



School of Humanities, Arts & Design
Religious Studies Department

RE/ENV 431: ENVIRONMENTAL ETHICS

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

Credits: #3 Section: #1 Term: Spring Day, January 12 – May 8, 2026

Instructor Information



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

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Office Location: Henry 208A

Office Hours: T/TH 12N-2PM; W 8AM-12N; 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. When contacting me by email, please include the course name and section number in the subject line.

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 in accordance with the CUH Credit Hour Policy. Students are expected to allocate their time approximately as follows:

- ❖ In-Class Participation & Activities: 40 hours
- ❖ Reading & Content Mastery: 35 hours (Assigned chapters, lecture review, multimedia)
- ❖ Writing & Reflection Assignments: 20 hours
- ❖ Skill-Building Exercises & Quizzes: 15 hours
- ❖ Project Work (Research, Collaboration, Presentation): 25 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.

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4. Employ understanding of interfaith traditions and behavior to Christian moral reasoning and decision making that affirms and/or challenges secular and cultural values.
5. 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

Service Learning Outcome

Students will apply classroom learning to real-world community needs, deepening their understanding through service, building civic responsibility, and leading with aloha and purpose.

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 Kaiiao (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 is 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.

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.

Class Project

Students will engage in a class project from design to delivery. Markers along the way will be assessed unto the final product for it's ability to: "Employ faith in action through living responsibly within this region's fragile ecological systems towards effecting greater global environmental responsibility."
(CLO#4)

Attendance and Classroom Conduct

- ❖ Excused absences are granted only for (1) urgent medical situations or serious illness, or (2) a death in the immediate family. Students must notify the instructor at least two days in advance of any anticipated absences or scheduling conflicts (e.g., jury duty, athletic commitments). Medical or personal appointments should not be scheduled during class time.
- ❖ Attendance is taken each session; students not present at that time will be marked absent. Three unexcused absences or six instances of unexcused tardiness will result in a one-letter-grade reduction. Repeated lateness will also result in point deductions.
- ❖ Federal regulations require continued attendance for ongoing financial aid eligibility. Students who must be absent for extended periods should communicate promptly with the instructor to discuss options. Any student who stops attending without officially withdrawing may receive a failing grade or be withdrawn at the instructor's discretion.
- ❖ Cell phone use—including calls, texting, or emailing—is not permitted during class. Ringers must remain off unless an emergency exception is approved.
- ❖ Disruptive behavior (e.g., excessive conversation, inappropriate device use, disrespectful conduct) may result in the student being asked to leave the classroom (*see: Handbook*)

Late Work

- ❖ Students are responsible for knowing and meeting all assignment deadlines as outlined in the course schedule. Late submissions will be assessed a 10% late penalty per day and could result in a "0" unless an approved excuse is provided.
- ❖ If a class is missed, any associated assignments must be completed by the next class session unless an extension has been arranged in advance. Lectures will not be repeated; students should obtain notes and materials from a classmate.
- ❖ Students must provide verifiable documentation for any extraordinary circumstance affecting their ability to submit work on time and must propose a plan for completing missed assignments, subject to instructor 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 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 res
- ◆ 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	1,2,3	Homework/Case Studies	10 classes	1000	15%
1,3,4,5	1,2	Laudato Si Reflections	3	300	15%
2,3,4,5	1,2,3, 4	Midterm Project	1	100	15%
2,3,5	2, 4	Environmental Service Project/s Participation	3	300	15%
1,2,3,4,5	4	Final Integrated Project	1	100	20%
			Total	3300	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

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.

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

[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.

[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.

[Basic Needs Resources: https://chaminade.edu/basic-needs/](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 https://chaminade.edu/student-life/security/campus-safeswords-program/](https://chaminade.edu/student-life/security/campus-safeswords-program/)

[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.

[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/>

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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/>

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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. 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 & Due Dates

Date:	Theme & Classwork:	Homework:
Unit I	Foundations of Environmental Ethics	
Week 1 January 12	<p>✘ Welcome & Introduction; Imagineering One's Personal Ethical Viewpoint; Creation Spirituality</p> <p>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.</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Macy, Johanna and Chris Johnstone: Active Hope, Section 1 2. Proud, Environmental Issues, p. 4-16 <p>Assignment: See Canvas board</p>
Week 2 January 19	NO SCHOOL: Martin Luther King Day	
Week 3 January 26	<p>Foundations of Environmental Ethics; Religious & Cultural Perspectives</p> <p>*A look into the historical development of Environmental Ethics and its personal and communal levels of engagement in other religions.</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Macy, Johanna and Chris Johnstone: Active Hope, Section 2 2. Proud: Anthropocentric Ethics, p. 17-39 <p>Assignment: Laudato Si' Retreat I *See Canvas board</p>
Unit II	Towards a Sustainable Ethic: Theories and Concerns	
Week 4 February 2	<p>Anthropocentrism: Human-Centered Worlds</p> <p><i>"Is any man skillful enough to have fashioned himself?" -Saint Augustine of Hippo</i></p> <p>*Online</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Macy, Johanna and Chris Johnstone: Active Hope, Section 3 2. Proud: Ecocentric Ethics, p. 86-110 <p>Assignment: See Canvas Board</p>
Week 5 February 9	<p>Biocentrism: All Life Matters; Ecocentrism</p> <p><i>"Intelligence is the ability of a species to live in harmony with its environment." -Paul Watson</i></p> <p>*Online</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Macy, Johanna and Chris Johnstone: Active Hope, Section 4 2. Proud: Where Do We Draw the Line?, p. 111-113 <p>Assignment: See Canvas Board</p>
Week 6 February 16	NO CLASSES: President's Day	
Week 7 February 23	<p>Deep Ecology: Radical Reorientation</p> <p><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></p>	<p>Readings: Laudato Si' Retreat II *See Canvas board</p> <p>Assignment: See Canvas Board</p>

Week 8 March 2	RE:Art Research Project & Creation	Readings: 1. Macy, Johanna and Chris Johnstone: Active Hope, Section 5 2. Proud: Animal Ethics, p. 40-66 Assignment: Laudate Si See Canvas Board
Week 9 March 9	Animal Ethics: Moral Status of Non-Humans <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>	
March 16 - 20	Spring Break	
Unit III	Living a Green Spirituality *Global Challenges	
Week 10 March 23 <i>*March 25: Celebration of the Arts/ Campus Open Marketplace</i>	Social Ecology: Economics, Development & Sustainability A look into products, trade, safety, values, and foundations in the health and wellness industry; animal liberation and rights; water resources and rights	Readings: Macy, Johanna and Chris Johnstone: Active Hope, Section 6 2. Proud: Social Ecology, p. 155-173 Assignment: See Canvas board
Week 11 March 30	Ethical Activism: Art as Advocacy	Readings: 1. Macy, Johanna and Chris Johnstone: Active Hope, Section 7 Assignment: Final Integrated Project
Week 12 April 6	Social Ecology: Systems, Power and Justice	Assignment: 1. See Canvas board
Week 13 April 13	Ecofeminism: Power, Care, Resistance	Assignment: 1. See Canvas board
Week 14 April 20	Living a Green Spirituality; Project Work Day	
Week 15 April 27	Final Integrated Reflection	