Dominican School of Philosophy and Theology  
PH 1115: Aristotelian Logic

Fall 2021
Instructor: John Thomas Mellein, O.P.
Office: via Zoom/phone
Office Hours: Contact professor by email to schedule an appointment.
E-mail: jmellein@dspt.edu

Course Description
This course focuses on the fundamental principles and techniques of classical logic first articulated in Aristotle’s Organon and further developed by ancient, medieval, and modern thinkers. The course is loosely organized around the traditional distinction of the three operations of the mind: simple apprehension, judgment, and reasoning. The course will include an examination of logical fallacies and a brief excursus into modern symbolic logic.

Lecture/discussion. Student evaluation will be based on regularly submitted problem sets and three exams. [15 max enrollment; Auditors excluded]

This course meets on Tuesdays and Fridays, 9:40 a.m.–11:00 a.m.

This course serves as an introduction to the basic epistemological and metaphysical concepts of Aristotelian and Thomistic philosophy integral to studying at the DSPT. Thus the course includes a theoretical, philosophical component as well as a practical one. The theoretical component will include discussion of the distinction between dialectic and demonstration, Aristotle’s requirements for demonstrative knowledge, the problem of universals, and supposition theory. Class time will include lecture, active discussion of primary texts, and review of assigned exercises.

Note: The extensive bibliography was compiled by Fr. Justin Gable, and is used with permission.

Course Format:
Course meetings will be in-person and remote (concurrent modality). In the event that a mask mandate is in effect, course will be remote only until such time as the mandate is lifted. Students are expected to be present in person or by video and audio via Zoom for all course sessions (3 hrs/week). Students will spend the remaining expected six hrs/week working on the readings and any written assignments. Students are expected to have the technical equipment (computer, camera, microphone, speakers) and access to suitable internet connection for video and audio connection. In order to allow free exchange of ideas in the seminars, class times will not be recorded. Students who are required to miss class for a legitimate reason will make up for missed sessions by submitting a few pages of written work.
Required Texts:

   ISBN: 978-0-393-97213-9  
   Used copies are available under $30.00. See Bookfinder.com or abe.com.  
   **NOTE:** I am using the third edition to control the cost of textbooks for this course. Please be sure to get the third edition. Use the ISBN number to verify the edition. There are currently at least four editions available.

   Paperback. $21.95.  
   **OR**  
   ISBN: 9780691016504 $62.50  
   ISBN: 9780691016511 $62.50

3) Learning Packet provided by Instructor.

Assignments and weekly readings will be taken from Kelley’s *The Art of Reasoning* (second edition); from Aristotle’s *Categories*, *On Interpretation*, *Prior Analytics*, *Posterior Analytics*, *Metaphysics*, and *Topics*; and from the learning packet.

Course Grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation and Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>40%</td>
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</tbody>
</table>

Examinations will be take-home exams, closed notes, and closed book.

Students are to abide by the DSPT’s policies regarding academic honesty as found in the *DSPT Student Handbook*. The grading policy as found in the student handbook, as well as the institutional assessment rubrics, will serve as the guideline for grading. We will review the policies at the beginning of the course.

Course and Institutional Learning Goals

The goal of the course is to gain knowledge of and familiarity with traditional logic at a level suitable for an introductory graduate course. This knowledge will include study of the three acts of the intellect, the distinction between demonstrative and dialectical knowledge, and the rules for categorical and hypothetical syllogisms.

The format of the course, especially the in-class discussions, will give students the opportunity to work toward the institutional learning goals: integrative thinking, intellectual humility, self-direction, and ability to collaborate. We will have a brief in-class discussion regarding the institutional learning goals, available here: https://www.dspt.edu/our-mission
Outcomes
By the completion of the course, the diligent and attentive student will be able to:

Course Outcome 1: Explain the foundational principles of traditional logic, including the three acts of the mind, Aristotle’s categories, and the requirements for demonstrative knowledge.

Course Outcome 2: Be able to discuss some of the concerns of logic, including supposition theory.

Course Outcome 3: Distinguish valid and invalid syllogisms using Aristotle’s rules for syllogisms and knowledge of syllogistic mood and figure.

Course Outcome 4: Be able to identify logical fallacies.

The Instructor will assess each student’s achievement of these outcomes through (A) Three Exams, (B) Class Participation, and (C) assignments. The Course & Curricular Outcomes Table in the Appendix at the end of this syllabus relates these outcomes and assessment activities to both the DSPT Institutional Goals and the MDiv Program Outcomes.

