six unexcused tardiness will result in one letter grade demotion for the course.
- ❖ **Consistent tardiness will be noted and a portion of points deducted.**
- ❖ Cell phone use in class (calls, texting, emailing) is prohibited; cell phone ringers must be turned off at all times except in case of emergency. If making a call is absolutely necessary, then please step outside the classroom to do so. If you need it for any emergency, permission must be obtained from the instructor. According to the Handbook, the instructor may require a student to leave the classroom if the conduct is such that it can be deemed as disruptive to the rest of the class. This includes but is not limited to excessive personal conversations, use of other electronic devices, and disrespectful language or behavior.

Late Work

- ❖ Students are expected to assume responsibility for knowing, observing and meeting assignment deadlines as described in the course schedule. Points will be deducted for late submission of assignments unless properly excused.
- ❖ Assignments from a missed class must be made up by the next class meeting unless an extension has been arranged with the instructor. Do not expect an instructor to repeat a lecture for you; students must arrange with a fellow student to pick up class materials, lecture notes, homework assignments, exercises, etc.
- ❖ It is the students' responsibility to provide the instructor with verifiable documentation for any extraordinary circumstances that prevent the submission of assignments on time, and to present a plan to complete missed deadlines and/or assignments missed to the instructor for approval.

Extra Credit

Activities will be prompted at the discretion of the instructor. These extra credit options may not be used to fulfill any other requirements for the course and are factored into one's grade only after all other assignments are completed.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Students who have more than two weeks of non-participation, fail to submit assignments or comply with other requirements, are advised to withdraw from the course in order to avoid a final course grade of "F." Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances.

Learning Outcome Assessment

Student's work will be evaluated for:

- ◆ knowledge of the subject matter from textbooks, discussions, videos, research and outside class activities
- ◆ critical application of content knowledge to current issues in society
- ◆ thoroughness of answers in quizzes, reflective assignments and research
- ◆ continuing development of understanding
- ◆ demonstration of the following 5 Core Competencies:
 1. Written communication
 2. Oral communication
 3. Quantitative reasoning
 4. Critical thinking
 5. Information Literacy

Grade Calculation

Core Competency	CLO Assessment	Item	Quantity	Points Available	% of Grade
1,2, 3, 4, 5		Attendance, Participation	15 classes	1500	20%
1,3,4		Homework/Case Studies	10 classes	1000	15%
1,3,4,5		Laudato Si Reflections	3	300	15%
2,3,4,5		Midterm Project	1	100	15%
2,3,5		Environmental Service Project/s Participation	3	300	15%

1,2, 3,4,5		Final Integrated Project	1	100	20
			Total	3200	100%

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free

of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

[Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

[Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

AI Use Policy in this Course

This course allows the use of Generative AI (GenAI) tools. You are encouraged to utilize these technologies to enhance your learning and productivity. However, as the goal of education is not just to complete assignments but to become more discerning, creative and critical thinkers, it is essential that you clearly disclose any use of GenAI in your submissions. You should make sure your final work is critically reviewed and edited to ensure it reflects your own analysis and understanding. This policy aims to foster an environment of innovation and adaptation, aligning with the evolving landscape of technology in education.

Student with Disabilities Statement


Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assignments & Due Dates

Date:	Theme & Classwork:	Homework:
Unit I	Foundations of Environmental Ethics: *Population & Society <i>From global population projections to health trends and urbanization, these trends examine the way we live and how these lifestyles affect the world. - Vital Signs</i>	
<u>Week 1</u> January 6	 Welcome & Introduction; Imagineering One's Personal Ethical Viewpoint; Creation Spirituality Overview of theoretical approaches to environmental ethics; an exploration into the influences that define why we think the way we do and contribute to the values lived.	Readings: 1. Macy, Johanna and Chris Johnstone: Chapter 1 - Three Stories or Our Time, p. 15-34 2. Proud, Environmental Issues, p. 4-16 3. Canvas: Christian Env. Ethics Assignment: See Canvas board
<u>Week 2</u> January 13	Foundations of Environmental Ethics; Religious & Cultural Perspectives <i>*A look into the historical development of Environmental Ethics and its personal and communal levels of engagement in other religions.</i>	Readings: 1. Macy, Johanna and Chris Johnstone: Chapter 2 - Trusting the Spiral, p. 35-42 2. Proud, Moral Status, p. 10-16 3. Canvas: Taoist Env. Ethics Assignment: See Canvas board
<u>Week 3</u> January 20	NO SCHOOL: Martin Luther King Day	Readings: 1. Macy, Johanna and Chris Johnstone: Chapter 3 - Coming From Gratitude, p. 43-54 2. Proud: Anthropocentric Ethics, p. 17-39 Assignment: Laudato Si' Retreat I *See Canvas board
Unit II	Towards a Sustainable Ethic: Theories and Concerns	
<u>Week 4</u> January 27	Anthropocentrism <i>"Is any man skillful enough to have fashioned himself?" -Saint Augustine of Hippo</i>	Readings: 1. Macy, Johanna and Chris Johnstone: Chapter 4 - Honoring Our Pain for the World, p. 55-82 2. Proud: Ecocentric Ethics, p. 86-110

