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Trigger Warning

*Ethics, by its very nature, deals with difficult situations and life's most complex experiences. Themes covered in this course may be challenging or upsetting for some students. It is the earnest intent of the instructor to foster a safe, compassionate learning environment for all students regardless of their ethical, moral, or religious (non)commitments.*

Catalog Description

Within an ecumenical and inter-religious discourse, the student will apply contemporary moral and ethical reasoning to the various personal and social issues encountered in contemporary society.

Learning Outcomes

The structure, content, learning experiences, and pedagogical philosophy of this course are informed by:

- A. The Marianist Educational Philosophy: *Five Characteristics of a Marianist Education* (CME)
  1. Educate for formation in faith
  2. Provide an integral, quality education
  3. Educate in family spirit
  4. Educate for service, justice, peace, and the integrity of creation
  5. Educate for adaptation and change
- B. Education for Formation in Faith: *General Education Learning Outcome* (GELO)

The student will integrate faith and reason as complementary methods to explore questions of ultimate reality, leading to enhanced social awareness and service for peace and justice
- C. The Religious Studies Program: *Program Learning Outcomes* (PLO)

Upon completion of the undergraduate B.A. program in Religious Studies, students will be able to:

  1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience
  2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society
  3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values
  4. Generate a substantive project that is animated by the Marianist Charism
- D. RE 664: Moral Theology: Fundamental and Applied (3): *Course Learning Outcomes* (CLO)

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

  1. Relate theological concepts to an ethical lifestyle and practice as informed by the Catholic moral tradition (GELO, PLO 1, and CME 1)
  2. Engage the Catholic moral tradition in dialogue with a pluralistic, intergenerational, and multicultural society (GELO, PLO 2, and CME 3)
  3. Appraise the aretaic ethics of the Aristotelian-Thomistic school for its relevance and transformative potential for the contemporary moral life (GELO, PLO 3, and CME 5)
  4. Construct an ethical argument grounded in the Roman Catholic Fundamental Moral Theology that relates to one's personal development, vocation or academic interests (GELO, PLO 4, and CME 4)

## Required Materials

Regular access to these materials is necessary for your success in our course. Please inform the instructor if you require assistance in accessing any of these materials.

### 1. Access to Internet-Capable Technology

Due to the hybrid nature of this course, regular access to our Canvas course site is essential. Important information, materials, and updates relating to our course have been posted onto our Canvas course site and will be updated as needed.

### 2. Assigned Texts

Please note that the two sets of assigned texts below correlate to different registration classifications. Degree-seeking students must acquire texts for both sets. Consult the course readings schedule on pages 6-8 for specific reading assignments and the dates for their discussion in live seminar session or in asynchronous threaded discussion.

- a. All Students (BA, MPT, Candidates, and Auditors)
  - i. *Catechism of the Catholic Church*.
  - ii. Spohn, William C. *Go and Do Likewise: Jesus and Ethics*. New York: Continuum, 2006.
  - iii. Thomas Aquinas. *Summa Theologiae*.
- b. Degree-Seeking Students (BA and MPT only; recommended for Candidates and Auditors)
  - i. Pinckaers, Servais. *The Sources of Christian Ethics*, third edition. Washington, DC: The Catholic University of America Press, 2005.
  - ii. Pope, Stephen J. *The Ethics of Aquinas*. Washington, DC: Georgetown University Press, 2002.

## Student Requirements

### 1. Completion of Assigned Readings

Careful reading of all assigned materials in a timely, engaged, and conscientious manner is essential for mastery of course concepts. Readings are to be completed in advance so that students are ready to discuss them during the designated live seminar session or in asynchronous threaded discussion. Because Moral Philosophy and Fundamental Moral Theology are highly specialized interrelated fields with their own methods, terms and foundational assumptions, you should allow yourself ample time to study and digest this challenging yet rewarding material.

### 2. Engagement Through Participation

Our learning community will be characterized by a spirit of highly collaborative learning. Participation, defined as being present and engaged in classroom sessions and being an active contributor to threaded discussion online, is therefore a fundamental requirement. Two (2) instances of non-participation implies that the highest grade achievable is a "B." Four (4) or more instances of non-participation constitute grounds for a recommendation to withdraw from the course.

