



**PH100 Course Syllabus (Fall 2023, 3 Credits)**

***Introduction to Philosophy***

**School of Humanities, Arts and Design**

**[Chaminade University Honolulu](https://www.chaminade.edu/honolulu)**

**3140 Waialae Avenue - Honolulu, HI 96816**

**Instructor:** Chitha R. Unni  
**Email:** [cunni@chaminade.edu](mailto:cunni@chaminade.edu)

**Office Hours:** TBA  
**Office Location:** Henry Hall 206

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

**Course Catalog Description:**

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. Offered every semester.

**Course Overview:**

Philosophy is a way of thinking. It is about the way you think of the world. There are two categories under which such thoughts are classified. One is the way sciences, religions, or culture, tell us the way the world works. The other is the way these same influences tell us about what to do when you want to change the world. Roughly these two approaches are called theoretical and practical philosophies. There is a third branch of philosophy which is about judging the way the world is, or of judging the world which we have created: is it beautiful or not? The ideas to which all the world should conform, in our view.

**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

While all five characteristics are present in this course, we will pay particular attention to “educate in family spirit.” This course will ask you to consider such questions as “What is the source of our values?” and “What is the difference

between power, authority, and influence?” Through these questions, students will explore the meaning of education in the family spirit and will collectively contribute to, and individually reflect upon, the building and sustaining of community.

**CUS Core Competencies:**

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

**Course Learning Outcomes (CLOs):**

Upon completion of this course, students will be able to:

1. Summarize how the ideas of humanism and reformation shaped the debates about authority, certainty, and knowledge.
2. Explain modernism as a reaction to modernity.
3. Identify the ways in which one might apply the Marianist sentiments in real life with regard to the building and sustaining of community.

**Alignment of Learning Outcomes:**

	CLO 1	CLO 2	CLO 3
Marianist Values	3	3	3
CUS Core Competencies	1, 4	1, 4	1, 4

**Required Texts:**

*Philosophy: A Very Short Introduction (Very Short Introductions) 2nd Edition* by Edward Craig (ISBN: 978-0198861775)

**Course Website:**

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

**Technical Assistance for Canvas Users:**

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **Tutoring and Writing Services:**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Assessment:**

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; late assignments will negatively impact your grade in the course.

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Grades are calculated from the total points earned from course assignments. 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

In this course, letter grades are defined as follows:

A (100-90%)	B (89-80%)	C (79-70%)	D (69-60%)	F (59-0%)
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### **Late Work Policy:**

All assignments should be turned in by the due date. I am willing to accept late work; however, late assignments may receive a lower grade.

### **Grade of Incomplete:**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete". This will provide the student with 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of "incomplete" must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

## University Policies

### **Disability Access:**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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 2019-2020 Academic Catalog (p. 54-55).

Students are expected to attend regularly all courses for which they are registered. Students 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 Tutor 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 2019-2020 Undergraduate Academic Catalog (p. 39):

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://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

### **Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b)

academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **Activities Schedule**

#### Week 1 - What is philosophy about?

- Understand: That philosophy is an inquiry which may ultimately free humanity to be always imperfect in comparison to the ideals we have.
- Discussion: What crisis is the author talking about? If philosophy cannot do all this, then, what is it about? and what is it capable of doing?
- Essay: Your essay is on what is philosophy? After giving a short version of the answer from the text, give your own reasons for thinking what it is.

#### Week 2 - What should I do?

- Understand: Crito's argument to persuade Socrates as well as Socrates' answer supporting his decision. Make clear what Socrates' decision was.
- Discussion: Why does Crito emphasize the feelings of Socrates' loved ones to make his argument?
- Essay: Socrates' answer to what ought to be done in life. Comment on the appropriateness of Socrates' arguments and what you yourself will decide and your reasons for it.

#### Week 3 - How do we know?

- Understand: The way Hume goes about making his case and what his case is about.
- Discussion: Discuss Hume's overall plan in discussing the subject of miracles. What is the underlying plan for religious discourse itself, in Hume's discussions?
- Essay: In your essay show how Hume connects the idea of evidence to that of belief. To what extent can we have our own beliefs? And what does he mean by evidence?

#### Week 4 - What or who am I?

- Understand: How the self, soul, or mind is an abstraction from other things.
- Discuss: What may be Nagasena's idea of a human self? His idea is not the same as most people's idea of what it means to be a self.
- Essay: What is the theme on which Nagasena is relying on? It is the parts and the whole problem. Is the chariot the parts that make up the whole chariot? After writing about the central claim of the chapter, write your own views about it.

#### Week 5 - How should I choose or decide?

- Understand: What is meant by an action's consequences and an action's integrity. Reflect on these two as potential measures of evaluating how good or bad our actions are.

- Discussion: Discuss which should govern our evaluation of our actions: its utility or its integrity?
- Essay: Is there some way in which you can bridge the difference between the utility of an action with its integrity? Use your imagination to construct an answer that synthesizes these two measures of value of an action.

#### Week 6 - Why are governments legitimate?

- Understand: How do we go about justifying the authority of the state as legitimate authority, and not just power over individuals that constitute the state.
- Discuss: The difference between power, authority, and influence. In discussing politics these usually come into play.
- Essay: Write what makes the state's power over individuals a legitimate one. What is the concept of the consent of the governed and how it is understood? How does this contribute to the building and sustaining of the community?

