

Philosophy 100: Intro to Philosophy

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Catalogue Description - PH 100 Introduction to Philosophy:

A study of the nature of philosophical thought and methods by examining actual examples from a selection of classical Greek, medieval Christian, and modern European philosophers. Students will develop an understanding of the ways in which western culture functions.

General Education Learning Outcomes for Philosophy from Student Handbook:

Students who successfully complete the General Education Core program will:

1. Demonstrate an understanding of the broad themes found in the Western philosophical tradition.
2. Demonstrate skills and techniques necessary to successfully execute critical and creative literary papers.
3. Identify and discuss literary themes and universal concepts present in literary texts, including, but not limited to, the exploration of truth, faith, and ethics.

Course Learning Outcomes:

In order that the students may have a better understanding of what they will learn in Philosophy 100, the following outcomes are provided. Through the course, the student will:

1. Demonstrate familiarity with the major philosophers, ideas and development of western thought by identifying and explaining these in essays and on exams.
2. Be able to articulate the central philosophical issues of western thought through participation in class and by means of written and oral assignments.
3. Begin to think philosophically by reflecting on her/his own views of these issues and demonstrate this reflective process orally in class and in written form in a journal.

The Mission of Chaminade University of Honolulu and PH 100:

Our University mission statement reads: "Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims." This course will help you to live out this mission in the following ways:

1. It will prepare you to deal with the questions of life – whom do I love, who are my friends, am I happy?
2. It will prepare you to serve by disciplining you to question what most do not, and to realize that living as a human is demanding, excessively complex, but phenomenally rewarding.
3. It will prepare you for a successful career by helping you recognize that happiness precedes success, rather than success resulting in happiness.
4. We will be guided by the founders of the liberal arts (Plato and Aristotle) and their Catholic successors in a collaborative learning environment, where you will be expected to learn from and teach each other.

PH 100 is foundational to your Marianist education – it will invite you to commit yourself to your own moral virtue for your happiness, so that you may assist in the building of a more just and peaceful world.

Required Texts: Hard copy preferred; electronic versions permitted, they but must be the same editions.

Aristotle. *Nicomachean Ethics*. Translated with Introduction, Notes and Glossary by Terence Irwin. (Hackett Publishing Company: Indianapolis, IN, 1999).

Augustine. *Trilogy on Faith and Happiness*. Translated by Roland J. Teske, S.J., Michael G. Campbell, O.S.A. and Ray Kearney with introduction and notes by Michael Fiedrowicz and Roland Teske, S.J. (New City Press: Hyde Park, NY, 2010).

Lewis, C.S. *The Four Loves*. (Harcourt, Inc.: Orlando, FL, 1988).

Peck, M. Scott. *The Road Less Traveled: A New Psychology of Love, Traditional Values and Spiritual Growth*. (Simon & Schuster: New York, 2003).

Pieper, Josef. *Happiness and Contemplation*. Introduced by Ralph McInerney; translated by Richard and Clara Winston. (Pantheon and St. Augustine's Press, Inc.: New York, NY, 1958).

Plato. *Plato on Love*. Edited by C.D.C. Reeve. (Hackett Publishing Company: Indianapolis, IN, 2006).

Course Assessment:

Assessment of student performance is divided into three parts: preparation, participation and examination. Preparation will be assessed by means of completion of the journal. Students are expected to complete assigned readings for each day prior to arrival at class and will be called upon to summarize the key ideas of the readings assigned for the day and to compose written exercises when instructed to do so. Students who are not prepared to share some thoughts on the day's reading will lose points for this portion of the assessment. Participation will be assessed by means of presence and engagement in each class meeting. Absence from class will result in the loss of 1% of the final grade for each day absent, since the student cannot demonstrate that they are prepared or participate if absent. Students wishing to make up excused, documented absences are required to meet with the professor within one week following absence to discuss the course readings missed. No make ups will be granted for unexcused, undocumented absences.

Examination will be assessed by means of three scheduled online open book midterm exams and an online open book cumulative final exam scheduled during finals week. Each midterm will be worth 5% of the final grade for the course; the final exam is worth 15% of the final grade. Missed exams may *only* be made up if the student has a verifiable document from a qualified professional. Exams will cover material from the reading assignments and will consist of the composition of an extended essay. The examinations are designed to test that the student has read and understood the ideas and arguments discussed in the course. The final exam will be cumulative of all material covered throughout the semester. Students are required to write all three midterm exams and the final in order to pass the course; failure to take all four exams will result in course failure.

