

### Catalog Description

This prerequisite course provides a study and overview of the major themes of philosophy as represented in the work of Thomas Aquinas and his impact on Western Thought. It will examine representative philosophers for these themes from each of the periods of philosophical history and provide the basis for more in depth examination of the role of philosophy in theology.

### 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. The Philosophy Minor Program: *Program Learning Outcomes* (PH PLO)  
Upon completion of the Minor in Philosophy, students will be able to:
  - 1. Analyze the perennial problems that form Western philosophical thinking
  - 2. Propose solutions to the question, “why is there something rather than nothing?”
  - 3. Compare theories of meaning and use of language in creating meaning in personal and social contexts
  - 4. Identify major similarities and differences in approaches and content of classical and contemporary ethical theories
  - 5. Interpret the nature 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. Evaluate 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
- C. The Master of Pastoral Theology Program: *Program Learning Outcomes* (MPT PLO)  
Upon completion of the Master of Pastoral Theology program, students will be able to:
  - 1. Identify the constitutive elements of Catholic theology: its historical development, its contemporary expression within a Vatican II framework, and its context within the broader Christian tradition
  - 2. Develop methods of critical theological reflection in response to issues, needs, and concerns of various pastoral contexts within and for communities of Hawaii and the Pacific Rim
  - 3. Compare and contrast theological positions and values within the Christian community
  - 4. Engage the Marianist tradition of education for service, peace, justice, and the integrity of creation in ways that respond and lead to active participation within changing local and global environments
- D. PH 550 The Philosophy of Thomas Aquinas: *Course Learning Outcomes* (CLO)  
Upon successful completion of this course, students will be able to:
  - 1. Differentiate between philosophical and theological methods of inquiry (CME 1; PH PLO 1; MPT PLO 1)
  - 2. Identify basic Aristotelian categories found within the Thomistic corpus (CME 2; PH PLO 3; MPT PLO 1)
  - 3. Assess Thomistic philosophy for its usefulness in describing reality for the contemporary world (CME 5; PH PLO 3; MPT PLO 1)
  - 4. Relate the fields of ontology, anthropology, metaphysics, ethics, and logic as parts of a cohesive whole. (CME 2; PH PLO 1; MPT PLO 1)

### Required Materials

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 specific assignments of the texts below correspond to different registration classifications. Consult the schedule on pages 7-9 for detailed reading assignments.

- a. Anderson, James F. ed. *An Introduction to the Metaphysics of St. Thomas Aquinas*. Washington, D.C.: Gateway Editions, 1997.
- b. Bobik, Joseph. *Aquinas on Matter and Form and the Elements: A Translation and Interpretation of De Principiis Naturae and the De Mixtione Elementorum of St. Thomas Aquinas*. Notre Dame: University of Notre Dame Press, 1998.
- c. Gilson, Etienne. *The Christian Philosophy of St. Thomas Aquinas*. Notre Dame: University of Notre Dame Press, 2006.
- d. Wuellner, Bernard. *Dictionary of Scholastic Philosophy*. Fitzwilliam: Loreto Publications, 2012.

### 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 Thomistic philosophy is a highly technical field with its own methods, terms, and foundational assumptions, you should allow yourself ample time to study and digest this exceptionally challenging yet rewarding material. Be advised that Thomism employs a “grammar” that conceals many false cognates and uses different senses of words. Use a specialized lexicon or dictionary of Scholastic philosophy.

#### 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 and timely 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.

### Assessment, Grading, and Late Work Policy

The final grade earned by a student will be based on fulfillment of the requirements above. Final grades awarded represent an assessment of a student’s overall achievement 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 coursework
- 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. *Ex post facto* permission to complete late assignments will not be granted.

