1. COURSE DESCRIPTION
This course covers Aquinas on medieval education, the rise of universities, faith and reason, Aristotelian thought, Aquinas on the world and man, man as a moral agent, the meaning of life, the ultimate end of human action, difference between knowledge and faith; God.

2. ENVISIONED LEARNING OUTCOMES
- Students will demonstrate a knowledge of the life and work of Aquinas
- Students will demonstrate an understanding of the metaphysics system of Aquinas
- Students will demonstrate a knowledge of the ethical system of Aquinas
- Students will demonstrate an ability explain to various interpretations of Aquinas in the twentieth century

3. COURSE SCHEDULE

**Week 1: The Life and Work of Aquinas 1**
Readings
Pieper, 1-75
Assignment: Discussion Post Week 1

**Week 2: The Life and Work of Aquinas 2**
Readings
Pieper, 75-161
Assignment: Discussion Post Week 2
Week 3: Epistemology
Readings
Aquinas, *ST* I, 79
West, “Gilson, Maritain, and Jason West on Critical Realism,” (PDF)
Assignment: Discussion Post Week 3

Week 4: Metaphysics 1—Act and Potency, Hylemorphism, Essence and Existence
Readings
Anderson, 1-45
Feiser, 8-31
Assignment: Discussion Post Week 4

Week 5: Metaphysics 2—The Transcendentals
Readings
Anderson, 49-99
Feiser, 31-61
Assignment: Discussion Post Week 5

Week 6: Metaphysics 3—Natural Theology
Readings
Feiser, 62-131
Aquinas, *ST* 1, 2
Assignment: PAPER 1 DUE

Week 7: Ethics 1—The Good for Man
Readings
McInerny, *Ethica Thomistica*, 1-35
Aquinas, *SCG* III, 1-22
Assignment: Discussion Post Week 7

Week 8: Ethics 2—Good and Evil Actions
Readings
McInerny, *Ethica Thomistica*, 35-90
Aquinas, *ST* I.II, 18
Assignment: MIDTERM
Week 9: Ethics 3—Conscience
Readings
McInerney, 90-122
Aquinas, ST I.II, 60-61
Assignment: Discussion Post 10
RESEARCH TOPIC DUE

Week 10: Ethics 4—Natural Law
Readings
Aquinas, ST I.II, 90-91
Assignment: PAPER 2 DUE

Week 11: Aquinas and Modernity 1—Gilson
Readings
McIntyre, 3-68
Assignment: Discussion Post Week 11

Week 12: Aquinas and Modernity 2—De Lubac and Chenu
Readings
McInerney, 69-125
Assignment: Discussion Post Week 12

Week 13: Aquinas and Modernity 3—Esse
Readings
McInerney, 126-188
Assignment: Discussion Post 13

Week 14: Aquinas and Modernity—The Science of Metaphysics
Readings
McInerney, 188-245
Assignment: RESEARCH PAPER DUE

Week 15: Aquinas and Modernity 5—Existentialism and Essentialism
Readings
McInerney, 245-306
Assignment: FINAL EXAM
4. COURSE REQUIREMENTS

- **Discussion Postings and Responses – 10%**
  
  **POSTS:** On ten weeks, when other assignments are not due, students respond substantively (roughly 250 words) to a weekly discussion prompt. The discussion posts allow students to demonstrate familiarity with the lesson material and offer opportunities for developing their academic writing ability and should not be merely reflective. Follow HACS guidelines for citing sources. The weekly discussion post is due at the end of each week by 11:59pm eastern time on Saturday.

  **RESPONSES:** Each week students will respond substantively (around 50 words) to the work of at least two other students. In addition, students should respond to comments on their own posts, though these do not count as part of the two required peer responses. The two required peer responses must be on the initial posts of at least two different students. The intent is to encourage discussion and interaction among students as would occur during a live classroom session. In order to count for grading purposes, responses must be posted by the following **Wednesday** at 11:59 pm eastern time.