Breakdown of grading scale valuation is the following:

Preparation for class: Journal completed in hard copy for class meeting (15 entries x 3%) = 45% of final grade

Participation in class: Attendance (25 classes following Add/Drop deadline x 1%) = 25% of final grade

Examination: Midterm Exams + Final Exam = 30% of final grade

Three Online Midterms = Each 5% of final grade = 3 x 5% = 15%

Online Final exam = 15% of final grade (cumulative essay)

Grading Scale: A: 94-100% B: 85-93% C: 77-84% D: 70-76% Failure <70%

Course Teaching Objectives:

The principal objective of this course is for the student to **read, write** and **contemplate** about issues in the Western Philosophical Tradition, some of its characters, themes and historical development. The student will be introduced to how philosophy shapes our thinking and understanding of human life. In addition, it is hoped that through this course the student begins to do philosophy in her or his own right and form critical thinking skills through engagement with other thinkers who have influenced the course of ideas for more than two millennia. The course provides background for consideration of philosophical issues in more advanced courses.

Methodology:

The method for attaining the course objectives will be classroom discussion of assigned readings, preparation of a journal containing in-class and out-of-class entries and class notes, oral presentations in class, and lectures.

Expectations of Students: Please refer to the Student Handbook for all applicable academic policies.

Instructor's attendance policy and other policies:

Absence from class will significantly affect your ability to do well in this course, since the readings are difficult to understand and will be discussed during class. Each absence will result in a 1% deduction from the participation portion of your final grade, since you cannot participate if you are not present. Every Tuesday is discussion of assigned reading with classmates, and every Thursday is the professor's lecture. Students must attend the 25 classes after the add/drop date in order to receive the 25% of their final grade for participation. Journal entries in hard copy are each worth 3% and must be shown in class on every Tuesday to receive full credit. Entries not completed in hard copy for class may be shown on the date due after class via email, but will only receive 2%; this includes any entry missed during an absence. Missed journals may be submitted within one calendar week via email for 1% credit. If the journal is not completed within one week, no credit will be given. Excused absences will be granted at the discretion of the professor but are rare and require documentation from a professional. Any student with more than seven unexcused absences will fail the course. Students who miss four consecutive classes without excuse will be administratively withdrawn from the course. Every attempt should be made to schedule doctor's appointments outside of class time. Permission to miss class for other courses in the university will never be granted. Contact the professor **before** class if you are unable to attend. Notification of absence prior to class **does not** constitute an excused absence, but is a sign of respect and responsibility. Extended illness may require adjustments, but generally students are required to make up missed work and classes through additional exercises. Student athletes must meet with the professor during the first week of class to discuss how to keep up with the course during road trips. Attendance will **always be taken** promptly at the beginning of class, so tardiness will result if the student is not present during roll. If you arrive late, please see the professor after class to apologize. A habit of tardiness will be penalized.

Please make sure that all cell phones, pagers and portable, personal devices are off during class. You may **NOT** use your laptop to take notes during this class; no audio recording is permitted without consent of the professor. **Mobile messaging is strictly forbidden.** All mobile devices must be silenced and put away during class unless otherwise instructed. If the class or professor is disturbed by your device, you are asked to approach the professor after class to explain and apologize. If you anticipate a potential emergency call, please notify the professor before class begins, then keep the mobile on vibrate and depart to handle the emergency when necessary. Please do not eat during class; drinks are permitted in closed containers; please clean up any moisture on the desk top at the end of class. Students should remain in the classroom during class (use the toilet between classes) but if you have an emergency, depart quietly. Policies and schedule are subject to change.

Journal/notebook and textbooks:

Every student **must** use a three ring binder for the journal and notes. The three ring binder journal/notebook must be brought to class every day. Journals will be checked and scored every Tuesday. Students are also expected to bring the appropriate texts to class, preferably in hard copy (electronic version only allowed with permission). Failure to bring the necessary materials will be deemed a failure to be prepared.

Mindfulness: Please be mindful of the following:

- 1) Your behavior in the class can either promote the learning of your classmates, or detract from it – people pay a lot to be here, so please do not rob others of the opportunity to learn by talking, whispering answers or calling out responses when it is not your turn to speak.
- 2) The syllabus is like a contract between all of us in the class that establishes that the course will be conducted fairly for all; do not ask the professor to grant you special considerations that violate the spirit of the syllabus, as this is unfair to other students and the professor.
- 3) All in the classroom are human beings with complex lives and stresses that others do not know – **BE KIND AND PATIENT** – toward each other and the professor.
- 4) Anxiety is like a highly contagious disease, but those who have it love to give it to others; please be aware that even though you may be stressed out that does not entitle you to pass on stress to others, especially at the end of the semester, and especially not to the professor.
- 5) Whenever you miss class, you deprive others in the class of your wisdom and you require others to do extra work to make up for your absence, including the professor.
- 6) Extra credit is almost never offered, so do your assigned work in order to successfully pass the course.

