



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

### **Course Syllabus**

Chaminade University Honolulu

3140 Waiālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PSY 471

**Course Title:** Existential Psychology

**Term:** Spring Evening 2019

**Class Meeting Days:** Online Canvas

**Instructor Name:** Kacie Cohen, LMHC

**Email:** Kacie.cohen@chaminade.edu

**Phone:** 808.735-4745

**Office Location:** Behavioral Science Bldg

**Office Hours:** By Appointment

### **University Course Catalog Description:**

PSY 471 Existential Psychology (3) A philosophical and psychological inquiry into the core of human existence. This course will examine the relationship between Psychology and philosophy exploring such topics as anxiety, death, meaninglessness, freedom, isolation, free choice, and responsibility. Fulfills interdisciplinary course requirement. Cross-listed with PH 471. Offered alternate years. Prerequisites: PSY 101 or any 100-level Philosophy course or consent of instructor. Course Overview

### **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 'Ōlelo 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

## Learning Outcomes

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

1. existential *philosophy*.
2. existential *psychology*.
3. the relationship between philosophy and psychology within the domain of existential psychology.
4. the importance of an interdisciplinary approach when exploring existence.
5. issues of existential philosophy: death, meaning, freedom, individuality, essence vs. existence, rationality, feelings, and responsibility.
6. how Marianist values may be viewed as a response to existential issues.
7. Yalom's 4 ultimate concerns.
8. how each of Yalom's 4 ultimate concerns may be viewed from the perspective of Chuang Tzu.
9. the concept of 'self' from an existential perspective and from the perspective of Chuang Tzu.
10. how increasing one's choices and acting on them sets a person free.
11. similarities and differences between the approaches of philosophy, psychology, religions, and science relative to the concept of existence.

## Required Learning Materials:

Existentialism, by Robert Solomon, 2<sup>nd</sup> edition, ISBN 9780195174632

Supplemental readings will be provided on Canvas

## Technical Assistance for Canvas Users:

- Search for help on specific topics at [help.instructure.com](http://help.instructure.com)
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu), or call (808) 735-4855

## Course Assignments on Canvas:

There are weekly assignment entries, which are personal reflections and responses based on the weekly readings with the purpose of provoking thought, generate questions, and examine new ideas. A key passage will be provided from the reading, and you will write a 300-word essay clarifying the quote and applying it to your past, present, and/or future personal life experiences. This assignment will be an opportunity for you to make meaning of the reading and to reflect and discuss your perception of the key concepts as it pertains to your own life and/or other lives. The expectations of your writings and ideas are to analyze and interpret the variety of existentialist thoughts and writings and compare/contrast it to your life or other lives. The assignments will be **due on Monday nights**. Below are some action verbs to contemplate and input as you organize your essay. (design, formulate, build, invent, create, compose,

generate, derive, modify, develop, agree, appraise, assess, award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, estimate, evaluate, explain, influence, judge, interpret, justify, mark, measure, perceive, prioritize, rate, recommend, rule on, select, support, value)

### **Assessment Final Integrative Paper:**

The final exam will be a 3 page **Insight Essay**. This paper will encourage you to reflect and express your feelings, thoughts, reactions, positions, and ideas about your readings and learnings throughout this course. This essay is not a research paper or a book report, but rather inviting you to write about your perceptions and interpretations regarding the learning outcomes of the course and the required reading materials. **\*Please refer to the guidelines for the paper below and Canvas (under assignments) for the Topic of the Final paper.**

**Guidelines for Final Exam Insight Paper: (3) pages or more, 1 inch margin, double-spaced, 12pt Times Roman. \*See Final Paper Rubric for scoring and expectations for paper. Policy on formatting, e.g., use of MLA or APA.**

### **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, papers, and the final examination paper. 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**

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

- No make-up work will be allowed for a missed class.
- No late assignments/quizzes/final paper will be accepted.
- All assignments/quizzes/final paper must be completed within the time given. No Incomplete grades will be issued.
- If late assignments/quizzes/final papers are uploaded you will receive a zero (0) for that assignment regardless of reason.
- No examinations will be administered after its scheduled date (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.
- Should you have a question regarding the final paper/assignment/quizzes or turning it in, please contact me as soon as possible at least **24 hours before the final paper/assignment/quiz is due.**

### **Attendance :**

Students are expected to log in to Canvas regularly or attend all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension, and or emailing the instructor as soon as possible. It is the instructor's prerogative to

modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor. \*Absence include not successfully logging into the canvas course website on a weekly basis.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance (\*successfully logging into the canvas course website on a weekly basis.) is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### **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.

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 the Academic

### **Instructor and Student Communication**

Questions for this course can be emailed to the instructor at Kacie.cohen@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours or 2 working days. Questions via email over the weekends will not have a response until the next working day.

### **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**

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student 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 ADA 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.

### **Academic Conduct Policy**

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct 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.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

### **Tentative Course Schedule**

\*Please note this is a **tentative course schedule**, dates and assignments may be changed and you will be notified. There will be discussions each week, so be attentive to the due dates. All assignments and Final Exam Insight paper should be completed and uploaded on the due date no later than 11:59pm.

Week 1: Soren Kierkegaard (pages 1-33)

Week 2: Feodor Dostoevsky: Negative Freedom (37-63)

Week 3: Friedrich Nietzsche (65-101)

Week 4: Chuang Tzu \*See link in Canvas assignments for Week 4

Week 5: Heidegger: Existential Phenomenology (116-152)

Week 6: Sartre: Existentialism as a Humanism (206-238)

Week 7: Sartre: Freedom and Responsibility (239-270)

Week 8: Keiji Nishitani: What is religion? (338-342)

Week 9: Yalom: 4 Ultimate Concerns \*See link in Canvas assignments for Week 9

Week 10: Final Insight Paper due **\*Review syllabus Assessment, Paper Guidelines, Final Paper**

**Rubric for essay, and on Canvas Final Exam instructions.**

## Final Paper Rubric

| Criteria                                    | 54-60 Points                                                                                                                                                                                                                                       | 48-53 points                                                                                                                                                                                                                                  | 1-47 points                                                                                                                                                                                                                                                                                      | 0 points                                                                                                                                                                                                                                                 |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Depth of Reflection</b><br><br>____/15   | Response demonstrates an in-depth reflection on, and personalization of concepts, and/or readings in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. | Response demonstrates a general reflection on, and personalization of, the concepts, and/or readings presented in the course. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.                 | Response demonstrates a minimal reflection on, and personalization of concepts, and/or readings presented in the course. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.     | Response demonstrates a lack of reflection on, or personalization of, the concepts, and/or readings presented in the course. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
| <b>Required Components</b><br><br>____/15   | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.      | Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.                       | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. | Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.                                                    |
| <b>Structure</b><br><br>____/15             | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.       | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.                                                                                                                        | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.                                                                                              |
| <b>Evidence and Practice</b><br><br>____/15 | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course.                                                                                                                                   | Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course.                                                                                                                                     | Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course.                                                                                                                                                                                 | Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course.                                                                                                                                             |