#### Week 7 - Why should we be interested in having evidence for what we believe?

- Understand: What is meant by saying that 'the wise man proportions his belief to the evidence.'
- Discuss: What are the rules for people for their beliefs with the right of confidence. When should we be interested in having evidence and to what degree?
- Essay: In what way is reason absolutely a central idea to human life a vague idea? To what extent is 'Acquiring beliefs by inferring them from previous beliefs' is important to us.

#### Week 8 - Why should we think that there is a self?

- Understand: Why despite the no-self theory, the belief in a self, persists in so many people. This is a complex issue. Reflect on this for some time.
- Discuss: Why are we able to both admit that there is no self and that there should be something there for certain purposes? What are these purposes?
- Essay: If we no longer perceive an enduring self, why do we think that we are the same person from day to day?

#### Week 9 - When I look at the table, are we aware of the table or how the table looks to us?

- Understand: The difference between what materialism and idealism means.
- Discuss: What Berkeley's idealism amounts to having a view on material objects? Do they exist or are they only in our mind?
- Essay: What is the problem of reality and appearance? How do you solve this problem? What is your answer?

#### Week 10 - Can we speak of ideas as existing, or do they exist only as things?

- Understand: What exists. Is it the idea of a thing or the object itself?
- Discuss: The difference between Hegel and Plato in what an idea is.
- Essay: What is it to be an item in nature? And what is it to be an idea? Why is the former called particulars and the latter called universals?

Week 11 - How should we understand the phrase 'survival of the fittest'?

- Understand: What evolution is according to Darwin, and the idea of the survival of the fittest.
- Discuss: Is the way in which Charles Darwin understands this idea different from its understanding by Herbert Spencer? How so?
- Essay: Explore how Darwin was able to subvert the idea of Descartes' ideas of Human reason.

Week 12 - What do you suppose the 'genealogical fallacy' is about?

- Understand: What Nietzsche was trying to do in the Genealogy of morals. What view was he trying to subvert?
- Discuss: What is meant by the phrase 'the value of values.'
- Essay: What is the source of our values? Did we get our values from superior beings like gods or inferior beings like animals?

Week 13 - What is the 'harm principle' and for what purpose was it used?

- Understand: What makes people unhappy and increases stress in their lives.
- Discuss: The thought of J. S. Mill and the Harm Principle.
- Essay: What makes people unhappy in the opinion of Epicurus? Why does Money make people happy or the lack of money regarded as the greatest source of mental suffering in the modern world?

Week 14 - Why do priests have so many followers?

- Understand: What takes for them to have power and influence in society even if they did not have military or money the traditional sources of power.
- Discuss: The power of the priestly class to have so much power over ordinary people. How do they get people whom they control?
- Essay: How does our culture link knowledge and power and the foundations of the priests of religion their hold on society?

Week 15 - Can philosophy which opposes the tyranny of ideas be ever popular with people?

- Understand: Why, the oppressor, is reluctant to be on the side of ideas that will liberate them, which explains the fate of philosophers like Socrates and possibly Jesus?
- Discuss: The class of priests and their power and how they get that power and what our culture contributes for them to have their power.
- Essay: Analyze superstitions and how it keeps the masses under domination.



## Grading Rubrics

<b>Discussion Post Rubric - 10 Points</b>				
	<b>3 - Distinguished</b>	<b>2 - Proficient</b>	<b>1 - Basic</b>	<b>0 - Unsatisfactory</b>
<b>Post Length</b>	Each post is a minimum of 100 words	Each post is a minimum of 75 words		Posts are shorter than 75 words
<b>Engagement with Assigned Texts</b>	Demonstrates serious contemplation of the readings and clear connection to the Marianist Values	Indicates reading was completed with somewhat clear connections to the Marianist Values	Suggests reading was scanned but not carefully analyzed, with weak connections to Marianist Values	Provides little indication that the reading was completed and/or no connections to the Marianist Values
<b>Responses</b>	Responds to at least two classmates with substantive replies		Responds to at least one classmate with substantive replies	
<b>Spelling, Punctuation, and Grammar</b>			Post is clear and articulate; grammar and spelling are correct	Post contains multiple errors in grammar and/or spelling that impact clarity

<b>Essay Rubric - 10 Points</b>				
	<b>3 - Distinguished</b>	<b>2 - Proficient</b>	<b>1 - Basic</b>	<b>0 - Unsatisfactory</b>
<b>Length</b>	Minimum of 300 words	Minimum of 200 words	Minimum of 100 words	Shorter than 100 words
<b>Engagement with Assigned Texts</b>	Demonstrates serious contemplation of the readings and clear connection to the Marianist Values	Indicates reading was completed with somewhat clear connections to the Marianist Values	Suggests reading was scanned but not carefully analyzed, with weak connections to Marianist Values	Provides little indication that the reading was completed and/or no connections to the Marianist Values
<b>Application and Analysis of New Ideas</b>	Clear application and analysis of the new ideas presented in the chapter and discussion	Somewhat clear application and analysis of the new ideas presented in the chapter and discussion	Minimal application and analysis of the new ideas presented in the chapter and discussion	No application and analysis of the new ideas presented in the chapter and discussion
<b>Spelling, Punctuation, and Grammar</b>			Post is clear and articulate; grammar and spelling are correct	Post contains multiple errors in grammar and/or spelling that impact clarity