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.

Disability Access

Any individual seeking accommodations to meet course outcomes because of a documented disability, is asked to speak with the professor to discuss specific needs as soon as possible so that we can ensure your full participation in class and fair assessment. 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 the Counseling Center by the end of week three of the class, in order for the professor to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Characteristics of Education in the Marianist Tradition - faculty and student responsibilities

EDUCATE FOR FORMATION IN FAITH – Educators in the Marianist Tradition seek to

- Bear witness to the Gospel with a personal and committed faith that touches the heart.
- Promote a dialogue between faith and culture which illuminates reality from the perspective of the Gospel.
- Impart the principle that each person has an ethical and moral responsibility for his or her personal and social world.
- Form students in Gospel values and Christian attitudes.
- Educate in a free and responsible style which elicits a personal response of faith.
- Bear witness with a faithful commitment to the Church that makes the Gospel credible today and tomorrow.
- Make present the example and influence of Mary as the first disciple and as an educator in faith.

PROVIDE AN INTEGRAL QUALITY EDUCATION – Educators in the Marianist Tradition seek to

- Promote quality education of the whole person.
- Provide coherent curricula, professional personnel, and adequate facilities and finances.
- Develop respect for the uniqueness and dignity of the person as a daughter or son of God, unique and individual.
- Develop interior spirit and self-knowledge.
- Develop concern for global and local issues of culture, ecology, and the use of technology.
- Foster a diverse school community.
- Offer Mary as a model of integrity in relation to the realities of the world.

EDUCATE IN FAMILY SPIRIT – Educators in the Marianist Tradition seek to

- Create a favorable environment for education.
- Cultivate interpersonal relationships characterized by openness, respect, integrity and dialogue.
- Form an educational community with collaborative structures and processes.
- Express their authority as loving and dedicated servants.
- Influence others by exhibiting Marian traits of openness, hospitality, graciousness and faith.

EDUCATE FOR SERVICE, JUSTICE, AND PEACE – Educators in the Marianist Tradition seek to

- Promote a missionary spirit for the reign of God.
- Educate for solidarity with the poor and marginalized.
- Promote the dignity and rights of all.
- Establish faith communities that promote reflective programs of service.
- Announce, under the prophetic influence of Mary, the goodness and justice of God and denounce oppression.

EDUCATE FOR ADAPTATION AND CHANGE – Educators In The Marianist Tradition Seek To

- Educate students to shape a hope-filled future.
- Educate persons to accept and respect differences in a pluralistic society.
- Develop critical thinking skills in the search for truth.
- Promote openness and adaptation to local and global contexts through enculturation and interdisciplinary programs.
- Respond to the signs of the times in faith. (“Do whatever he tells you.”)

EDUCATE FOR FORMATION IN FAITH – Students learning from the Marianist Tradition seek to

- Grow in their relationship to God.
- Freely explore their faith in a safe and encouraging environment.
- Be challenged to live by the faith they profess.

PROVIDE AN INTEGRAL QUALITY EDUCATION – Students learning from the Marianist Tradition seek to

- Learn from our fellow student’s cultural, faith and family backgrounds.
- Grow as a whole person – mind, body and spirit.
- Make choices that will enhance their God given gifts.
- Think critically about issues affecting our world.
- Be challenged both academically and spiritually so to realize their potential.

EDUCATE IN FAMILY SPIRIT – Students learning from the Marianist Tradition will experience the

- Nurture and care of faculty and staff.
- Acceptance of who they are.
- Richness of our campus cultural diversity.
- Atmosphere of welcome and knowledge of ways to seek advice and support when it is needed.

EDUCATE FOR SERVICE, JUSTICE, AND PEACE – Students learning from the Marianist Tradition seek to

- Use their gifts and education to better the lives of others.
- Address the God-shaped absence in the world.
- Gain perspective on their own problems through serving others.
- Know about and respond to issues of injustice, violence and oppression.
- Think globally and act locally.

EDUCATE FOR ADAPTATION AND CHANGE – Students learning from the Marianist Tradition seek to

- Make a difference in the world.
- Share in the struggles of others in the community as a sign of solidarity.
- Be well prepared and equipped for the uncertain and ever changing future.
- Take a humble, learning and listening attitude when trying to bring positive change to people’s lives.
- Learn how to be agents of change.

Live Aloha!

What does Live Aloha stand for? Perhaps Pilahi Pahi explained it best. Each letter in the word Aloha represents another Hawaiian word, and together these five words most completely express the truth of aloha: “Aloha is the coordination of mind and heart . . . it’s within the individual. It brings you down to yourself. You must think and express good feelings to others.”

