FD-02

ENV 100: Environmental Design Conference
Fall 2002
Dr. Gail Kaaialii
Syllabus

I am part of the rain forest protecting myself. I am that part of the rain forest recently emerged into thinking.

John Seed

With all beings and all things we shall be as relatives.

Black Elk

Wilderness remains because we allow it to exist.

Roderick Nash

The environmental movement has become the political equivalent of the children's crusade, so politicians do really have to pay attention to it.

Donald Snow

The environment is too serious a business to be left to environmentalists.

J. William Futell

In the largest sense, humanity's ultimate economic problem is to use ultimate means wisely in the service of the Ultimate End.

Herman E. Daly
Valuing the Earth:
Economics, Ecology, Ethics

The key idea is that we ought not to let the environmental organizations, business lobbyists or the media be alone in presenting truths and priorities. Rather, we should strive for a careful democratic check on the environmental debate, by knowing the real state of the world – having knowledge of the most important facts and connections in the essential areas of our world.

Bjorn Lomborg
The Skeptical Environmentalist

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Texts:

Earth Insights: A Multicultural Survey of Ecological Ethics from the Mediterranean Basin to the Australian Outback. 1994. J.B. Callicott, University of California Press, Berkeley, CA.

Valuing the Earth: Economics, Ecology and Ethics. 1993. H.E. Daly & K.N. Townsend eds. The MIT Press, London, England. (paperback)

Watersheds 3: Ten Cases in Environmental Ethics. 2002. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA. (paperback)

Supplemental Texts: This list is not exhaustive; I will give you a more extensive list separately.

Betrayal of Science and Reason: How Anti-Environental Rhetoric Threatens Our Future. 1996. P.R. Ehrlich & A.H. Ehrlich.Island Press, Washington, D.C.

Environment 00/01 (17th edition). 2000. J. L. Allen editor, Dushkin/McGraw-Hill Publisher.

Global Issues 00/01 (14th edition). 2000. R. M. Jackson editor, Dushkin/McGraw-Hill Publisher.

The Skeptical Environmentalist: Measuring the Real State of the World. 2001. B. Lomborg. Cambridge University Press.

State of the World 2002. 2002. C. Flavin, H. French & G Gadener editors. W.W. Norton & Company, New York.

Vital Signs 2001:The Environmental Trends that are Shaping Our Future. 2001. Brown, Renner & Flavin. W.W. Norton & Company.

Watersheds 2: Ten Cases in Environmental Ethics. 1997. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA.

Watersheds: Classic Cases in Environmental Ethics. 1994. L.H. Newton & C.K. Dillingham, Wadsworth Publishing Company, Belmont, CA.

Environmental Design Conference:

This is the first course along the path to a degree in Environmental Studies at Chaminade. This course will introduce you to the kinds of careers in the environment, real people with careers in the environment and the complexity of environmental challenges, as well as the ethical issues, tools and techniques involved in environmental problem-solving. In this course, you will be presented with a series of real (often Hawaiian) environmental problems which you will investigate, attempt to understand in entirety and devise a solution or solution-strategy for. You will also have the opportunity to participate in service learning activities aimed at ameliorating some of the environmental challenges discussed in the classroom. These hands-on, problem-solving approaches allow you to discover the many disciplines and techniques involved in ameliorating real environmental challenges.

This course is the most general, interdisciplinary and inclusive course that you'll take as a requirement for all of the Environmental Studies degrees offered at Chaminade. The environmental challenges addressed in this course are presented as "modules" in which you will have to: gather information, pool information to gain full understanding of the problem, network with one another and discuss the problem, devise possible solutions, negotiate and finally reach a hypothetical solution which you will "advocate" in a presentation to the class. Solutions must be systems based: they must address the entire issue. Each subsequent module will be more complex than the previous one requiring you to draw upon the perspectives of a wider range of disciplines and manage more variables. This course is meant to introduce you to the sorts of multidisciplinary tasks you will be learning about in greater detail in later courses and performing in your future careers.

