



College of Arts and Sciences

School of Theology

PH 105: Ethics

Henry Hall 227, MWF 11:30am – 12:20pm | Credits: 3 | Section: 01-1 | Term: Fall 2026

Instructor Information

Instructor	Dustyn Kainoa Ragasa, Ph.D.
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Phone	808-739-8533
Office Location	Henry Hall 206 F
Office Hours	MWF 11:30am – 1:30pm and by appointment
Virtual Office Hours	By appointment only

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 allow up to 24 hours for a response.

School and Department

School	School of Theology
Location	Henry Hall 206
Phone	(808) 739-4633

Course Description and Materials

Catalog Description

The study of the concepts of good and bad, right and wrong, has a long history. This course will study the origins and legitimacy of our standards of conduct and character and will discuss modern studies which consider the compelling and unconditional overtones of ethical demands. The course will also discuss the ways in which we talk to children and young people about what is right and wrong. This course fulfills the Critical Thinking General Education requirement.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Henry Hall 227
Meeting Days/Times	Mondays, Wednesdays, and Fridays at 11:30am – 12:20pm
Time Allocation	As established by the Chaminade University of Honolulu Credit Hour Policy, this three-credit hour course represents completion of a minimum of 135 hours of student engagement over one 15-week semester. 1. 40.66 hours of regularly scheduled in-person classroom instruction (e.g., lectures on course themes, weekly seminars on assigned readings, collaborative group discussions, and weekly quizzes)

	2. 24.00 hours of Final Project preparation (i.e., collaborative ideation, project refinement, and presentation development and revision) 3. 70.34 hours of ancillary work averaging 4.68 hours per week (e.g., course readings, quiz preparation, supplementary research, one-on-one support, optional reflection and clarification papers, completion of additional assignments as needed, etc.)
Required Materials	Please inform the instructor if you require assistance in accessing any of these materials. Assigned Texts (available on Canvas) 1. Aristotle. <i>Eudemian Ethics</i>. Edited by Brad Inwood and Raphael Woolf. Cambridge: Cambridge University Press, 2013. 2. Kant, Immanuel. <i>Groundwork for the Metaphysics of Morals</i>. Edited and translated by Allen W. Wood. New Haven: Yale University Press, 2002. 3. Mill, John Stuart. <i>Utilitarianism</i>. Boston: Willard Small, 1887.
Canvas	Access to internet-capable technology is essential as important information and materials are posted on our Canvas site and will be updated regularly.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the minor in Philosophy, the student will be able to:

1. Identify the perennial problems that form Western philosophical thinking.
2. Discuss the question, “why is there something rather than nothing?”
3. Apply theories of meaning and use of language in creating meaning in personal and social contexts.
4. Compare major similarities and differences in approaches and content of classical and contemporary ethical theories.
5. Formulate a theory of justice, its relationship to peace and its context in Catholic Social Teaching and how this tradition compares with other theories of justice and peace.
6. Deploy various concepts of meaning that challenge the nihilism suggested by the limits of human life, including the Catholic response that we do something because we have been loved into existence.

Course Learning Outcomes (CLOs)

Upon completion of PH 105: Ethics, the student will be able to:

1. Differentiate between the primary value schemata of the three major schools of Western philosophical ethics.
2. Assess an ethical argument for methodological structure, conceptual coherence, and import for practical application.
3. Support shared values in a morally pluralistic world and in an ideologically polarized society.
4. Defend a position relating to one’s academic, personal, or professional interests using the methods of Western philosophical ethics.

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo 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 (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo 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 (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	4	4	4	4
PLOs	5	5	5	5
Native Hawaiian Values	3	3	3	3
Gen Ed Outcomes	4	4	4	5

Attendance and In-Class Participation

Attendance Policy

Our learning community will be characterized by a spirit of collaboration, so consistent participation is a fundamental requirement. It is the responsibility of the student to obtain materials from other students in the event of an excused absence.