**Citations in Discussion Posts**

For the purposes of the Discussions in Populi, please do provide a full footnote for sources at the end of your post. You will have to type a special character (^) at the beginning and end of your numbers to make a superscript in Populi, e.g. ^1^, ^2^, etcetera. Use the special characters for superscript also in your footnote.

**Example Footnote**


Also, to bold, italicize, or underline words in Populi, please refer to the “Formatting Guide” located below all discussion/comment fields in Populi.

- **SHORT PAPERS – 10%**

  Students will write two short papers summarizing clearly and concisely aspects of Aquinas’ thought. The first will cover metaphysics (Weeks 4-6) and the second ethics (Weeks 7-10).

- **RESEARCH PAPER – 25%**

  Learning to conduct research, analyze a topic, and write well are very important skills for each student to develop. Therefore, each student will write a 12 to 15 page research paper on an aspect of the philosophy of Aquinas. This project involves the following steps and due dates (each student is responsible for knowing and following this information without instructor prompts and reminders):

  **Step 1:** Select an appropriate topic from the philosophy of Aquinas. Your topic must involve researching and/or analyzing a certain aspect of Aquinas’ philosophy, as opposed to simply reporting on a topic. For example, “The Life of St. Thomas Aquinas” is not an appropriate research topic but an examination of a certain aspect of his thought is.

  **Step 2:** Prepare an annotated bibliography for the project. The intent of an annotated bibliography is to help you select initial resources with which to begin your research. You will likely discover other sources as you conduct your research – this is perfectly acceptable since the annotated bibliography is a starting point. The annotated bibliography must include at least five academic-quality sources. “Sources” such as Wikipedia are not considered academic-quality. Direct any questions on whether a source is of appropriate academic-quality to the instructor. Email the instructor a copy of your annotated
bibliography as an attachment and post a copy of your annotated bibliography in the appropriate folder in the class discussion board.

An annotated bibliography lists the works the student intends to cite along with a succinct defense of why that particular source is appropriate to the chosen topic and/or how the student intends to use that source in his work. Below is a sample annotated bibliography entry:

Harrison, D. J. “Using the Moral Language of Cultures to Dialogue.” Social Justice Review, 100 (2009):142-146. An examination of the use of Natural Law to enable interfaith dialogue, which is pertinent to my research because it addresses communication between peoples of different backgrounds.

A complete sample annotated bibliography is posted under the course info tab. Please refer to it as an example for format and content.

Step 3: Write an 12 to 15 page research paper (Times New Roman font, 12-point, double-spaced). Follow the HACS style sheet. Include a bibliography at the end of your paper. Please note that you do not double-double space between paragraphs, but instead indent each new paragraph ½ inch. Since this project is designed to help undergraduate students learn the craft of writing academic papers, the use of proper spelling, grammar, and style are very important and will be evaluated as part of a student’s final grade for the paper. Direct any questions regarding paper format to the instructor. Email a copy of your paper to the course instructor and post a copy in the appropriate folder in the discussion board.

• MIDTERM EXAM – 25%

• FINAL EXAM – 30%

5. REQUIRED READINGS and RESOURCES:

- Ralph McInerny, Ethica Thomistica, Catholic University of America Press, 1997
- Ralph McInerny, Preambula Fidei, Catholic University of America Press, 2006

6. SUGGESTED READINGS and RESOURCES:

- Rudi Te Velde, Aquinas on God
- John Wippel, The Metaphysical Thought of Thomas Aquinas
- Pasquale Porro, Thomas Aquinas: A Historical and Philosophical Profile

7. EVALUATION

(Basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below). Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at http://www.holyapostles.edu/owl).
GRADING SCALE:
A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D 60-69; F 59 and below

