

 Chaminade University OF HONOLULU	Course Syllabus <u>Chaminade University Honolulu</u> 3140 Waialae Avenue - Honolulu, HI 96816
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Course Number: ENV-301-01-1

Course Title: Environmental Human Health

Department Name: Environmental Studies

College/School/Division Name: Natural Sciences and Mathematics

Term: Fall 2026 (August 17 – December 11, 2026)

Course Credits: 3

Class Meeting Days: Tuesday and Thursday

Class Meeting Hours: 4:00pm - 5:20pm

Class Location: Eiben Hall (EIBN) 102, Lecture

Instructor Name: Mariane Uehara

Email: mariane.uehara@chaminade.edu

Phone: 808.397.8621

Office Hours: By Appointment

University Course Catalog Description

ENV-301: Environmental Human Health (3)

This course examines the science and practice of promoting optimal human health and preventing illness and injury by identifying sources and evaluating and controlling levels of and exposure to physical, chemical and biological agents in air, water, soil, food, and other media that may affect the quality of environmental settings or disrupt ecological conditions, and directly or indirectly contribute to adverse impact to human health and well-being.

Prerequisites: EN-102, COM-101

Course Overview

This course explores the intersection of environmental conditions and human health at every scale; individual, family, community, cultural, and global. You will examine how daily choices (food, sleep, movement, technology, consumption) ripple outward to shape public health outcomes, and how public systems, policies, and environments shape those individual choices in return. We travel from the most intimate, what you breathe, eat, and feel every day, to the largest systems shaping human health on the planet.

This is a hands-on, discussion-based course. Rather than traditional lectures and exams, you will engage in a semester-long book club with two acclaimed books, keep a handwritten reflection journal, participate in campus mini

field trips and collaborative activities, and build a capstone Vision Board: a handmade visual Board connecting your individual health, your community, global systems, and your future professional role.

Student expectations:

- Maintain a professional mindset and attitude when attending class.
- Communicate effectively and appropriately with classmates, instructor, and guests.
- Take responsibility for maturely meeting expectations and deadlines.
- View the classroom as a safe and valuable learning environment for personal and professional growth.
- Strive to be your best self and seek personal and professional assistance when facing challenges.
- No laptops or cell phones during class — we write by hand, talk face to face, and stay present.

Marianist Values

This course integrates the Marianist values creating a holistic and impactful educational experience that addresses personal growth and societal challenges.

1. **Education for Formation in Faith:** Incorporate discussions on the ethical and moral dimensions of environmental health, health equity, and our shared responsibility for the wellbeing of others and the natural world.
2. **Provide an Integral, Quality Education:** Emphasize the importance of interdisciplinary learning in addressing environmental health challenges. Showcase how environmental science, public health, culture, and social justice intersect in shaping human wellbeing.
3. **Educate in Family Spirit:** Foster a collaborative and supportive learning environment where students work together like a family. Promote teamwork, empathy, and mutual respect through book club discussions, pair and trio activities, and shared reflection.
4. **Educate for Service, Justice, and Peace:** Address social inequalities and environmental injustices through the lens of public health. Discuss how environmental conditions contribute to health disparities and how future professionals can advocate for a more just and equitable society.
5. **Educate for Adaptation and Change:** Highlight the dynamic nature of environmental and public health, especially in the context of climate change. Explore how individuals, communities, and systems must adapt to changing environmental conditions.

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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

General Education Learning Outcomes

Upon completion of the general education program, a student will be able to:

1. Articulate writing strategies, produce written texts, and engage diverse audiences, so as to participate creatively, collaboratively, and critically in their local communities.
2. Effectively develop and deliver informative and persuasive oral communications, engaging in dialogue and discussions to support the conveyance of meaning and connection with the audience.
3. Analyze, interpret, and communicate quantitative data using number sense to drive decision making.
4. Examine and evaluate diverse evidence, concepts, assumptions, and viewpoints.
5. Define, identify, locate, evaluate, synthesize, and present or demonstrate relevant information.
6. Apply Marianist values and integrate a global awareness through a project-based learning approach.

