

CHAMINADE UNIVERSITY

School of Humanities, Arts and Design

RELIGION, PHILOSOPHY, AND SOCIAL ETHICS

Course, term RE/PH/SO 338-90-1,
Day/Time/Place: Online Asynchronous
Credit hours 3
Term Spring 2026
Course site: <https://chaminade.instructure.com/courses/37293>

Instructor information

Instructor. Dr. Lilia Castle

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Office location: Henry Hall, 206

Office hours: by an appointment

Virtual

office: [https://zoom.us/join/96427931479?meetingMasterEventId=9SBGk7e0RR-5yN9Mi5IpbALinks to an external site.](https://zoom.us/join/96427931479?meetingMasterEventId=9SBGk7e0RR-5yN9Mi5IpbALinks%20to%20an%20external%20site)

Virtual Office Hours: Monday, 9:00-10:00

School & Department Information

School of Humanities, Arts and Design, Henry Hall, 206, tel.808-7398340

If you have questions regarding the School of Humanities, Arts and Design, please, reach out to your instructor or the School of Humanities, Arts and Design.

Course Description & Materials

Catalog course description.

Designed to give students an interdisciplinary experience in the study of social ethics from the perspectives of theology, religion and philosophy. Students will explore the theory and practice of social ethics and develop the knowledge and skills for philosophical and theological critique of ethical systems and social policy. Cross-listed with PH 338 and SO 338. Offered annually. Prerequisites: Any 100 or 200-level Religion course or any 100-level Philosophy course or consent of instructor. **This course satisfies the General Education requirement for Formation in Faith.**

Additional description. The course will introduce you to the theoretical and historical aspects of the most important sources of normativity and regulators of human behavior. Religion, philosophy and morality have common origins, and their theoretical problems coincide in many aspects. Thematically, the course consists of 3 parts: 1. Studying the philosophy of morality and religion 2. Studying the typology and classification of basic religious and ethical ideas. 3. The study of practical philosophical problems associated with the application of religious and ethical ideas in personal and social practice. The goal of the course is to cultivate students' understanding of the religious foundations of development of man and society; to enable students to draw deeply on philosophical-religious traditions in ethics, while examining moral issues of public policies and institutions; to see religious belief as driving force behind social ethics and political events.

Time allocation

This is a three-credit course requiring 135 clock hours of student engagement per the official CUH credit policy. Students enrolled in this course are anticipated to spend 15 hours viewing text or video lectures, 30 hours studying for and writing reflection papers, 12 hours posting to discussions (original posts and responses to the classmates), 30 hours studying for and writing quizzes, 20 hours researching for and writing the Final Paper, 13 hours reading, and 15 hours zoom meetings.

Required materials

Ready and regular access to required materials is necessary for your success in our course. Please promptly inform the instructor if you require assistance or encounter any difficulty in accessing these materials.

1. Access to Internet
Please be sure to have consistent access to the internet. Course materials and other important information have been posted onto our Canvas site and will be updated regularly as needed. Instructor communication will also be delivered electronically.
2. Assigned Readings
All required course readings are available for download in .pdf format via Canvas. Each module contains the reading and visual materials necessary for the completion of the assignment.

Canvas (<https://chaminade.instructure.com>)

Canvas is a web-based Learning Management System that will be used in this course to access all course materials, assignments, discussions, quizzes, and grades online; allowing you to interact with the instructor and fellow students, submit work, and track your progress throughout the course. The course is divided into Modules. On Canvas you will be able to access reading materials, Power Points, Study Guides, videos and other materials necessary for the successful completion of the assignments of each module. Through Canvas, you will submit your essays, take quizzes, and participate in class discussions. Every assignment has a due date that you will see on Canvas, as well. Canvas contains a gradebook where you will be able to see your grades throughout the course.

LEARNING OUTCOMES

The structure, content, learning activities, and pedagogical philosophy of this course align with..

The Philosophy Minor Program: *Program Learning Outcomes (PLO-PH)*

Upon completion of the program, students with a minor in Philosophy will be able to:

1. Explain the main ethical, metaphysical, epistemological, and logical, concepts and categories of the world religious and non-religious philosophies.
2. Argue for the central ideas and religious experience of Christianity responding to intellectual challenges to Christianity and the alternate approaches to the question, “why is there something rather than nothing?”
3. Utilize critical and creative thinking for the interpretation of original philosophical texts, as well as cultural symbols and mythologemes.
4. Integrate philosophical methods and principles of cognition into holistic analysis of the concepts of natural and social sciences.