Environmental Studies PROGRAM Competencies and Objectives:

The course goals or "competencies" for ENV 100 comprise a portion of the educational goals of the entire Environmental Studies Major (or Minor or Certificate). Because this is the first course along your path to a degree in Environmental Studies, the competencies you gain from ENV 100 represent only the initial competencies in a much larger set which the Environmental Studies Program professors, Chaminade University and professionals working in the environment aim to have you possess by the time you graduate and complete your degree.

The competencies fir Chaminade's Environmental Studies degrees were not "pulled out of the sky." In establishing the Environmental Studies Program at Chaminade, over forty professionals with diverse careers in the environment were asked via a survey: "What do you need to know on the job?" And: "Based on your experience, what do you think anyone graduating with a degree in the environment should know today?" *Eighty-five* different kinds of responses, all suggestions for what you need to know to successfully work in the "environmental industry" today, were received from the professionals. These comprise the majority of the Program competencies for a major in Environmental Studies. Dr. Gail will give you a listing them; it is really important for you to know what these professionals believe you need to know!

A number of additional program competencies were added to those of the professionals by the faculty and administration of Chaminade University. Our competencies include very practical suggestions like: You need to know what kind of jobs there are in the environment. And some very deep, foundational goals which relate to what Chaminade's educational mission is, like: You need to know how Catholic Marianist values support environmental efforts. You also need to know the spiritual importance of natural resources from a Catholic and diverse array of other spiritual traditions. With the addition of these competencies, the *total* list of competencies we want you to obtain from a major in Environmental Studies comes to 104.

All 104 of the competencies can be placed under one of nine general Environmental Studies Program Objectives. Because this is technically the first course along your path to an Environmental Studies degree, the nine objectives for the entire Program have been listed below so that you may become familiar with them:

Environmental Studies Program Objectives:
Students graduating with a major, minor or certificate in Environmental Studies will:

1. **Understand the central importance of spirituality and worldviews in the "environmental movement"**
2. **Possess problem-solving skills from diverse disciplines for diverse populations**
3. **Possess a solid scientific foundation**
4. **Know the roles and importance of laws, politics and economics in environmental issues**
5. **Possess good written and oral communication skills**
6. **Demonstrate computer literacy**
7. **Know the major environmental issues and their potential solutions**
8. **Know the importance of the environment in our own health and well-being**
9. **Be able to successfully land a career in the environment**

Each one of these objectives will be accomplished by you as you acquire the competencies that fall under each objective (see separate handout listing objectives and competencies). If you are majoring in Environmental Studies you should be able to acquire *all* of the competencies and therefore *all of the objectives* once your education, and degree, are complete. If you are pursuing a minor or Certificate you will acquire a subset of the competencies under each Program objective by the time your minor or certificate are complete.

ENV 100 Course Competencies:

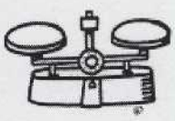
This is the introductory course along your path to a major, minor or certificate in Environmental Studies at Chaminade. As such it is a really important course because it introduces you to almost all of the areas you will be learning more about as your education proceeds. This course lays a foundation and is intended to really open your eyes to the complexity and components of environmental issues and successful environmental problem solving. This course should be enjoyable for each of you because, since you are taking it, you must already be interested in environmental issues and have your "favorite" issues or solution ideas.

The fifteen particular competencies that you should exit this course with are the following:

ENV 100 Course Competencies:
Environmental Design Conference students will:

- Be aware of diverse environmental ethics and their implications for the treatment of nature
- Know the positive roles Judeo-Christian and Polynesian worldviews can play in environmental problem solving
- Demonstrate Marianist values and "Passion Power" for the environment through service
- Know the importance of natural resources for the holistic health of diverse peoples
- Know the diverse perspectives of stakeholders and take a balanced outlook to each problem