Course Learning Outcomes

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

1. Analyze the relationships between environmental factors (air quality, water quality, climate change, land use, pollution, and ecosystem health) and human health outcomes across diverse populations.
2. Evaluate how social determinants of health, environmental justice issues, and patterns of environmental exposure contribute to health disparities among vulnerable populations.
3. Apply environmental health concepts to assess risks in their own lives, communities, and environments, and communicate findings through discussion, reflection, and visual presentation.
4. Investigate the policy, ethical, and regulatory dimensions of environmental health protection, and develop evidence-based, sustainable recommendations that promote health equity and contribute to the UN Sustainable Development Goals (SDGs).
5. Demonstrate Marianist values of service, social justice, and stewardship by proposing community-centered approaches that protect public health and improve quality of life for present and future generations.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2, 5	4	2, 3	4, 5	1, 3, 4
Gen Ed Learning Outcomes	4	4, 5	1, 2, 5	4, 5, 6	1, 2, 6

Course Prerequisites

EN-102, COM-101

Required Learning Materials

We use two books as the anchor of our semester-long book club, in place of a traditional textbook. Both are available in paperback, e-book, and audiobook formats. Please obtain copies by Week 2.

1. Williams, Florence. *The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative*. New York: W. W. Norton & Company, 2017. ISBN 978-0393242710.

2. Kimmerer, Robin Wall. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants. Minneapolis: Milkweed Editions, 2013. ISBN 978-1571313560.

Additional materials for the Vision Capstone Board: we will creatively brainstorm in class how to build this Board. Students supply their own decorating materials (magazines, photos, markers, glue, natural materials, items you already have at home are encouraged).

A dedicated notebook for your handwritten reflection journal, chosen in Week 1.

Course Website

Canvas course link will be provided at the start of the 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
- 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

Tutoring and Writing 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 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. TutorMe can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Component	Weight
Handwritten Reflection Journal (biweekly, alternating with Vision Board weeks)	30%
Book Club Participation (every Thursday)	20%
In-Class Activities, Attendance Questions & Campus Field Trips	15%
Pair / Trio Presentations (two during the semester)	15%
Final Vision Board + Presentation (Week 17)	20%

Handwritten Reflection Journal: instructions & directions

Every other week, students respond to one personal reflection prompt connected to the week's topic, handwritten in their dedicated notebook (minimum one page; drawings and diagrams welcome). Prompts are personal and reflective by design, your life is the curriculum, and your honest thinking is the assignment. Journals are collected on a rotating basis (half the class every two weeks) and reviewed for depth of reflection and completion, not corrected or graded for content. Handwriting is required: it deepens thinking, keeps you present, and ensures the work comes authentically from you.

Vision Board Capstone Board: instructions & directions

The capstone of this course is a large, handmade visual Board built gradually across the semester. Each student will create four quadrants: INDIVIDUAL, COMMUNITY, GLOBAL, and MY ROLE AS A PROFESSIONAL. Each quadrant is "unlocked" as we enter that unit of the course, and students add one element during designated homework weeks. Elements may include handwriting, data, quotes, magazine cutouts, drawings, photos, and natural materials. The center of the Board, where all four quadrants meet, remains blank until the final week, when each student completes it with their professional commitment. The Vision Board is graded on depth of reflection and integration of course concepts, not artistic skill. Final presentations (5 minutes per student) take place in our last class; there is no final exam.

Attendance Questions

Every class begins with a question on Mentimeter. Simply scan the QR code, answer the question, and include your name (this is the only time you'll be using your phone during class). Your response serves as both attendance and a warm-up for the day's discussion.

Grading Scale

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, journal, activities, presentations, and the final Vision Board. They 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

Course Policies

Late Work Policy

Requests for extensions due to extenuating circumstances (medical problems, for example) will be considered but in general work received after the deadline will not be graded. Computer problems are not an excuse for late work.

Grades of "Incomplete"

Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. An Incomplete Contract (available from the Divisional Secretary and the Portal) must be completed. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 30 days. 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 90 days after the end of the semester or term. This limit may not be extended.