The Religious Studies Program: *Program Learning Outcomes (PLO-RE)*

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.

The Marianist Educational Philosophy:

1. Educate for formation in faith. (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.
2. Provide an integral, quality education
3. Educate in family spirit.
4. Educate for service, justice and peace and the integrity of creation
5. Educate for adaptation and change

Marianist Philosophy of Education in this course:

Educate for formation in faith: The course intends to help students to find personal significance of the content of the course for their spiritual development. Students’ understanding of the transformative nature of religion and its necessity for the meaningful life increases for them the validity of faith.

Educate for family spirit: Religion occupies the fundamental place in every society thus being integral by its very definition. This is why the central objective of this course is students' understanding that the only meaningful direction of the development of mankind is toward the unity of the Divine humanity.

Educate for adaptation and change: The changeability of the modern world seems to deem the importance of faith in man's life. But the eternal questions are even sharper stand in front of each person. Where to look for the guidance, and who is the Guide? The course intends to prove that only the religious world outlook provides compelling answers to these questions.

Educate for service, justice and peace: Service to others is the essence of Christian faith, which became the highest value in our global era. The religious view on the social and ethical problems of modern society will help students to better serve the people of the community and participate in the struggle for justice in modern society.

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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school.

PH 338 Religion, Philosophy, and Social Ethics: *Student Learning Outcomes* (SLO) Upon satisfactory completion of this course, students will be able to:

1. Differentiate and employ the major methods of Western philosophical ethics. (CME, GELO, PLO-PH 1, PLO-RE 2)
2. Apply the implications of an ethical method to the basic structure of society. (CME, GELO, PLO-PH 4, PLO-RE 3)
3. Develop critiques of social structures and their distributive system by drawing upon key warrants of Christian theology. (CME, GELO, PLO-PH 2, PLO-RE 1)

4. Produce a contribution to sociopolitical dialogue in contemporary Hawai'i informed by Western philosophical and religious social ethics. (CME, GELO, PLO-PH 3, PLO-RE 4)

Alignment of Course Learning Outcomes

	CLO1	CLO2	CLO3	CLO4
Marianist Values	1,2,3,4,5	1,2,3,4,5	1,2,3,4,5	1,2,3,4,5
PLOs RE	2	3	1	4
PLOs PH	1	4	2	3
Native Hawaiian Values	1,2,3,4,5	1,2,3,4,5	1,2,3,4,5	1,2,3,4,5
Gen Ed Learning Outcome	Formation in faith	Formation in Faith	Formation in Faith	Formation in Faith

COURSE ACTIVITIES

Homework

Students will have to carefully read all assigned materials in a timely, engaged, and conscientious manner; consistently participate in the online discussions; creatively and thoughtfully work on written assignments. They have to show in all their submissions their ability to apply the studied ideas of Religious Philosophy, Ethics and Catholic Social Teaching tradition to the analysis of the real-world processes and situations.

Discussion

There will be five discussions during the course. The aim of the discussions is to sharpen students' critical thinking abilities, to enable them to make differentiated and well-founded judgments of moral issues. Various forms of the discussions and students' interactions intend to develop student's awareness about the philosophical and religious ideas, and circumstances of the decision-making process. During the interactive discussion students will have to identify the main problem and apply it to the real-life situation, analyze and compare alternative approaches of the concepts they studied, and define their own solution of the problem.

Reflection Essays

The aim of these assignments is to explain and critically engage with an argument from the assigned reading. Writing has to be original and thoughtful. Student is not required to explain the entire assigned reading; rather, focus on identifying and explaining a specific argument. Student has to reconstruct his/her argument in a clear, simple form, explain and defend his ideas as completely and precisely as possible. The prompt submission of your writing is important for your success; up to one letter grade will be deducted for every day after the due date.

Quizzes

The four formative quizzes offered in this course intend to assess students understanding of the course's content and aid in students' satisfactory progress. Quizzes are administered through Canvas. They are based on the reading materials and PowerPoints provided on Canvas. The quizzes have different format, and may include multiple choice, true-false, fill the blanks and short answer questions. The detailed outlines and Study Guides provided on Canvas will help students to successfully complete each quiz. The prompt submission of a quiz is important for your success; there will be no possibility to submit a quiz after the due date.