Quick Reference — Absence Thresholds:

Excused Absence	The option to excuse absences is at the sole discretion of the instructor. Students must register absences via email to the instructor prior to the beginning of that class.
Unexcused Absence	Absences that are not registered via email to the instructor prior to the beginning of that class or absences for frivolous purposes will be considered unexcused.
Warning Threshold	Students who accumulate three (3) or more unexcused absences will be contacted by the instructor for redress.
Grade Penalty	Four (4) instances of non-participation imply that the highest final grade achievable is a “B.”
Course Failure	Six (6) or more absences will constitute grounds for an administrative removal or a recommendation to withdraw from the course.
Late Arrival / Early Departure	Arriving more than 15 minutes late to class will count as one (1) tardy. Three (3) tardies will amount to one (1) unexcused absence. Departing class 15 minutes (or more) early or will amount to one (1) unexcused absence.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.

Course Activities

In-Class Activities	In-class activities will cycle between three formats: 1. <i>Seminar</i> . Assigned readings will introduce the weekly theme. Students will collaboratively analyze and discuss the readings in small group format. Seminars will occur on the first session of the week, ordinarily Monday. 2. <i>Lecture</i> . A lecture will examine a specific element of the weekly theme in greater detail. Outlines will be provided. Lectures will typically occur on the second session of the week, ordinarily Wednesday. 3. <i>Colloquium</i> . Plenary dialogue on the weekly theme will invite summative comments, synthesis of information, opportunities for sharing, and prospects for further exploration. Colloquia will typically occur on the third session of the week, ordinarily Friday.
Homework / Assignments	Assigned readings are to be completed and ready to be discussed on the seminar session of the week, usually Monday. Our readings are seminal primary texts of Western philosophical ethical method that not easily understood when read quickly or skimmed, so do budget ample time to read. Please see page 9 of this syllabus for a complete schedule of readings. Students are also encouraged to perform additional research to enhance their understanding of the texts.
Quizzes	Students must prepare for weekly in-class quizzes at the conclusion of the week, ordinarily Friday. These short quizzes will assess learning in multiple choice and short essay formats. Make-up quizzes for excused absences may be administered orally during a scheduled meeting.
Projects	Students will demonstrate subject matter proficiency through a collaborative Final project that entails real-world application of course themes to issues of justice. Students will work individually (1) or self-divide into pairs (2) for the project. Please review page 8 for the full project prompt. A grading rubric will be distributed near the middle of the term.

Course Policies

Late Work	Late submission of work may be permitted by discretion of instructor with advance written permission.
Make-Up Work	Assignments, including quizzes, cannot be made up at a later date except by discretion of instructor and with advance written permission.
Extra Credit	One extra credit opportunity will be announced during the semester.

Incomplete Grade	Students unable to complete course requirements for legitimate circumstances may petition the instructor for an Incomplete no later than the twelfth week of class. The option to grant an Incomplete is at the sole discretion of the instructor.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades will be submitted to Self-Service (selfservice.chaminade.edu) and are to be interpreted as follows:

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy. If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an

alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). 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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources and Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring and Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

I. Project Prompt

You – as **individuals (1) or as pairs (2)** – are invited to construct and defend a principled ethical position relating to your academic, personal, or professional interests as informed by one method of Western philosophical ethics.

1. First, **identify a contemporary ethical issue**. Drawing upon your knowledge, skills, and experience, provide an analysis of why and how it is problematic. (e.g., the abuse of generative AI, breaches of privacy in data mining, environmental degradation, worker exploitation, gender bias, etc.)
2. Next, **employ one (1) method of Western philosophical ethics** to show how it provides guidance, clarification, resolution, or justification for the ethical issue that you have identified and analyzed. Your engagement of the method should provide a compelling account of why the field of ethics is relevant for addressing the issue facing you today. (e.g., etc.)

II. Presentation Guidelines

You will present your project to our class on **Tuesday, December 8, from 8:30am to 10:30am**. Projects may be shared through your choice of medium: hands-on demonstration, research paper, a short documentary, a PowerPoint presentation, a collection of vlogs, or in any other creative way that would best present your work.

- Individuals must be present to present on the presentation day
- Pairs may choose to appoint a spokesperson for the presentation or jointly present the project

At the conclusion of your presentation, you will briefly field and answer questions from your classmates and the instructor about your project. Presentations and Question and Answers should approximate, but must not exceed, **10 minutes**. Materials associated with your project, such as slideshows, videos, or papers, must be submitted to the instructor by the end of the examination period during which you had presented.