Writing Policy

Journal and Board requirements and formatting will be discussed during the course when each assignment is given.

Instructor and Student Communication

Questions for this course can be emailed to me at mariane.uehara@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours but response time may be longer on the weekends.

Cell phones, tablets, and laptops

This course is intentionally screen-free. Out of consideration for your instructor, classmates, and your own learning, laptops, tablets, and cell phones are not used during class. Please set your cell phone to silent mode and put it away. All in-class writing is done by hand in notebooks — this is by design, to encourage creativity, deepen thinking, minimize distraction, and keep us present with one another.

Use of AI

Journal entries and the Vision Board must be your own authentic work, handwritten and handmade. AI tools cannot and should not be used to generate journal reflections — the prompts are personal, and your honest thinking is the entire point of the assignment. We will discuss technology, attention, and AI as course topics in Week 1.

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

Students are expected to attend all courses for which they are registered. Students 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 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 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 45 hours of engagement. 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, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

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, practical, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Schedule

Tentative Course Outline

Homework alternates between journal weeks and Vision Board weeks. Book reading is assigned weekly.

Week	Date	Topics & Activities	Alignment of CLO	Homework Due / Reading
1	Aug 18	Welcome & Introductions. Instructor's story. Ice breaker: one daily habit you never question.	1	None
1	Aug 20	Technology, Attention & the Question of Choice. Video & discussion: our phones and where our attention goes. Book club format introduced.	1, 2	Choose journal notebook
2	Aug 25	The Self: How We Spend Our Hours, Energy & Attention. 24-Hour Energy Audit activity. VISION BOARD UNLOCKED — Quadrant 1: INDIVIDUAL.	1, 3	Listen: assigned podcast on technology & attention
2	Aug 27	Book Club: Braiding Sweetgrass (Introduction). What does a reciprocal relationship with the living world mean to you?	1, 5	Read: Braiding Sweetgrass Intro
3	Sep 1	The Body as Environment: Sleep, Food & Movement. Campus walk: how do different environments make your body feel?	1, 3	JOURNAL #1 due
3	Sep 3	Book Club: The Nature Fix Chs. 1–2 (Japan & forest bathing). Where do you already experience nature as medicine?	1, 3	Read: The Nature Fix Chs. 1–2
4	Sep 8	Air, Water & the Invisible Environment. Indoor environment audit: what are you breathing, drinking, touching daily?	1, 3	Vision Board: add element to Quadrant 1
4	Sep 10	Book Club: The Nature Fix Chs. 3–4 (Finland). How do our most frequent environments shape our nervous system?	1, 3	Read: The Nature Fix Chs. 3–4
5	Sep 15	The Emotional & Social Environment. Wellness Wheel self-assessment: score your 8 dimensions.	2, 3	JOURNAL #2 due
5	Sep 17	Book Club: Braiding Sweetgrass (gratitude chapters). What practice of noticing do you have — or wish you had?	3, 5	Read: Braiding Sweetgrass gratitude section

