



Chaminade University OF HONOLULU

Course Syllabus
Chaminade University Honolulu
3140 Waiialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: PSY 471
Course Title: Existential Psychology
Term: Fall Online/Evening 2019
Class Meeting Days: Online Canvas (Independent Study)

Instructor Name: Kacie Cohen, LMHC
Email: Kacie.cohen@chaminade.edu
Phone: 808.735-4745
Office Location: Behavioral Science Bldg #108
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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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 ('Olelo 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, 2nd edition, ISBN 9780195174632

Supplemental readings will be provided on Canvas

Scientific Method Definitions

The METHODS OF SCIENCE are only tools, tools that we use to obtain knowledge about phenomena. The SCIENTIFIC METHOD is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible.

Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from: Research Design And Counseling Heppner, Kivlighan, and Wampold

A THEORY is a large body of interconnected propositions about how some portion of the world operates; a HYPOTHESIS is a smaller body of propositions.

HYPOTHESES are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The PHILOSOPHY OF SCIENCE decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even HYPOTHESES cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: Methods In Behavioral Research Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quotes were taken from: <http://allpsych.com/researchmethods/replication.html>

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the Counseling Center at 808- 735-4845 to make an appointment in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Technical Assistance for Canvas Users:

- Search for help on specific topics at 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, or call (808) 735-4855

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.

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.

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 Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Chaminade University Graduate Catalog 2019/2020, pg. 30-31

Course Assignments on Canvas:

There are weekly assignments 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 actions verbs to contemplate and input as your 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 viewpoints, 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. Use direct quotes and/or excerpts from the book that you are referring to while citing them appropriately. ***Please refer to the guidelines for the paper below and Canvas (under assignments) for the Topic of the Final 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.**

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 (203-238)

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

Final Paper Rubric

Criteria	54-60 Points	48-53 points	1-47 points	0 points
Depth of Reflection ___/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.
Required Components ___/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.
Structure ___/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.
Evidence and Practice ___/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.