Grading Rubric for the Major Papers

<table>
<thead>
<tr>
<th>(CONTENT)</th>
<th>(RESEARCH)</th>
<th>(WRITING &amp; EXPRESSION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence of Understanding</td>
<td>Lack of Understanding</td>
<td>Incomplete writing</td>
</tr>
<tr>
<td>Analysis shows no awareness of the discipline or its methodologies as they relate to the topic.</td>
<td>Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</td>
<td>Analysis is only partially written or completely misses the topic.</td>
</tr>
<tr>
<td>Inadequate understanding</td>
<td>Analysis is sometimes unclear in understanding or articulating concepts of the discipline.</td>
<td>Writing difficult to understand, serious improvement needed</td>
</tr>
<tr>
<td>Analysis is only partially written; confusing organization or development; little elaboration of position; insufficient control of</td>
<td>Weak research and/or documentation</td>
<td>Episodic writing, a mix of strengths and weaknesses.</td>
</tr>
<tr>
<td>sources</td>
<td>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</td>
<td>Acceptable writing, but could use some sharpening of skill</td>
</tr>
<tr>
<td>Solid Understanding</td>
<td>Adequate understanding</td>
<td>Solid writing, with something interesting to say.</td>
</tr>
<tr>
<td>Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.</td>
<td>Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.</td>
<td>Analysis is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons</td>
</tr>
<tr>
<td>Solid Understanding</td>
<td>Excellent critical research and documentation</td>
<td>Command-level writing, making a clear impression</td>
</tr>
<tr>
<td>Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts.</td>
<td>Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format.</td>
<td>Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development;</td>
</tr>
</tbody>
</table>

Grading Rubric for the Major Papers

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>0 pts. – Paper Posting</th>
<th>3 pts. – Paper Posting</th>
<th>6 pts. – Paper Posting</th>
<th>9 pts. – Paper Posting</th>
<th>12 pts. – Paper Posting</th>
<th>15 pts. – Paper Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence of Understanding</td>
<td>Lack of Understanding</td>
<td>Inadequate understanding</td>
<td>Adequate understanding</td>
<td>Solid Understanding</td>
<td>Insightful understanding</td>
<td></td>
</tr>
<tr>
<td>Analysis shows no awareness of the discipline or its methodologies as they relate to the topic.</td>
<td>Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</td>
<td>Analysis is sometimes unclear in understanding or articulating concepts of the discipline.</td>
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<td>Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts.</td>
<td></td>
</tr>
<tr>
<td>Missing Research</td>
<td>Inadequate research and/or documentation</td>
<td>Weak research and/or documentation</td>
<td>Adequate research and documentation but needs improvement</td>
<td>Solid research and documentation</td>
<td>Excellent critical research and documentation</td>
<td></td>
</tr>
<tr>
<td>Paper shows no evidence of research: citation of sources missing.</td>
<td>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</td>
<td>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</td>
<td>Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.</td>
<td>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</td>
<td>Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format.</td>
<td></td>
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<tr>
<td>Incomplete writing</td>
<td>Writing difficult to understand, serious improvement needed</td>
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<td>Command-level writing, making a clear impression</td>
<td></td>
</tr>
<tr>
<td>Analysis is only partially written or completely misses the topic.</td>
<td>Analysis fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of</td>
<td>Analysis is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate</td>
<td>Analysis is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons</td>
<td>Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development;</td>
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8. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them. Students who have technological limitations (e.g., slow Internet connection speeds in convents) are asked to notify their instructors the first week of class for alternative means of delivery.

9. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab’s website at http://www.holyapostles.edu/owl/resources).

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.
10. ATTENDANCE POLICY

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required, per the federal standards, to be in class three 50-minute sessions (or 2.5 hours a week) and prepare for class discussions six 50-minute sessions (or 5 hours) a week. Expect to devote at least nine 50-minute sessions (or 7.5 quality hours) a week to this course. A failure on the student’s part to actively participate in the life of the course may result in a reduction of the final grade.

11. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student’s email in favor of granting the “Incomplete” status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student’s permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A “WF” (Withdrawal/Fail) will appear on the student’s permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.

12. ABOUT YOUR PROFESSOR

Jon Kirwan, MEd, DPhil (Oxon), received his doctorate from the University of Oxford and is an Assistant Professor at St. Patrick’s Seminary and University in Menlo Park, CA. Specializing in twentieth-century French thought, his doctoral thesis, soon to be published by Oxford University Press, focuses on the debate between Thomism and the nouvelle théologie.