Final project

This course culminates in a summative and experiential **project-based** assignment, entailing the real-world application of course concepts and themes of Western philosophical social ethics and the religious critique of the Catholic Social Teaching tradition. Students are expected to extrapolate the studied material to the real-world situation in their creative thoughtful projects and show the foundational role of Christianity in securing peace and justice on the planet. There will be a deduction of up to one letter grade for the late submission of the final project.

Late Work Policy.

There will be a deduction of up to one letter grade for the late submission of the essays.

Extra Credit

An extra credit is available, but only if all regular assignments have been submitted.

Changes To the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades 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. The highest incomplete grade is IB.

The Final Grade

The final grade earned by a student will be influenced by their success in participation in discussions, formative quizzes, creative essays, and the final project. All the assignments are given specific letter and will count for a percentage of the total grade, as follows:

Final project: 30%

Reflection papers: 30%

Discussions: 20%

Formative Quizzes: 20%

A 90-100;

B 80- 89;

C 70-79;

D 60-69;

F 59% and below

FINAL GRADES are to be interpreted as follows:

1. Outstanding scholarship and an unusual degree of intellectual initiative
2. Superior work done in a consistent and intellectual manner
3. Average grade indicating a competent grasp of subject matter
4. Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
5. Failed to grasp the minimum subject matter; no credit given

IMPORTANT INFORMATION

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](#)[Links to an external site.](#) 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](#)[Links to an external site.](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#)[Links to an external site.](#).

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/>[Links to an external site.](#).

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](#)[Links to an external site.](#). 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](#)[Links to an external site.](#).

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 Links to an external site](#) 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.

COURSE SCHEDULE

MODULE 1.

Themes: Definitions of ethics and morality. Differences in the origin and the use of basic terms. Similarities and differences between these terms. **The essence of morality.** Universality, publicity, and autonomy of morality. Similarities and differences between morality and other forms of normative regulation. Morality and law. Morality and custom. **Moral history.** The problem of the origin of morality. The phenomenon of Socrates. Morality and freedom. Morality and individuality. **Sociology of morality.** The problem of value in morality. The difficulty of the sociological study of morality. **Immoralism, Ethical skepticism.** Immoralism of Machiavelli and Nietzsche. Contemporary ethical skepticism. **Theoretical ethics.** Classification of theoretical concepts. ‘Morality is from God’, ‘from human nature’ and ‘from society’. **Normative ethics.** Ethical relativism. The discursive nature of modern morality. Pragmatic character of modern morality. **Ethical subjectivism.** Psychological egoism. Impossibility of individual language and individual morality. **Cultural relativism.** The failure of the thesis about the fundamental moral difference of cultures. Criticism of cultural relativism and its practical failure. **Natural law.** The objective principles of morality in natural law. Human rights. The origins of moral obligation. Voluntarism. Ethics and religion.

Read: *Christine M. Korsgaard.* The Sources of Normativity. Cambridge: Cambridge University Press, 1998. -PDF on Canvas.

Assignments: In the short introductory essay describe the best and the worst choice you made in your life.

Discussion on the origin and the nature of morality.

MODULE 2. Virtue ethics

Themes: Plato's virtues. Justice, courage, wisdom and moderation. Social and individual virtues. The idea of Good in Plato's ethics. Virtue and Knowledge. Virtue and happiness. Justice in Plato's The Republic.

Read: Plato, 'Symposium'; The Republic, Bks i-ii, iv, vi-vii, ix; Handouts on the Symposium; Study Guide on Plato; handouts on the Allegory of the Cave.

Assignment: Quiz on Morality and Love in Plato

MODULE 3. Aristotle's ethics. Justice as a public virtue. Exchangeable, retributive and distributive Justice.

Read: Selections from Aristotle, Nicomachean Ethics, Books I, ii, vi; Good life (PowerPoint)

MODULE 4. Virtues in the ethical systems of Stoicism and Epicureanism. Pleasure and virtues. Epictetus on Self-Discipline. Marc Aurelius and his 'Meditations'.

