



**Chaminade**  
**University**  
OF HONOLULU

## Course Syllabus

[Chaminade University Honolulu](https://chaminade.edu/honolulu)

3140 Waialae Avenue - Honolulu, HI 96816



## Course Overview

**Course Number:** RE/ENV 431-90-9

**Course Title:** Environmental Ethics

**Department Name:** Religious Studies/Environmental Science

**Term:** January 12 – May 8, 2026

**Course Credits:** 3 credits

**Class Meeting Days:** Asynchronous, at your own pace

**Class Meeting Hours:** Asynchronous, at your own pace

**Course Website Address (Canvas):** <https://chaminade.instructure.com/>

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

**Email:** mwong2@chaminade.edu

**Phone:** 808.735.4867

**Office Location:** Online

**Regular & Substantive Interaction (RSI):**

**Office hours:** Monday, Wednesday, 8-11AMHST; by appointment

**Grading and providing content-specific feedback** (via Canvas SpeedGrader): Grades and feedback are provided within 3-5 business days following an assignment submission]

**Discussions:** Canvas board

### University Course Catalog Description

This 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 and sustainable practices.

### Course Overview

Every day the alienation grows deeper between aggressive modern sensibility and the modality of contemplation. What are your choices based upon? Endangered hoary bats and *nene* birds or more electricity-generating windmills? Fulfilling ancestral devotion through burning mountains of paper money or reducing blankets of smog? Preserving the sacrality of land or allowing gas pipelines towards energy efficiency? Religious ceremony or polluted waters? Up to what cost should culture and tradition, faith and religion, science and technology be allowed to play in our circle of living a meaningful life? Students in the course will be led to explore their own and others' environmental ethical views towards making more informed decisions while nourishing their capacity to make a difference in the world.

## **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 kũ'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 kũ 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

## **Statement on Educator Ethics**

As an educator, I am committed to fostering a respectful and inclusive learning environment, upholding academic integrity, and promoting the intellectual and personal growth of all students.

## **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 (PLO's)**

Students successfully completing the Religious Studies program 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.

## **Course Learning Outcomes (CLO's)**

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 affecting greater global environmental responsibility

### Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1	1,2	3	4,5
Program Learning Outcomes	1	2	2,3	4

### Course Prerequisites

EN 102, COM 101, RE 103, RE 205, RE 211; and ENV 100 or permission of instructor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

### Required Learning 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. Las Vegas, NV, 2021. ISBN: 9781520491912
3. Students are required to sign up for the online Active Hope Training.  
<https://www.activehope.info/free-training>

### Assessment

Students' work will be evaluated for:

- ❖ knowledge of the subject matter from textbooks, class presentations, videos, research, and other activities
- ❖ ability to apply the knowledge to understand current issues in society
- ❖ understanding of the subject matter from different viewpoints
- ❖ 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's	Item	Points Available	% of Grade
1,2,3,4,5	1,2,3	<b>Homework: Eco-Reflections, Lecture Presentations, Papers</b>	180	25
5		<b>Study Notes</b>	80	15
1,3,5	1	<b>Laudato Si Retreat</b>	20	15
1,2,5	2	<b>Check-In's; Self- Assessments</b>	30	10
1,2,5	4	<b>Living Green</b>	80	15
1,2,3,4,5	4	<b>Final Integrated Project</b>	10	20
		Total	400	100%

### Grading Scale

Completion of assignments in a timely manner and course feedback are important components of gaining the most from this study. Assignments submitted after the suggested deadline may take longer to grade depending on the volume of assignments that are being graded at the time of your submission.

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination.

**Final Grades** are calculated using the following scale:

A: 93-100%; B: 83-92%; C: 73-82%; D: 63-72%; F: 0-62%

- 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

## Course Policies

### AI Use Policy in this Course

Generative AI (GenAI) tools may be used in this course to support learning and productivity. Any use of AI must be clearly disclosed in your submissions, and all final work must reflect your own analysis, understanding, and critical review of course materials.

Misuse of AI: including submitting AI-generated work as your own, using AI in place of required readings or assignments, or failing to provide disclosure, will result in academic penalties. These may include point deductions, a failing grade on the assignment, or referral to the appropriate academic authority for repeated or serious violations.

### Grades of "Incomplete"

A student may submit a written petition to the instructor for an incomplete. The option to grant or deny an incomplete needs the approval of the Dean. If approved, the student will receive an extension of 30 days during which all outstanding requirements must be completed. Students seeking an incomplete must hold at least a passing grade, have completed a majority of the work of the course, and have an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

### Instructor and Student Communication

Questions for this course can be emailed to the instructor at [mwong2@chaminade.edu](mailto:mwong2@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to three (3) days.

### Email Guidelines:

- Use your Chaminade email account.
- Always include the course and section number in the subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless it is necessary to complete an assignment or other communication.