6	Sep 22	UNIT 2: COMMUNITY. Family, Culture & Inherited Health Patterns. Trio activity: one inherited health habit. QUADRANT 2 UNLOCKED.	2, 4	Vision Board: complete Wellness Wheel element
6	Sep 24	Book Club: The Nature Fix Chs. 5–6 (South Korea). How does a culture's relationship with nature shape its people's health?	1, 2	Read: The Nature Fix Chs. 5–6
7	Sep 29	Food Systems: From the Earth to Your Plate. Food sourcing activity: trace one food all the way back.	1, 4	JOURNAL #3 due
7	Oct 1	Book Club: Braiding Sweetgrass (plants as teachers). What does Kimmerer's relationship with plants invite you to consider?	4, 5	Read: Braiding Sweetgrass plants section
8	Oct 6	The Built Environment: Where You Live Shapes How You Live. Neighborhood health mapping activity.	1, 2	Vision Board: add element to Quadrant 2
8	Oct 8	Book Club: The Nature Fix Chs. 7–8 (nature prescriptions & policy). What if doctors could prescribe nature?	4	Read: The Nature Fix Chs. 7–8
9	Oct 13	NO CLASS — INDIGENOUS PEOPLES' DAY (observed)		
9	Oct 15	Health Equity & Social Determinants of Health. Trios examine a real health disparity in Hawai'i and present findings.	2, 4	JOURNAL #4 due
10	Oct 20	Social Connection, Belonging & Community as Health. Connection audit activity.	1, 2	Vision Board: add element to Quadrant 2
10	Oct 22	Book Club: The Nature Fix Ch. 9 (cities & nature). What do we lose when we lose access to nature?	1, 4	Read: The Nature Fix Ch. 9
11	Oct 27	UNIT 3: GLOBAL. Hawai'i's Environmental Health: Land, Ocean & Indigenous Wisdom. Gallery walk of local environmental issues. QUADRANT 3 UNLOCKED.	1, 4, 5	JOURNAL #5 due
11	Oct 29	Book Club finale: Braiding Sweetgrass (final chapters). Closing circle: your most lasting takeaway.	5	Read: Braiding Sweetgrass final chapters
12	Nov 3	Climate Change & Public Health: What Is Already Here. Pairs map climate issues to health consequences. Connection to UN SDGs.	1, 4	Vision Board: add element to Quadrant 3
12	Nov 5	Book Club finale: The Nature Fix (final chapters & epilogue). What relationship with nature will you carry forward?	1, 3	Read: The Nature Fix final chapters

13	Nov 10	NO CLASS — VETERANS DAY (observed)		
13	Nov 12	Policy, History & Advocacy: How Change Happens. Landmark moments in environmental health policy. Trios propose one Hawai'i policy change.	4	JOURNAL #6 due
14	Nov 17	UNIT 4: MY ROLE AS A PROFESSIONAL. Purpose, Identity & Your Future Role. Professional purpose activity. QUADRANT 4 UNLOCKED.	4, 5	Vision Board: add element to Quadrant 3
14	Nov 19	Pair Presentations: one environmental health issue relevant to the populations you hope to serve (10 min per pair).	3, 4	Prepare pair presentation
15	Nov 24	NO CLASS — THANKSGIVING WEEK		
15	Nov 26	NO CLASS — THANKSGIVING		
16	Dec 1	Putting It All Together: Vision Board Peer Review. Sticky-note feedback on three classmates' Boards.	3	JOURNAL #7 due; bring Vision Board in progress
16	Dec 3	Pair Presentations (continued) + open reflection: what questions does this semester leave you with?	3, 4	Finalize Vision Board
17	Dec 8	Final preparation: complete the center of your Board — 'Who am I becoming, and what do I commit to?' Practice sharing.	4, 5	Fill in Board center
17	Dec 10	FINAL CELEBRATION: Vision Board Gallery & Sharing. Each student presents their Board (5 min). Closing circle.	All	Bring completed Vision Board

Mariane's final note

I studied Ecology as an undergraduate, which gave me a deep love for systems, how everything is connected, and how one small change ripples outward. My Master's degree is in Sustainability and Global Leadership, which taught me to think about the bigger structures that shape the choices we all make every day. Then life became my classroom: I built my own coaching and wellness business, learned entrepreneurship by doing, became a certified health and wellness coach, and today I serve full-time as Director of Fundraising and Strategic Communications for a nonprofit that gives second chances to people and to materials. I am also a full-time mother of two young children, which is by far my most rigorous ongoing education.

This course was designed to be built together, through our book club, our conversations, our campus walks, and the Vision Boards you will create with your own hands.

This class asks you to do something harder than memorizing facts: to look at your own life honestly, with curiosity rather than judgment. No professor, no textbook, and certainly no AI can do that work for you. But I can hold the space, and your classmates will walk alongside you. The people you will one day serve, your future patients, clients, and communities, need you to have done this work. Real care begins there.

I am delighted to meet and share this course with you!

Warmest aloha,

Mariane