- Collaborate with others in developing a systems approach to creative environmental problem-solving
- Know the environmental issues surrounding food production using bio-engineered crops
- Be introduced to economic steady-state growth models
- Be aware of the complexity of environmental issues and the important role of economics and politics in environmental problem solving
- Be familiar with the major federal, state and non-governmental environmental agencies
- Use search engines, create Power Point presentations and advocate via speech and writing
- Gain an understanding of some of the major historical environmental crises
- Make professional contacts in Hawaii
- Learn about a variety of careers in the environment
- Start to learn how to look for a job in the environment



Environmental Design Conference Modules:

These are the Modules, in order, for the course. We have indicated below the duration of each module:

Module 1: WATER and AIR ISSUES (8/26-9/27)

International water issues: The Exxon Valdez
Overfishing

International Air Issue: Global Warming

Hawaiian water issue: Sea Turtle Bycatch
Fresh Water Consumption

Module 2: TERRESTRIAL ECOSYSTEM ISSUES (9/30-10/25)

International terrestrial ecosystem issues: Old Growth Redwood Forests
Pesticide Use

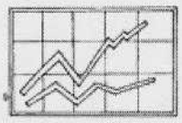
Hawaiian terrestrial nature issues: Fire
Miconia

Module 3: HUMAN DEVELOPMENT ISSUES (10/28-12/2)

International development issues: Love Canal
Genetically Altered Crops
Antibiotic Resistance

Hawaiian development issues: Golf Courses
Mass transit
Population Growth

Wrap Up: CONNECTIONS & ARCHITECTURE OF SOLUTIONS (12/4-12/6)



Grading:

You grade in this course will be based on your take-home exam, presentation and assignment scores. There will be 3 take-home exams: one after the completion of each module. The third exam, covering the third module will be due on the day scheduled for our final exam. Exams will be handed out to you on the last Friday of each module and will be due on the following Monday. The Monday you turn in your exam will therefore be the day that we begin a new module. Exams will cover topics, ideas and concepts addressed in each module.

Presentations will be prepared by groups of 2/3 students and will be presented at the end of each module. Presentations will be based on a particular international or local environmental issue and will (1) demonstrate students' understanding of the issue, (2) demonstrate the students' awareness of each of the components or "players" involved in the issue, (3) demonstrate the students' understanding of all of the ethical aspects of the issue and (4) demonstrate the students' ability to attempt to devise a solution to the problem, which may incorporate a number of compromises in the eyes of each of the players. There will be three presentations. The specific topic of each will be decided within each module.

In addition to the take-home exams and presentations, there will be a few other assignments. These will include an expose on an environmental agency, an environmental career description essay and a written advocacy essay. Each will be explained to you in class and each will be roughly one page in length.

Grading will be quantified as follows:

Exam I	10%
Exam II	20%
Exam III/Service Learning	20%
Assignments	20%
Presentations	30%

Environmental Ethics:

Because an important part of this course entails imparting on you students an awareness of the importance of ethics in environmental-problem solving, and because the professors in the Environmental Studies Program want you to be aware of the huge variety of kinds of environmental ethics in the real world, we will devote the extra hour on Wedsnesdays to discussions of the various environmental ethics of peoples from all over the world. We will use the books: *Valuing the Earth* and *Earth Insights: A*

Multicultural Survey of Ecological Ethics . . . as sources of information about the specific ecological ethics of people from all over the world.

Course Materials:

You will be reading about international environmental issues as a part of each of the modules. These issues will be introduced to you by the book*: Watersheds 3: Ten Cases in Environmental Ethics* among others. In addition, you will be learning about our own environmental ethic as well as surveying the diversity of environmental ethics from your readings in *Valuing the Earth*, *Earth Insights* and others.

You will need access to both a library and the worldwide web. You will also need to have computer discs/CD's that can hold your presentations. It's a good idea if you belong to Chaminade's computer network so that you won't have to put your presentations on a disk at all and so that you can communicate with each other via e-mail.