## **Late Work Policy**

Deadlines encourage students to stay on task. Milestone 1 is due by 11:59 pm on the 14th day following the start of the course. If this assignment is late, you may be dropped from the class. All other assignments—with the exception of the Milestone 2, Midpoint Check-In, and any assignments that your instructor notes as having a firm deadline—can be turned in at your convenience until the end of the course term.

## **Writing Policy**

Either MLA or APA are accepted.

## **Additional Services**

### **Canvas Technical Assistance:**

- 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
- Contact the Chaminade IT Helpdesk for technical issues: [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu) or call (808) 735-4855

### **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](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **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](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

## **Chaminade University Policies**

### **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.

### **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.

### **Attendance Policy**

Students are expected to asynchronously attend and submit course work in classes they are registered in. 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.

**Basic Needs Resources:** <https://chaminade.edu/basic-needs/>

### **Campus Safety/ SafeSwords**

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [Safe Swords Webpage](#)

### **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.

### **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 45 hours of engagement.

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.

### **Hazing Prevention Resources and Athlete Helpline**

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>  
<https://hazingpreventionnetwork.org/athlete-helpline/>  
<https://hazingpreventionnetwork.org/how-to-report-hazing/>

### **Nondiscrimination Policy & Notice of Nondiscrimination**

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [here](#). 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: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>

### **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 student 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 Catalog](#).

### **Title IX Compliance**

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

## Assignments

Module	Topic	Assignments
<b>Module 1</b>  <b>*Milestone 1</b> <b>Assignment- Getting to Know You: due by January 26th</b>	<b>Foundations of Environmental Ethics</b>	 <i>Welcome to RE/ENV 431!</i> <b>Textbook Readings:</b> *Read Syllabus *Macy: Preface, p. xiii-xxi; Introduction, p. 1-14 *Proud: Environmental Issues, p. 4; Moral Status, p. 10-16 <b>Assignments</b> *Getting to Know You *Familiarize yourself with the course website and complete assignments on Canvas board
<b>Module 2</b>	<b>Anthropocentrism: Human-Centered Worlds</b>	<b>Textbook Readings:</b> *Macy: Chapt. 3, p. 43-54 *Proud: Anthropocentric Ethics, p. 17-39 <b>Assignments:</b> *See Canvas board for supplementary resources and assignments
<b>Module 3</b>	<b>Animal Ethics: Moral Status of Non-Humans</b>	<b>Textbook Readings:</b> *Macy: Chapt. 4, p. 55-82 *Proud: Animal Ethics, p. 40-66 <b>Assignments:</b> *See Canvas board for supplementary resources and assignments
<b>Module 4</b>	<b>Biocentrism: All Life Matters; Ecocentrism</b>	<b>Textbook Readings:</b> *Macy: Chapt. 5, p. 83-100; Chapt. 6, p. 101-116 *Proud: Biocentric Ethics, p. 67-85; Ecocentric Ethics, p. 86-110; Where do We Draw the Line, p. 111-113 <b>Assignments:</b> *See Canvas board for supplementary resources and assignments
<b>Module 5</b>  <b>*Milestone 2 Check-in due by March 2nd</b>	<b>Deep Ecology: Radical Reorientation</b>	<b>Textbook Readings:</b> *Macy: Chapt. 7, p. 117-134; Chapt. 8, p. 135-158 *Proud: Radical Ecological Ethics, p. 114-115; Deep Ecology, p. 116-134 <b>Assignments:</b> *Mid-point Check-In *See Canvas board for supplementary resources and assignments
<b>Module 6</b>	<b>Re-Art: Alchemy of Waste</b>	<b>Assignment:</b> *See Canvas board



<b>Module</b>	<b>Topic</b>	<b>Assignments</b>
<b>Module 7</b>	<b>Social Ecology: Economics, Development &amp; Sustainability</b>	<b>Textbook Readings:</b> *Macy: Chapt. 11, p. 199-210 *Proud: Social Ecology, p. 155-173 <b>Assignments:</b> *See Canvas board for supplementary resources and assignments
<b>Module 8</b>	<b>Social Ecology: Systems, Power, Ecofeminism and Justice</b>	<b>Textbook Readings:</b> * Macy: Chapt. 9, 159-180; Chapt. 10, p. 181-198; Chapt. 12, p. 211-226; Chapt. 13, p. 227-238 *Proud: Ecofeminism, p. 135-154; Environmental Politics, p. 174; E. Justice, p. 175; E. Humanities, p. 176; E. Science, p. 177 <b>Assignments:</b> *See Canvas board for supplementary resources and assignments
<b>Module 9</b>	<b>Living Green: Laudato Si' and Me</b>	<b>Textbook Readings:</b> *None <b>Assignments:</b> *Checking-In; Self-Assessment *See Canvas board for supplementary resources and assignments
<b>Module 10</b> <b>*Course Ends: May 8th</b>	<b>Final Integrated Project</b>	<b>Assignments:</b> *Final Integrated Project due *Course Evaluation Survey