		3. Canvas: Buddhist Env. Ethics Assignment: See Canvas Board
<u>Week 5</u> February 3	Environmental Field Trip: Ethics in the Marketplace	Readings: 1. Macy, Johanna and Chris Johnstone Chapter 5 - A Wider Sense of Self, p. 83-100 2. Proud: Where Do We Draw the Line?, p. 111-113 3. Canvas: Hindu Env. Ethics Assignment: See Canvas Board
<u>Week 6</u> February 10	Biocentrism vs. Ecocentrism <i>"Intelligence is the ability of a species to live in harmony with its environment." -Paul Watson</i>	Readings: 3. Canvas: Muslim Env. Ethics Assignment: See Canvas Board
<u>Week 7</u> February 17	Deep Ecology <i>"We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect." -Aldo Leopold</i>	Readings: Laudato Si' Retreat II *See Canvas board Prepare for Midterm – Select Readings Assignment: See Canvas Board
<u>Week 8</u> February 24	Midterm Research Project Presentations	Readings: 1. Macy, Johanna and Chris Johnstone: Chapter 6 - A Different Kind of Power, p. 101-1163 2. Proud: Animal Ethics, p. 40-66 Assignment: Laudate Si See Canvas Board
<u>Week 9</u> March 3	Animal Rights <i>"He who is cruel to animals becomes hard also in his dealings with men. We can judge the heart of a man by his treatment of animals." - Emmanuel Kant</i>	Readings: 1. Macy, Johanna and Chris Johnstone: Chapter 7 - A Richer Experience of Community, p. 117-134; Chapter 8 - A Larger View of Time, p. 135-158 2. Proud: Social Ecology, p. 155-173 3. Canvas board: Jewish Env. Ethics Assignment:

		1. See Canvas Board
Unit III	Living a Green Spirituality *Global Challenges	
<u>Week 10</u> March 10	Radical Ecological Ethics: Social Ecology; Economics A look into products, trade, safety, values, and foundations in the health and wellness industry; animal liberation and rights; water resources and rights	No Reading Homework Assignment: See Canvas board
March 18-22	Spring Break	
<u>Week 11</u> March 24	Ethical Activism: Art as Advocacy	Readings: None Assignment: See Canvas Board
<u>Week 12</u> March 31 <i>*April 2: Celebration of the Arts/Campus Open Marketplace</i>	Living a Green Spirituality: Politics, Justice, Humanities, Science	Readings: 1. Macy, Johanna and Chris Johnstone Chapter 9 - Catching an Inspiring Vision, p. 159-180; Chapter 10 - Daring to Believe It is Possible, p. 181-198 Assignment: Final Integrated Project
<u>Week 13</u> April 7	Radical Ecological Ethics: Ecofeminism; Justice <i>*Laudato Si' Retreat III</i>	Readings: 1. Macy, Johanna and Chris Johnstone Chapter 11 - Building Support Around You, p. 199-210 Assignment: 1. See Canvas board
<u>Week 14</u> April 14	Living a Green Spirituality; Project Work Day	Readings: 1. Macy, Johanna and Chris Johnstone Chapter 12 - Maintaining Energy and Motivation, p. 211-226; Chapter 13 - Opening to Active Hope, p. 227-238 Assignment: 1. See Canvas board
<u>Week 15</u> April 21 <i>*April 22: Earth Day</i>	Final Integrated Project	