This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th><strong>Unit code</strong></th>
<th>PHL102</th>
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<tbody>
<tr>
<td><strong>Unit name</strong></td>
<td>Medieval Philosophy</td>
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</table>
| **Associated higher education awards** | Diploma of Liberal Arts: Foundations of Wisdom  
Bachelor of Arts in the Liberal Arts |
| **Duration**        | One semester |
| **Level**           | Introductory |
| **Unit Coordinator**| To be advised |
| **Core/Elective**   | Core |
| **Weighting**       | Unit credit points: 10 credit points |
|                     | Total course credit points:  
Diploma of Liberal Arts: Foundations of Learning 80 credit points  
Bachelor of Arts in the Liberal Arts 240 credit points |
| **Student workload**| **Face-to-face on-site** |
|                     | Timetabled hours 39  
Personal study hours 111  
**Total workload hours** 150 |
|                     | Students requiring additional English language support are expected to undertake an additional one hour per week.  
In order to be considered for a passing grade, students must attend at least 80% of class sessions. |
| **Delivery mode**   | Face-to-face on-site |
| **Pre-requisites/Co-requisites/Restrictions** | Prerequisite  
PHL101 Ancient Philosophy |
| **Rationale**       | This is the second of three philosophy units (along with PHL101 and PHL201) that focus on the contributions that influential philosophers made to the Western intellectual tradition (see the “Rationale” for the PHL101 unit for an explanation of how these units are approached and why they are important for a liberal arts education).  
This unit introduces students to intellectual developments from late Antiquity through the end of the 16th Century. To appreciate the unfolding of Western philosophy and understand later developments, it is important for students to learn how figures like Boethius, Anselm, Aquinas, Bonaventure, Duns Scotus and Erasmus influenced philosophical approaches (like realism, scholasticism and nominalism) and issues (like knowledge, freedom, the soul, the relationship of faith and reason, and debates concerning being and essence). Furthermore, to see how thinkers during this era are situated within and contribute to the Western philosophical tradition, students examine the influence of the reintroduction into the Latin West of previously unavailable works of Aristotle. |
| Prescribed text(s) | Aquinas, *Summa Theologica*  
|---|---|
Kreeft, P 2015, *Socrates’ Children: Medieval*, St. Augustine’s Press, South Bend, IN.  
In addition to the resources above, students should have access to a Bible, preferably a modern translation such as *The Holy Bible: New King James Version* (NKJV).  
This translation and many others may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices. |
| Specialist resources requirements | Nil |
| Content | 1. Introduction to the Medieval Context  
2. Boethius, *The Consolation of Philosophy*  
3. Anselm, *Proslogion*  
5. St. Bonaventure, *The Journey of the Mind to God*  
6. Duns Scotus & William of Ockham (selections)  
7. Nicholas of Cusa, *Of Learned Ignorance*  
8. Erasmus, *Praise of Folly* |
| Learning outcomes | On completion of this unit, students will have:  
1. Identified and understood some of the basic philosophical concepts and theories (including scholasticism and nominalism) in influential Medieval texts;  
2. Comprehended the contribution of thinkers such as Boethius, Anselm, St. Thomas Aquinas, Duns Scotus, William of Ockham, Nicholas of Cusa and Erasmus to the development of the Western intellectual tradition;  
3. Grasped and analysed the nature of the debates between major schools of thought on the relationship between faith and reason as well as being and essence;  
4. Understood the relationship of developments of Medieval philosophy to both Ancient and contemporary developments and assumptions; |
5. Applied knowledge of philosophical concepts and theories to a Christian worldview and to pressing questions of today;
6. Participated in group discussion by completing readings and contributing with clarity and coherence; and
7. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.

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<tbody>
<tr>
<td>Word Length/Duration</td>
<td>10 x 300 words (5 of which will be graded) Weighting: 30% (6% each)</td>
<td>Word Length/Duration: Weekly</td>
<td>Word Length/Duration: 1,000 words</td>
<td>Word Length/Duration: 2,000 words</td>
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<tr>
<td>Learning Outcomes</td>
<td>1-3, 5-7</td>
<td>Weighting: 10%</td>
<td>Learning Outcomes: 2-5, 7</td>
<td>Weighting: 40%</td>
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<tr>
<td>Assessed</td>
<td>Weeks 2-11</td>
<td>Learning Outcomes: 1, 2, 4-7</td>
<td>Assessed: Week 6</td>
<td>Learning Outcomes: 2-5, 7</td>
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<tr>
<td>Assessed</td>
<td></td>
<td>Assessed: Weeks 2-13</td>
<td>Assessed: Week 13</td>
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| Unit Summary | This is the second of three philosophy units that focus on the contributions that influential philosophers made to the Western intellectual tradition. The goal is to provide an overview of some foundational philosophical concepts, questions and theories developed by influential Medieval philosophers, with special attention on the notion of freedom and the relationships of faith to reason and being to essence. |

*PHL102 Medieval Philosophy*

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