### Credit Hour Policy

As established by Chaminade University of Honolulu policy, this three-credit course represents a minimum of 135 hours of student engagement over one 12-week MPT term. All students enrolled in this course shall satisfactorily 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. 52.00 hours of online assignments and activities averaging 4.33 hours per week (e.g., threaded discussion, response or reflection prompts, peer-to-peer dialogue and mutual discovery)
3. 65.00 hours of ancillary work averaging 5.41 hours per week (e.g., course readings, supplementary study, office hour visits, additional assignments tailored to specific needs, etc.)

### 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 critically about and question the concepts covered but will be assessed solely by their 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 increasingly important example. Students submit assignments on their honor that the work is original and single authored in its entirety. In the first instance of alleged plagiarism or misuse of generative AI, the instructor and student will meet during office hours to review evidence supporting the allegation and to discuss proper citation and authorship techniques. Subsequent offenses of academic dishonesty 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, IEEE, AMA, Chicago, 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, oral or recorded delivery, 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 express 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 minimize interference with our learning by silencing your push notifications during instructional time. Exceptions to this rule include emergency communication. Children are to be supervised such that they are not distracting to the learning of all students. The instructor will regularly pause to invite your questions; please reserve them until asked. Repeated failure to comply with these guidelines may result in an invitation to leave the classroom.

### *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.

### University Policies

#### *Attendance Policy*

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*

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 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 Kōkua '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 Kōkua 'Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### *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. 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.

### *Nondiscrimination Policy and 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.

### *Hazing Prevention Resources and Athlete Helpline*

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

**Non-Degree Seeking Students**

1. *Summary* (one paragraph per reading)  
For each of the Non-Degree readings, write one paragraph of at least 5-7 sentences summarizing “the point” and highlight the ideas that seem to be the key takeaways. Take care to write your summaries as if you were explaining it to a person of a younger generation. Provide examples to demonstrate your understanding. Your goal is *proficiency*.
2. *Personal Reflection* (one paragraph)  
In one paragraph of at least 5-7 sentences, reflect on the readings as they relate to your academic growth. How do the readings challenge you to grow in your intellectual life, to interpret and “see” the world differently? Can you make the material practical for daily living? Your aim is *synthesis*.
3. *Offer Questions and Comments* (two to three sentences)  
Read through the posts of other Non-Degree students. Offer at least one question or affirming comment, especially on a post that has yet to receive a comment. Help to ensure that everyone feels supported and seen – you are your classmate’s keeper. Your responsibility is *edification*.
4. *Comment on a Degree-Seeking Student’s Post* (two to three sentences)  
Review the discussion thread and add a comment or ask a question on a Degree-Seeking student’s post. Degree-Seeking students will be studying the same themes, ideas, and concepts in greater detail. They are expected to enhance your learning experience by serving as one of our academic resources. Your task is *dialogue*.

**Degree-Seeking Students**

1. *Summary* (two paragraphs per reading)  
For each of the Degree-Seeking readings, write two paragraphs of at least 10-14 sentences summarizing “the point” and highlight the ideas that seem to be the key takeaways. Be sure to write your post so that it is accessible to everyone in our class. Provide examples to demonstrate your understanding. Your goal is *excellence*.
2. *Academic Reflection* (one paragraph)  
In one paragraph of at least 5-7 sentences, reflect on the readings as a whole. How do the readings challenge you to grow academically and intellectually? To which ideas do you commit to further exploration? Your aim is *self-assessment*.
3. *Offer a Question or Comment to a Degree-Seeking Student Post* (two to three sentences)  
Carefully analyze the ideas and insights of another Degree-Seeking student. Pose a clarifying question, a different perspective, or gentle corrective on a post that has yet to receive a comment. Academic growth is achieved together in a way that cannot be achieved alone. Your responsibility is *accountability*.
4. *Respond to Questions and Comments* (one paragraph)  
Non-Degree Seeking students have been invited to post a question or comment on Degree-Seeking student posts. Meaningfully responding to their comments and questions is your opportunity to learn by example. Your calling is to *listen*.
5. *Comment on a Non-Degree Student Post* (two to three sentences)  
Review the discussion thread and add a comment of clarification, encouragement, or question for development on a Non-Degree Seeking student post. You are being invited to be a resource for enhancing the depth of understanding in our entire community. Your task is *facilitation*.