### 3. Summative Projects and Presentations

We will mark proficiency milestones of course concepts and themes through two Summative Projects and Presentations. These assignments are intended to facilitate conceptual synthesis and personal reflection, cultivating a greater awareness of ethical issues, encouraging moral growth, and identifying opportunities for meaningful ethical engagement of their academic and/or professional communities. Prompts for each summative project will require demonstration of content mastery and command. Summative projects will be presented in plenary during the weekends of live instruction. Instructions and prompts, specific to the requirements and learning outcomes of non-degree and degree-seeking registration classifications, will be posted on Canvas.

### Credit Hour Policy

As established by the Chaminade University Credit Hour Policy, this three-credit course represents a minimum of 135 hours of engagement over one 12-week term. Students enrolled in this course shall complete:

1. 18.00 hours of scheduled monthly in-person classroom instruction (e.g., lectures on course themes, seminars on readings, collaborative group discussions, student presentations)
2. 47.00 hours of online assignments and activities (e.g., threaded discussion, response or reflection prompts, peer-to-peer dialogue and mutual discovery)
3. 60.00 hours of ancillary work averaging 5.00 hours per week (e.g., course readings, supplementary study, office hour visits, completion of additional assignments to address unique or specific needs)
4. 10.00 hours of Summative Projects and Presentations preparation (i.e., ideation, data collection, in situ immersive experiences, project refinement, and presentation development and revision)

### Assessment, Grading, and Late Work Policy

The final grade earned by a student will be based on their regular and active participation (80%) and two Summative Projects and Presentations (20%). Final grades awarded represent an assessment of the quality of a student's overall achievement and holistic performance in the course and are to be 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

Assignments cannot be made up at a later date except by discretion of instructor and with advance written permission. Due to the progressive nature of this course, *ex post facto* permission will not be granted.

### Course Policies

#### *The Free Exchange of Thought*

The university has long been a privileged place for the exchange of ideas and positions. This implies both the freedom to express one's thoughts and the responsibility to hear and respect the thoughts of others. Religious freedom and freedom of the conscience are central concepts of the Catholic Intellectual Tradition. Students are encouraged to think about and question the concepts covered but will be assessed solely by an ability to adequately demonstrate understanding, appropriation, and synthesis of the course content and material.

#### *Academic Honesty and Plagiarism*

Plagiarism might be broadly defined as the misrepresentation of another's work or ideas as one's own. The abuse of generative AI is an important example. In the first instance of alleged plagiarism, the instructor and student will meet during office hours to review evidence supporting the allegation of plagiarism and to discuss proper citation techniques. Subsequent offenses will not be tolerated. Withdrawal from this course and/or other disciplinary actions will be considered and pursued to the fullest extent afforded by university policy.

#### *Style, Language, and Grammar*

All work must be submitted in legible and intelligible Standard American English (AmE) or 'Ōlelo Hawai'i (by prior arrangement with instructor) according to the generally accepted standards of those languages. The Turabian style of citation and paper formatting has been traditionally preferred in philosophical and theological disciplines. Students may choose to use a different citation method (APA, MLA, etc.) so long as it is utilized accurately and consistently. Exceptions for the above guidelines may be made in consultation with the instructor for free academic expression in other formats (e.g., spoken word, song, dance, or visual art) as appropriate. In all cases, the judicious use of equitable, gender-inclusive language must always be observed.

### *Classroom Decorum and the Use of Electronic Devices*

The use of electronic devices during periods of instruction, especially photographic retention, and audiovisual recording of intellectual property, is strictly prohibited unless written permission is granted by instructor. Electronic devices may be periodically employed by the instructor to augment the learning experience; use them only as directed. Please help to minimize interference with our learning by silencing your cellphones and/or push notifications during instructional time. Exceptions to this rule include emergency communication. Please remain seated for the duration of the session and refrain from offensive or distracting behavior such as extraneous speaking. The instructor will regularly pause to invite your questions; please reserve them until asked. Student-parents unable to secure childcare are welcome to bring their children to class on an emergency basis. Please monitor children so that they are not disruptive to others on campus. Our class sessions will conclude on time; there is no need to pack your belongings ahead of the session's end.

### *Office Hours*

Office hours are an invaluable opportunity to build a stronger sense of university community, to deepen one's knowledge, and to form more nurturing relationships with faculty in an individualized format. In-person office hours are offered as posted and are subject to change. Students may schedule a private Zoom meeting if preferred. Students are highly encouraged to schedule an appointment through email to secure availability.

