



PH100 Course Syllabus (Spring 2025, 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

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 or call (808) 735-4855

Course Grade:

I look at the following to arrive at deciding a final course grade for this course.

1. Is the student able to distinguish a factual statement which is mind independent, a statement about feelings which is mind dependent, and a value statement which is dependent on the agreement of one another?
2. For each of the 15 projects that they must do, especially in the essays, has the student managed to construct their responses in a concise, direct, and clear manner?
3. Usually only the essays are graded and commented on. I allow the discussion to be wide ranging and not specifically graded. I only count the number of discussions for each week and tend to give full marks for them if they are posted when done, no marks are given to any that are not posted. But the grade in the essays is important.
4. Finally, there is such a thing as quality of the response. The best way to understand what I mean by quality is to study my comments, when each essay is graded. Those collectively tell you what I am looking at, when I am looking for quality.
5. Also, the essays are due on Fridays. Late submission will be graded but will not get full marks. If the essay is not posted in the week when it is due, it may not be graded.
6. Make sure that your essays are posted in full at the appropriate space. Do not at any time leave a link for the instructor to click. I cannot click on any link due to malware threats.
7. The instructor will not, repeat will not, click open any essay to read. The essay should be pasted in the space where is supposed to appear.
8. Please pay attention to these remarks.
9. Also, please read what I say under the remarks about each essay, so that you understand what I am looking for.

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

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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual

respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report](#) form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

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 Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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](#) 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

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 Berkely'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

Discussion Post Rubric - 10 Points				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Post Length	Each post is a minimum of 100 words	Each post is a minimum of 75 words		Posts are shorter than 75 words
Engagement with Assigned Texts	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
Responses	Responds to at least two classmates with substantive replies		Responds to at least one classmate with substantive replies	
Spelling, Punctuation, and Grammar			Post is clear and articulate; grammar and spelling are correct	Post contains multiple errors in grammar and/or spelling that impact clarity

Essay Rubric - 10 Points				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 150 words	Minimum of 100 words	Minimum of 75 words	Shorter than 75 words
Engagement with Assigned Texts	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
Application and Analysis of New Ideas	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
Spelling, Punctuation, and Grammar			Post is clear and articulate; grammar and spelling are correct	Post contains multiple errors in grammar and/or spelling that impact clarity