Participation in Environmental Service/Research Projects:

Because the Environmental movement is an *action*-oriented phenomenon, albeit with deep underlying philosophical and intellectual motivations, we want to give you ample opportunity to get out there and DO environmental activities throughout your environmental education experience. These activities will enhance your understanding of environmental phenomena and ability to solve environmental challenges.

Thus, I am providing you with environmental service and research opportunities that you may participate in throughout this course and for which I will give you credit towards your course grade. Specifically: if you participate in **five** environmental service-outings you will not have to take the Exam III and you will receive an "A" for your exam grade. This is an all-or-nothing deal. Five service projects – no Exam III, four service outings and you have to take the exam (and I will issue you extra credit points for your service).

Classroom Atmosphere:

Guys, I value a very open, yet courteous class atmosphere. Express your ideas! Ask your questions! (The only dumb question is the one in which you ask yourself if you should ask your question.) Respect the thoughts and ideas and opinions of others – really think about what others say. Let them fully express their thoughts and ideas and then you do the same. **The thing I value most from my college days are all the wonderful, valuable, diverse ways of looking at and understanding the world that I was exposed to. Be an open vessel – take ideas in! You will learn as much from each other as you do from me.**

Nothing is Certain but Change Itself Clause…

This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible to each, but there will be times in which we will take longer on a particular topic or add or delete a topic to enhance the course. I like to be able to react to you as the course proceeds and go with the flow a bit in order to make the course experience sort of custom fit to you!

You are responsible for all of the information in this document: losing it or not reading it are not excuses for not knowing what's in it!

Environmental Design Conference
Course Schedule

Week of:	Readings & Activities
	Module 1: WATER and AIR ISSUES
8/26 – 8/30	Course Introduction *Watersheds 2*: Chapter 6 [Exxon *Valdez*] (photocopy provided) *Earth Insights*: Chapter 1 [Intro to enviro ethics]
9/2 – 9/6	*Valuing the Earth*: Introduction (pp.11-44)
9/9 – 9/13	*Watersheds 3*: Chapter 8 [New England Fisheries] *Earth Insights*: Chapter 2 [Western European enviro ethics]
9/16 – 9/20	*Watersheds 3*: Chapter 3 [Global Warming] *The Consumer Society:* Part 1 pp.1-31 (photocopy provided)
9/23 – 9/27	**Take-Home Exam** **Water Issues Presentations**
	Module 2: TERRESTRIAL ECOSYSTEM ISSUES
9/30 – 10/4	*Watersheds 3*: Chapter 9 [Old Growth Redwood Forests] *Earth Insights*: Chapter 6 [Polynesian enviro ethics]
10/7 – 10/11	*Watersheds 3*: Chapter 6 [Pesticide Use] *Valuing the Earth*: Chapters 1 and 2
10/14 – 10/18	*Earth Insights*: Chapter 3 [Hindu, Jainist, Buddhist enviro ethics]
10/21 – 10/25	**Take-Home Exam** **Terrestrial Ecosystem Issues Presentations**
	Module 3: HUMAN DEVELOPMENT ISSUES
10/28 – 11/1	*Watersheds*: Chapter 1 [Love Canal] (photocopy provided) *Earth Insights*: Chapter 4 [East Asian Deep Ecology enviro ethics]
11/4 – 11/8	*Valuing the Earth:* Chapter 9

11/11 – 11/15	*Watersheds 3*: Chapter 1 [Genetically Altered Crops] *Earth Insights*: Chapter 9 [Postmodern enviro ethics]
11/18 – 11/22	*Watersheds 3*: Chapter 7 [Antibiotic Resistance]
11/25 – 12/2	**Take-Home Exam** **Hawaiian Human Development Issues Presentations**

CONNECTIONS & ARCHITECTURE OF SOLUTIONS

12/4 – 12/6	*Earth Insights*: Chapter 10 [Enviro ethics in action] *Valuing the Earth*: 15

The third take-home exam will be handed out on 12/6 and is due on Wednesday, 12/11 (by midnight). This is the day our final is scheduled for.