Course Requirements
Students will be expected to prepare assigned readings and exercises and participate in class discussion. Assigned exercises shall be submitted to the professor for credit, although they will not be graded. The completion of assigned problem sets is an important part of the course. The logical techniques and principles discussed in class are meant to be understood so as to be put into practice, so that logic may become a tool for the student’s continuing philosophical and theological study, critical thinking, and responsible leadership. Exercises will allow the student’s knowledge of logic to become practical and integrated. Three examinations (2 midterm exams and a cumulative final exam) will test students’ knowledge of philosophical concepts and facility to apply these in problem solving. Class Sessions will include two parts: 1) discussion of technical logical details; 2) discussion of Aristotelian or Medieval texts on logical theory, including supposition and signification, dialectic, demonstration, and the requirements for and possibility of scientific knowledge.

Students are expected to participate in class sessions using both audio and video features of Zoom, following the policies set forth in the DSPT Student Handbook. Absences will affect the student’s final grade. Students are to email their exams to the instructor by the date/time given. Students with disabilities or whose first language is not English are encouraged to speak with the instructor about any special needs they might have.

Course Schedule

9/7: Introduction to the Course

9/10: First Act of the Intellect: Categories
    Noone, Chapter 1 (pages 1-10)
    Aristotle, Categories, 1–4
    Kelley Chapter 2

9/14: Categories and Fallacies
    Noone, Fallacies 103-108
    Kelley, Chapter 6, 125-140
    Aristotle, Categories 5
    Euclid, Elements (available online)
9/17: Categories and Fallacies
   Noone, Fallacies 109-112
   Kelley, Chapter 6, 141-157
   Aristotle, Categories 6
   Euclid, Elements (available online)

9/21: The First Act of the Intellect: Categories
   Aristotle, Topics 1–5, 9
   Noone, Chapter 2 (14–28)

9/24: The First Act of the Intellect: Categories
   Aristotle, Categories 7–8
   Noone, Chapter 2 (29–41)
   Kelley Chapter 3: Definitions

9/28: The Second Act of the Intellect: Propositions
   Noone, chapter 3
   Kelley, Chapter 8: Propositions
   Aristotle, De Interpretatione, chapters 1–7

10/1: The Second Act of the Intellect: Propositions
   Noone, chapter 3
   Kelley, Chapter 8: Propositions
   Aristotle, Prior Analytics, selections

10/5: The Second Act of the Intellect: Propositions
   Noone, chapter 3
   Kelley, Chapter 8: Propositions
   Aristotle, Prior Analytics, selections

10/8: Exam 1

10/12: The Third Act of the Intellect: Categorical Syllogisms
   Noone, chapter 4
   Kelley, Chapter 9
   Aristotle, Prior Analytics, selections

10/15: The Third Act of the Intellect: Categorical Syllogisms
   Noone, chapter 4
   Kelley, Chapter 9
   Aristotle, Prior Analytics, selections

10/19: The Third Act of the Intellect: Categorical Syllogisms
   Noone, chapter 4
   Kelley, Chapter 9
   Aristotle, Posterior Analytics, selections
10/22: The Third Act of the Intellect: Categorical Syllogisms
   Noone, chapter 4
   Kelley, Chapter 9
   Aristotle, *Posterior Analytics*, selections

10/26 & 10/29: Reading Week (No Class)

11/2: The Third Act of the Intellect: Categorical Syllogisms
   Kelley, Chapter 9
   Aristotle, *Posterior Analytics*, selections

11/5: The Third Act of the Intellect: Categorical Syllogisms
   Kelley, Chapter 9
   Aristotle, *Posterior Analytics*, selections

11/9: Exam 2

11/12: The Third Act of the Intellect: Disjunctive and Hypothetical Syllogisms
   Kelley, Chapter 10
   Aristotle, *Posterior Analytics*, selections

11/16: The Third Act of the Intellect: Disjunctive and Hypothetical Syllogisms
   Kelley, Chapter 10
   Aristotle, *Posterior Analytics*, selections

11/19: The Third Act of the Intellect: Disjunctive and Hypothetical Syllogisms
   Kelley, Chapter 9
   Aristotle, *Posterior Analytics*, selections

   Kelley, Chapter 11
   Aristotle, *Posterior Analytics*, selections

11/26: THANKSGIVING BREAK

11/30: Introduction to Modern Logic I
   Kelley, Chapter 12

12/3: Introduction to Modern Logic II
   Kelley, Chapter 12

12/7: Introduction to Modern Logic III
   Kelley, Chapter 13

12/10: Introduction to Modern Logic IV
   Kelley, Chapter 13/14

12/15: Final Exam
**Additional Resources**

The following is a list of supplemental and suggested readings. They are by no means required reading for the course, but may be of some interest to students wishing to do additional research in the area of Aristotelian and philosophical logic.