Read: Selections from Epicurus, *The Letters to Herodotus; The Principle Doctrines*; PowerPoint on Epicurus and Stoicism. Selections from Epictetus, *Discourse sand Fragments*; PowerPoint on Stoicism; Study Guide on Epicurus and Stoics.

Discussion: Epicurus on friendship.

Assignment: Quiz on Epicurus, Stoics & Good Life.

MODULE 5. Christian views on morality and virtues.

Read: St. Augustine, '*Love Sermon*'(PDF); excerpts from the "Works of Love" ; 'Commentary on Works of Love' by Kierkegaard (PDF); Ch. XV in 'Tertium Organum'.

Assignment: Discussion on the Christian Meaning of Love.

MODULE 6. Deontological ethics. Deontology of religious Ethics of major world religions. Deontology of action. (Deontological ethics holds that at least some acts are morally obligatory regardless of their consequences for human welfare. Descriptive of such ethics are such expressions as "Duty for duty's sake," "Virtue is its own reward") Deontology of Kant. Categorical imperative.

Read: Immanuel Kant, "The Good Will and the Categorical Imperative." (PDF on Canvas);

PowerPoint on Kant.

Watch: video on philosophy of Immanuel Kant (provided on Canvas)

Assignment: answer the questions for the video on Kant.

MODULE 7. Ethics of existentialism.

Read: handouts on Kierkegaard

Watch: Soren Kierkegaard (provided on Canvas)

Assignment: **Quiz** on Kant and Kierkegaard.

MODULE 8. Christian Views on Universal Peace.

Read: Encyclical of Pope John XXIII on Establishing Universal Peace in Truth, Justice, Charity, and Liberty, 1963 (PDF).

Assignment: outline the main ideas of the Encyclical of Pope John XXIII.

MODULE 9. The choice of the Free Will.

Read: Augustine. Advocate of Free Will, Defender of Predestination-by Brandon Peterson; The excerpts from St. Augustine. The Free Choice of the Will.

Assignment: **discussion** on Free Will.

MODULE 10. Eschatological Ethics.

Read: Berdyaev, Part III, Ch. III. Paradise. Beyond Good and Evil. pp. 284-298.

MODULE 11. Eschatological Ethics (cont.)

Analyze Berdyaev's ideas on Paradise, pp. 284-298.

Write: Reaction paper on the main ideas of Eschatological ethics.

MODULE 12. The Ethics of Creativeness. The creative nature of moral act. The part of Imagination in moral life.

Read: Part II, Ch.3. pp. 126-153 – in: Berdyaev, The Destiny of Man.

Write: Essay on the Ethics of Creativeness.

MODULE 13. The Social Concern (Sollicitudo Rei Socialis).

Read: John Paul II: Sollicitudo Rei Socialis (30 December 1987) (pdf); John. Paul II Letter.

Assignment: Summarize your reading of John Paul II letter.

MODULE 14. Catholic Approach to diversity.

Read: A Catholic Approach to diversity; On Dignity of a Human Person.

Assignment: presentations of the main ideas of your final projects on zoom or recorded.

MODULE 15. Submission of the Final projects.

Module	Assignment title	Format	Due date
1	The best choice (or, the worst choice) I made in my life.	Introductory essay	01/16
1	The origin & the nature of morality	Discussion	01/23
2	Plato on Love & Virtue Ethics	Quiz	01/31
3	Plato & Aristotle on happiness	Quiz	02/14
4	Aristotle & Epicurus on Friendship.	Discussion	02/21
4	Epicurus, Stoics & Good Life	Quiz	02/28
5	Christian Meaning of Love	Discussion	03/21
6	Immanuel Kant questions	Video Worksheet	
7	Kant & Kierkegaard	Quiz	03/07
8	Encyclical of Pope John XXIII	Textual analysis; Document summary with Quotations	03/28

8	Ethics & AI in Religion , Philosophy & Social Ethics	Creative assignment	04/04
9	Free Will	Discussion	04/04
10	The Meaning of Paradise	Analytical Reaction Essay	04/11
12	Ethic of Creativeness	Analytical Reaction Essay	04/19
13	The Human Person in Redemption Hominis	Analytical Essay	04/25
14	Diversity in the Modern World	Discussion	04/27
15	Final projects	Presentations, submissions	04/27