A stands for AKAHAI, meaning kindness, to be expressed with tenderness

L stands for LOKAHI, meaning unity, to be expressed with harmony

O stands for OLU’OLU, meaning agreeable, to be expressed with pleasantness

H stands for HA’AHA’A, meaning humility, to be expressed with modesty

A stands for AHONUI, meaning patience, to be expressed with perseverance

Aloha ke Akua – God is love

<u>WEEK</u>	<u>CLASS DISCUSSION TOPIC</u>	<u>HOMEWORK & ASSIGNMENTS</u>
1	Tues - Read Plato's <i>Phaedo</i> Thurs - Lecture: What is Philosophy? "Practicing Dying so as to Live Well!"	Journal 1: What is love/friendship/happiness? Read Syllabus (Canvas) & Peck, <i>RLT</i> p. 15-46 Journal 2: Read Plato's <i>Lysis</i> , <i>PoL</i> , p. 1-25
2	Tues - Discuss: <i>Lysis</i> (J2) & <i>Phaedo</i> Thurs - Lecture: Plato on Love & Syllabus	Read <i>Symposium</i> , <i>PoL</i> , p. 26-73 Journal 3 – Due next Tuesday
3	Tues - Discuss: <i>Symposium</i> (J3) Thurs - Lecture: Plato's philosophy of love and the soul's ascent to truth	Read <i>Phaedrus</i> , <i>PoL</i> , p. 91-122 Journal 4 – Due next Tuesday
4	Tues - Discuss: <i>Phaedrus</i> (J4) Thurs - Lecture: Powers of the Soul & the Benefit of Being a Lover	Read Peck, <i>RLT</i> , p. 81-169 Journal 5 – Due next Tuesday
5	Tues - Discuss: Peck, <i>RLT</i> (J5) Thurs - Lecture: Modern Love? The contemporary mess!!	Read Aquinas, <i>Summa Theologiae</i> , Q. 26-28 Journal 6 – Due next Tuesday
6	Tues - Discuss: Aquinas' <i>ST</i> (J6) Thurs - Lecture: The Metaphysics of Love or Observing Change in the Soul	Read Aristotle, <i>Nicomachean Ethics</i> , Book 8 Journal 7 – Due next Tuesday
<u>Midterm One: <i>On Canvas</i></u>		
7	Tues - Discuss: Aristotle, <i>NE</i> (J7) Thurs - Lecture: Two types of Friend; Can we be more than "users"?	Read Aristotle, <i>Nicomachean Ethics</i> , Book 9 Journal 8 – Due next Tuesday
8	Tues - Discuss: Aristotle, <i>NE</i> (J8) Thurs - Lecture: Being a Self-lover; Loving Without Becoming Resentful	Read C.S. Lewis, <i>The Four Loves</i> , p. 10-90 Journal 9 – Due next Tuesday
9	Tues - Discuss: Lewis, 4 Loves (J9) Thurs - Lecture: Modern Sexual Myth & The Destruction of True Friendship	Read <i>Summa Theologiae</i> , Q. 23-25 (Canvas) Journal 10 – Due next Tuesday
10	Tues - Discuss: Aquinas on Charity-J10 Thurs - Lecture: Friendship with God; Overcoming Selfishness to Love Others	Read <i>Summa Theologiae</i> , Q. 26-27 (Canvas) and C.S. Lewis <i>The Four Loves</i> , p. 91-141 Journal 11 – Due next Tuesday
11	Tues - Discuss: Order of Charity (J11) Thurs - Lecture: Disciplined Desiring And Enjoying the Benefits of Loving	Read Aristotle, <i>NE</i> Books 1 and 10 Journal 12 – Due next Tuesday

Midterm Two *On Canvas*

<u>WEEK</u>	<u>CLASS DISCUSSION TOPIC</u>	<u>HOMEWORK & ASSIGNMENTS</u>
12	Tues - Discuss: <i>NE</i> books 1 & 10 (J12) Thurs-Lecture: Happiness is the End of Human Being	Read Pieper, <i>H&C</i> , p. 13-111 Journal 13 – Due next Tuesday
13	Tues - Discuss: <i>H&C</i> (J13) Thurs - Lecture: If You Contemplate → You're Happy & You Know It = JOY!	Read Augustine, <i>Confessions</i> , Bk. 10 (Canvas) Journal 14 – Due next Tuesday
14	Tues - Discuss: <i>Confessions</i> (J14) Thurs - Lecture: Quest for Truth and The Discovery of Happiness	Read Augustine, <i>On the Happy Life</i> , p. 23-53 Journal 15 – Due next Tuesday
15	Tues - Discuss: Happy Life (J15) Thurs - Lecture: Philosophy & Navigating to the Happy Life	

Midterm Three: *On Canvas*

Read Articles for Final Exam

Final Exam - On Canvas