### *Instructor and Student Communication*

All written communication between the instructor and student must take place through official Chaminade University email addresses or through our Canvas course site. Please do not contact the instructor through other electronic media including personal email addresses. It is imperative that you check your email on a regular basis as important information (e.g., emergency class cancellations, feedback or academic progress reports, or requests to meet during office hours) will be conveyed there.

### University Policies

For complete information regarding all university policies, including academic and personal entitlements, protections, and recourse for students, please refer to the Student Handbook annually updated on the following webpage: <https://catalog.chaminade.edu>.

### *Attendance Policy* ([as codified in the Academic Catalog](#))

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* ([as codified in the Academic Catalog](#))

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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.

*Student Accommodations* ([as codified in the Academic Catalog](#))

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike: Center for Student Learning to request accommodations. Verification of their disability will be requested through appropriate documentation. All required paperwork will be completed by the student before accommodations are approved. Although ADA accommodations and/or modifications can be requested at any time, it is highly recommended that students notify Kōkua 'Ike prior to the start of the academic school year by completing the Kōkua 'Ike Online Registration/Request Form found on the Chaminade website. ADA accommodations are not retroactive. For more information, contact [ada@chaminade.edu](mailto:ada@chaminade.edu) or call 808-739-7459.

*Notice of Nondiscriminatory Policy* ([as codified in the Academic Catalog](#))

Harassment and discrimination are specifically prohibited by state and federal law and any instance of harassment or discrimination may result in both civil and criminal liability on the part of the individual harasser as well as the University. Specifically, the University is committed to complying with the Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the 1972 Education Amendments, the Equal Pay Act of 1963, Executive Order 11246, as amended the Age Discrimination Act of 1975, Titles VII and VIII of the Public Health Services Act, as amended, the Rehabilitation Act of 1973, the Equal Opportunities Employment Act of 1972, the Vietnam Era Veteran's Assistance Act of 1974, the Americans with Disabilities Act of 1990 and Hawaii Revised Statutes, Chapters, 76, 78, and 378.

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. 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 of the Vice President of Administration and General Counsel.

1. Week 1: April 14 – April 20
  - a. All Students
    - i. *Catechism of the Catholic Church* (CCC): Section 1, Chapter 1: Article 3: Man’s Freedom; Article 4: The Morality of Human Acts; Article 5: The Morality of the Passions; Article 6: Moral Conscience
    - ii. *Summa Theologiae* (ST): Ia IIae q. 5 a. 2
  - b. Degree-Seeking Students
    - i. Pope: Happiness (Ia IIae, qq. 1-5) (pp. 57-68)
    - ii. Pinckaers: What is Christian Ethics? The Search for a Definition (pp. 1-13)
2. Week 2: April 21 – April 27
  - a. All Students
    - i. CCC: Section 1, Chapter 1: Article 7: The Virtues; Article 8: Sin
    - ii. ST: Ia IIae q. 55 a. 4
    - iii. Spohn: Introduction; Chapter 1: Ethics and the Word of God (pp. 9-26)
  - b. Degree-Seeking Students
    - i. Pope: Habits and Virtues (Ia IIae qq. 49 – 70) (pp. 116-130)
    - ii. Pinckaers, chapter 2: Overview of Christian Ethics: Some Basic Questions (pp. 14-44)
3. Week 3: April 28 – May 4
  - a. All Students
    - i. CCC: Section 1, Chapter 2: Article 1: The Person and Society; Article 2: Participation in Social Life; Article 3: Social Justice
    - ii. ST Ia IIae q. 58 a. 1
    - iii. Spohn, chapter 2: I. Ethics of Virtue and Character (pp. 27-33)
  - b. Degree-Seeking Students
    - i. Pope: The Virtue of Justice (Ia IIae q. 58-122) (pp. 272-286)
4. Week 4: May 5 – May 11
  - a. All Students
    - i. CCC: Section 1, Chapter 3: Article 1: The Moral Law
    - ii. ST Ia IIae q. 94 a. 2
    - iii. Spohn, chapter 2: II. Spirituality and Its Practices (pp. 33-42); III. Practices: Linking Spirituality and Virtue (pp. 42-49)
  - b. Degree-Seeking Students
    - i. Pope: Natural Law and Human Law (Ia IIae, qq. 90-97) (pp. 169-193)
    - ii. Pinckaers, chapter 5: Christian Ethics According to St. Paul (pp. 104-133)
5. Week 5: May 12 – May 18
  - a. All Students
    - i. CCC: Section 1, Chapter 3: Article 2: Grace and Justification; Article 3: The Church, Mother and Teacher
    - ii. ST Ia IIae q. 109 a. 2
    - iii. Spohn, chapter 3: The Bridge of Imagination (pp. 50-60)
  - b. Degree-Seeking Students
    - i. Pope: Grace (Ia IIae qq. 109-114) (pp. 207-218)