1. Week 1: September 15 - 21
  - a. All Students
    - i. Bobik, *Aquinas on Matter*, pp. 1-7. (Until the end of “**Form: substantial and accidental**”)
  - b. BA Students
    - i. Anderson, *An Introduction to the Metaphysics of St. Thomas Aquinas*, Introduction.
  - c. MPT Students
    - i. Gilson, *The Christian Philosophy of St. Thomas Aquinas*, 3-25.
2. Week 2: September 22 - 28
  - a. All Students
    - i. Bobik, pp. 7-14. (From the beginning of “**Generation: substantial and accidental**”)
  - b. BA Students
    - i. Anderson, 1-16.
  - c. MPT Students
    - i. Gilson, 15-25.
3. Week 3: September 29 - October 5
  - a. All Students
    - i. Bobik, pp. 15-25. (Until the end of “**Matter and privation**”)
  - b. BA Students
    - i. Anderson, 17-23.
  - c. MPT Students
    - i. Gilson, 29-45.
4. Week 4: October 6 - 12
  - a. All Students
    - i. Bobik, pp. 25-33. (From the beginning of “**Prime matter, simply prime and relatively prime**”)
  - b. BA Students
    - i. Anderson, 24-35.
  - c. MPT Students
    - i. Gilson, 46-48.
5. Week 5: October 13 - 19
  - a. All Students
    - i. Bobik, pp. 34-43. (Until the end of “**The point of observing that *per accidens* causes are reduced to *per se* causes**”)
  - b. BA Students
    - i. Anderson, 36-44.
  - c. MPT Students
    - i. Gilson, 48-54.
6. Week 6: October 20 - 26
  - a. All Students
    - i. Bobik, pp. 43-56. (From the beginning of “**Principle and cause defined**”)
  - b. BA Students
    - i. Anderson, 45-48.
  - c. MPT Students
    - i. Gilson, 54-58.

7. Week 7: October 27 - November 2
  - a. All Students
    - i. Bobik, pp. 57-66. (Until the end of “**The matter and the agent are both prior and posterior to the form and the end**”)
  - b. BA Students
    - i. Anderson, 49-57.
  - c. MPT Students
    - i. Gilson, 59-66.
8. Week 8: November 3 - 9
  - a. All Students
    - i. Bobik, pp. 66-74. (From the beginning of “**Absolute necessity and conditional necessity**”)
  - b. BA Students
    - i. Anderson, 58-71.
  - c. MPT Students
    - i. Gilson, 66-68.
9. Week 9: November 10 - 16
  - a. All Students
    - i. Bobik, pp. 75-81. (Until the end of “**Semper debemus reducere quaestionem ad primam causam**”)
  - b. BA Students
    - i. Anderson, 72-87.
  - c. MPT Students
    - i. Gilson, 68-70.
10. Week 10: November 17 - 23
  - a. All Students
    - i. Bobik, pp. 81-89. (From the beginning of “**Causes *per se* and causes *per accidens***”)
  - b. BA Students
    - i. Anderson, 88-98.
  - c. MPT Students
    - i. Gilson, 70-74.
11. Week 11: November 24 - 30
  - a. All Students
    - i. Bobik, pp. 90-94. (Until the end of “**Univocal predication, equivocal predication, and analogical predication**”)
  - b. BA Students
    - i. Anderson, 99-116.
  - c. MPT Students
    - i. Gilson, 75-83.
12. Week 12: December 1 - 5
  - a. All Students
    - i. Bobik, pp. 95-100. (Until the end of “**Matter and form: the same in number, the same in species, the same in genus, and the same only according to analogy**”)
  - b. BA Students: *no additional reading assigned.*
  - c. MPT Students
    - i. Gilson, 84-95.