Weekly Course Schedule

Date	Day	Class	Course Material
8/17	M	1.a	Course Introduction and Syllabus Review
8/19	W	1.b	Lecture: The Trolley Problem and the Scope of Ethics
8/21	F	1.c	Colloquium: Identifying Everyday Ethical Issues
8/24	M	2.a	Seminar: Mill, <i>Utilitarianism</i> , Chapter II (pp. 12-22.)
8/26	W	2.b	Lecture: Epicurus's Hedonistic Drive to ἀταραξία
8/28	F	2.c	Colloquium: Balancing Tranquility and Excitement
8/31	M	3.a	Seminar: Mill, <i>Utilitarianism</i> , Chapter II (pp. 22-38.)
9/2	W	3.b	Lecture: The Quest for Pleasure and Bentham's Felicific Calculus
9/4	F	3.c	Colloquium: Weighing Between Today's Manifold Pleasures
9/7	M	x	Labor Day – Holiday
9/9	W	4.a	Seminar: Mill, <i>Utilitarianism</i> , Chapter II (pp. 38-59.)
9/11	F	4.b	Lecture: <i>On Bullshit</i> and the Freedom of Speech in Contemporary Society
9/14	M	5.a	Seminar: Mill, <i>Utilitarianism</i> , Chapter III (pp. 60-78.)
9/16	W	5.b	Lecture: Animal Rights and the Boundaries of Human Preference
9/18	F	5.c	Colloquium: Why Be Ethical?
9/21	M	6.a	Seminar: Kant, <i>Groundwork for the Metaphysics of Morals</i> , Ak 4:393 – Ak 4:405 (pp. 9-21.)
9/23	W	6.b	Lecture: Personal and Social Responsibility to Indigenous Land Claims
9/25	F	6.c	Colloquium: Confronting the Demands of Duty
9/28	M	7.a	Seminar: Kant, <i>Groundwork for the Metaphysics of Morals</i> , Ak 4:406 – Ak 4:421 (pp. 22-38.)
9/30	W	7.b	Lecture: Human Dignity and the Ascendency of Human Rights
10/2	F	7.c	Colloquium: Prioritizing the Marginalized and Oppressed
10/5	M	8.a	Seminar: Kant, <i>Groundwork for the Metaphysics of Morals</i> , Ak 4:422 – Ak 4:430 (pp. 38-48.)
10/7	W	8.b	Lecture: The Bioethical Limits of Scientific Research on Human Subjects
10/9	F	8.c	Colloquium: Taking Stock of One's Relationships
10/12	M	x	Discoverers' Day – Holiday
10/14	W	x	<i>Wellness Week</i>
10/16	F	x	<i>Wellness Week</i>
10/19	M	9.a	Seminar: Kant, <i>Groundwork for the Metaphysics of Morals</i> , Ak 4:431 – Ak 4:445 (pp. 49-62.)
10/21	W	9.b	Lecture: Feminist and Postcolonial Critiques and the Centrality of Self-Determination
10/23	F	9.c	Colloquium: Strengthening One's Sense of Integrity
10/26	M	10.a	Seminar: Aristotle, <i>Eudemian Ethics</i> , Book I (pp. 3-14.)
10/28	W	10.b	Lecture: The Search for the Good Life in a Post-Moral World
10/30	F	10.c	Colloquium: Outlining Authentic Happiness
11/2	M	11.a	Seminar: Aristotle, <i>Eudemian Ethics</i> , Book II (pp. 15-40.)
11/4	W	11.b	Lecture: The Moral Wisdom of the Endoxic Method
11/6	F	11.c	Colloquium: Cataloguing 21 st Century Virtues in Hawai'i and Beyond
11/9	M	12.a	Seminar: Aristotle, <i>Eudemian Ethics</i> , Book III (pp. 41-58.)
11/11	W	x	Veterans' Day – Holiday
11/13	F	12.b	Colloquium: Describing the Ethical Student in the Age of Artificial Intelligence
11/16	M	13.a	Seminar: Aristotle, <i>Eudemian Ethics</i> , Book IV (pp. 59-81.)
11/18	W	13.b	Lecture: The Pluralistic Vision of the Capabilities Approach
11/20	F	13.c	Colloquium: Reimagining a Just Economy
11/23	M	14.a	Colloquium: Student-Led Topics I
11/25	W	14.b	Colloquium: Student-Led Topics II
11/27	F	x	Thanksgiving Break – Holiday
11/30	M	15.a	Lecture: Course Conclusion
12/2	W	15.b	Final Project Preparation I
12/4	F	15.c	Final Project Preparation II