Examine each question in terms of what is ethically and esthetically right, as well as what is economically expedient.

Aldo Leopold, 1948, A Sand County Almanac.

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COURSE OVERVIEW
Whether your belief coincides with the Australian Aboriginal view that “we don’t own mother earth, the earth owns us” or you subscribe to the view that technology is capable of solving all human-resources problems, the discussions in this course will be of importance to you.

The broad aim of the course is to deepening understanding of the interaction between human beings and Earth. In the course I adopt the important proposition that this interaction results in impacts that are best understood by inquiring into their reciprocal effects — human beings alter Earth and in doing so they positively or negatively alter their own biology and their own bundle of attitudes and values. Scientific evidence points to the fact that the reciprocal impacts of human-environment interaction are largely negative leading to: 1) reduction in the size, diversity and stability of Earth’s ecosystems, and 2) threats to human health, security, and well-being. Two important questions are posed by this situation: “Can the negative trends be reversed, changed or slowed?” And, “What mechanisms or preconditions are necessary for the achievement of sustainable human-environmental interactions?” The quote above from the great ecologist/environmentalist Aldo Leopold suggests that for change to come about we need to address both the social and the ecological dimensions of human society in a holistic way.

The course is structured in three parts Part I explores basic ecological and social systems concepts that allow for informed discussion and appraisal of human actions in the physical environment. Part II will examine global trends in use of natural resources and will also examine environmental problems that especially troublesome for islands. In Part III we examine water resources management. By choosing to delve (dive?) into one crucial resource we can more fully explore issues related to the supply, use and management of this resource. This deeper knowledge should allow us to somewhat authoritatively speak about the sustainability of water resources in particular, and natural resources in general.

COURSE OBJECTIVES
1. Understand the diversity and spatial distribution of our global resources
2. Analyze the interrelationships between culture, technology and resource use
3. Stimulate your interest in resources conservation and management for sustainability
4. Expand critical thinking*, writing and verbal skills

CREDIT- 3 semester hours of Upper Division credit; satisfies Geog elective and Environmental Studies Certificate elective. Listed as option for Hawaii/Asian/Pacific graduation requirement. (See Grading below)

Students with Special Needs: Students with physical or learning disability should see me to discuss what modifications are necessary.
*A note on critical thinking* Critical thinking allows a person to act on his/her own beliefs whilst considering the beliefs of others. It promotes:

- Inquisitiveness on a wide range of issues
- A willingness to become and remain well informed
- Trust in the process of reasoned and creative inquiry
- Self confidence in one's own ability to reason
- Open mindedness with respect to divergent views
- Flexibility in considering alternatives and opinions
- Tolerance of the opinions of other people
- Fair-mindedness in reasoning
- Honesty in facing one's own biases

(Source: *Live and Learn Environmental Education*, Suva, Fiji)

**TEXT**

3. Additional readings See Syllabus
4. Reference will be made to the Recommended Readings contained in the *Overview* section of the website referenced in [item 2 above](http://www.time.com/time/2002/greencentury/)
5. Videotapes (segments from *A journey in the history of water*– *Cadillac Desert*, among others)

**Do keep up on current events**, read the New York Times’ Environment Section, Local newspapers from your hometown and from Hawai’i. Environmental/Natural resources related newspaper clippings are posted on the bulletin board in the Geography Department. Feel free to add new postings to the bulletin board.

Readings are an integral part of our discussion and examinations, Don’t skip them. Students will from time to time be required write short summary of readings in class for a grade. You also will be asked to lead discussion of selected chapters of the text and of additional readings that are either listed in the syllabus.

**REQUIREMENTS**

1. Three exams @ 33% each, with short answer and short essay questions. Exams may include questions related to diagrams, charts and map identification of environmental problem location. The final exam will include one comprehensive essay (100 points/exam)
2. Weekly short quizzes, free write or short research reports and or presentations
3. One book report and short oral presentation (100 -10 points)
4. One research project on a topic to be discussed with your professor (100 points)
5. Attendance: Any more than three unexcused absences will result in a loss of five points from your total grades earned
6. Please turn off the ringer off your cell phones while in class.
7. Please do not disrupt the class by being late.
8. Earn 10 extra points (added to your final scores) by actively contributing to class discussions even if it is only to ask questions. Ten points can make a big difference in determining your final letter grade.

**RESEARCH ASSIGNMENTS**

Instructions for these will be issued separately and discussed in class.

**GRADING SCALE** (percent of total points)
GRADING SCALE (percent of total points)

- A = 90 and above
- A- = 88-89
- B+ = 85-87
- B = 80-84
- B- = 78-79
- C+ = 73-77
- C = 64-72
- C- = 60-63
- D = 60

MAKE-UP EXAMS
Make-up exams are NOT normally given However, under extreme circumstances you may apply in advance for permission to miss a scheduled exam Written verification is required (e.g.: doctor’s note, obituary notice or court summons) Make-up examinations will be different from the one given in the regularly scheduled examination.

EXTRA HELP
Do not hesitate to send an email message or drop in to see me if you are having any difficulty that I can help alleviate — especially if you are experiencing difficulty with the material in the text book or the readings. Form study teams, get a class “buddy” who you can compare notes with, talk about the subject matter outside of class time. It is OK to watch special environmental programs on TV — infact there often are some very good programs of PBS. UH Library has a good collection of videos and CDs. So lets gets environmentally smart!!