6. Week 6: May 19 – May 25
  - a. All Students
    - i. CCC: Section 2, Chapter 1: Introduction (2052 – 2082); Article 1: You Shall Have No Other Gods Before Me
    - ii. ST Ia IIae q. 108 a. 2
    - iii. Spohn, chapter 3: II. Imagination in Christian Ethics (pp. 60-66); III. The Kingdom of God: Metaphor and Analogy (pp. 66-71)
  - b. Degree-Seeking Students
    - i. Pope: The Old Law and the New Law (Ia IIae, qq. 98-108) (pp. 194-206)
    - ii. Pinckaers, chapter 6: The Sermon on the Mount and Christian Ethics (pp. 134-167)
  
7. Week 7: May 26 – June 1
  - a. All Students
    - i. CCC: Section 2, Chapter 1: Article 2: You Shall Not Take the Name of the Lord Your God in Vain; Article 3: Keep Holy the Lord's Day
    - ii. ST Ia IIae q. 4 a. 1
    - iii. Spohn, chapter 4: I. God Has Begun to Reign (pp. 73-87)
  - b. Degree-Seeking Students
    - i. Pope: The Theological Virtue of Faith: An Invitation to An Ecclesial Life of Truth (Ia IIae, qq. 1-16) (pp. 221-231)
  
8. Week 8: June 2 – June 8
  - a. All Students
    - i. CCC: Section 2, Chapter 2: Article 4: Honor Your Father and Mother; Article 5: You Shall Not Kill
    - ii. ST Ia IIae q. 17 a. 2
    - iii. Spohn, chapter 4: Jesus and Compassionate Vision (pp. 87-91); Virtue Ethics on Moral Perception (pp. 91-99)
  - b. Degree-Seeking Students
    - i. Pope: The Theological Virtue of Hope (Ia IIae, qq. 17-22) (pp. 232-243)
    - ii. Pinckaers, chapter 7: Is St. Thomas's Moral Teaching Christian? (pp. 168-190)
  
9. Week 9: June 9 – June 15
  - a. All Students
    - i. CCC: Section 2, Chapter 2: Article 6: You Shall Not Commit Adultery; Article 7: You Shall Not Steal
    - ii. ST Ia IIae q. 23 a. 1
    - iii. Spohn, chapter 5: Correcting Perception (pp. 100-119)
  - b. Degree-Seeking Students
    - i. Pope: The Theological Virtue of Charity (Ia IIae, qq. 23-46) (pp. 244-258)
  
10. Week 10: June 16 – June 22
  - a. All Students
    - i. CCC: Section 2, Chapter 2: Article 8: You Shall Not Bear False Witness
    - ii. ST Ia IIae q. 47 a. 7
    - iii. Spohn Chapter 6: Emotions and Dispositions (pp. 120-141)
  - b. Degree-Seeking Students
    - i. Pope: The Virtue of Prudence (Ia IIae qq. 47-56) (pp. 259-271)
    - ii. Pinckaers, chapter 15: Freedom for Excellence (pp. 354-378)

11. Week 11: June 23 – June 29

- a. All Students
  - i. CCC: Section 2, Chapter 2: Article 9: You Shall Not Covet Your Neighbor’s Wife; Article 10: You Shall Not Covet Your Neighbor’s Goods
  - ii. ST IIa IIae q. 141 a. 3
  - iii. Spohn, chapter 7: Dispositions and Discernment (pp. 142-162)
- b. Degree-Seeking Students
  - i. Pope: The Virtue of Temperance (IIa IIae, qq. 141-170) (pp. 321-339)

12. Week 12: June 30 – July 6

- a. All Students
  - i. ST IIa IIae q. 123 a. 1
  - ii. Spohn, chapter 8: Identity and the Lord’s Supper (pp. 163-184); Conclusion (pp. 185-187)
- b. Degree-Seeking Students
  - i. Pope: The Virtue of Courage (IIa IIae, qq. 123 – 140) (pp. 304-320)
  - ii. Pinckaers, chapter 16: Human Freedom According to St. Thomas Aquinas (pp. 379-399)