Gill, Mary Louise. “Division and Definition in Plato’s Sophist and Statesman.” In *Definition in


Veatch, Henry. *The Two Logics*. 
**Course Outcomes**

**Course Outcome 1:** Explain the foundational principles of traditional logic, including the three acts of the mind, Aristotle’s categories, and the requirements for demonstrative knowledge.

**Course Outcome 2:** Be able to discuss some of the concerns of logic, including supposition theory.

**Course Outcome 3:** Distinguish valid and invalid syllogisms using Aristotle’s rules for syllogisms and knowledge of syllogistic mood and figure.

**Course Outcome 4:** Be able to identify logical fallacies.

The Instructor will assess each student’s achievement of these outcomes through (A) Three Exams, (B) Class Participation, and (C) assignments. The Course & Curricular Outcomes Table in the Appendix at the end of this syllabus relates these outcomes and assessment activities to both the DSPT Institutional Goals and the MDiv Program Outcomes.

**Appendix: Course & Curricular Outcomes Table**

In the following table, each Course Outcome is listed, followed by course activities and/or assignments by which the Course Outcome is to be measured, along with the DSPT Institutional Outcomes and Program Goals/Outcomes to which the given Course Outcome contributes. The DSPT Institutional Goals and Program Goals/Outcomes are available on the following page.

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Activities &amp;/or Assignments To Measure Course Outcome</th>
<th>Related Program and Institutional Goals/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the foundational principles of traditional logic, including the three acts of the mind, Aristotle’s categories, and the requirements for demonstrative knowledge.</td>
<td>(A) Three Exams (B) Class Participation (C) assignments</td>
<td>IGA1-Integrative Thinking MAPhEG2&amp;MAPhTG2-understanding of systematic phil MAPhTG4-specialized knowledge</td>
</tr>
<tr>
<td>2. Be able to discuss some of the concerns of logic, including supposition theory.</td>
<td>(B) Class Participation</td>
<td>IGA1-Integrative Thinking IGB1-Ability to Collaborate MAPhEG2&amp;MAPhTG2-understanding of systematic phil MAPhTG4-specialized knowledge MAPhEG5-communication skills</td>
</tr>
<tr>
<td>3. Distinguish valid and invalid syllogisms using Aristotle’s rules for syllogisms and knowledge of syllogistic mood and figure.</td>
<td>(A) Three Exams (B) Class Participation (C) assignments</td>
<td>IGA2-Intellectual Humility IGA3-Self-Direction IGB1-Ability to Collaborate MAPhEG2&amp;MAPhTG2-understanding of systematic phil MAPhTG4-specialized</td>
</tr>
<tr>
<td>4. Be able to identify logical fallacies.</td>
<td>(B) Class Participation (C) assignments</td>
<td>IGA2-Intellectual Humility IGA3-Self-Direction MAPhTG4-specialized knowledge</td>
</tr>
</tbody>
</table>
DSPT Goals and Outcomes

DSPT Institutional Goals:

Pedagogical Goal: Deep Learning. Motivated by a thirst for truth, the disciplined inquirer is a life-long learner who recognizes fundamental principles in a given field of inquiry and applies them in creative or innovative ways to broader contemporary issues which are of importance to Church, the academy, and/or society. Disciplined inquiry includes the following characteristics:

A1. Integrative Thinking: the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.
A2. Intellectual Humility: an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.
A3. Self-Direction: the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

Vocational Goal: Collaborative Leadership. A collaborative leader inspires within others the desire to realize the common good by articulating to academy or society a coherent vision rooted in the mission of the Church, all the while leading by example.

B1. Ability to Collaborate: expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized.

Abbreviations: IGA1-Integrative Thinking, IGA2-Intellectual Humility, IGA3-Self-Direction, IGB1-Ability to Collaborate

MAPh – Exam Option: Goals

1. a comprehensive knowledge of the history of the Western philosophical tradition;
2. a detailed understanding of systematic philosophy;
3. skills for academic research;
4. an ability to integrate historical and systematic knowledge in a chosen area of interest;
5. skills for effective communication of philosophical ideas.

Abbreviations: MAPhEG1-knowledge of history of phil, MAPhEG2-understanding of systematic phil, MAPhEG3-research skills, MAPhEG4-integration of knowledge, MAPhEG5-communication skills

MAPh – Thesis Option: Goals

1. a comprehensive knowledge of the history of the Western philosophical tradition;
2. a detailed understanding of systematic philosophy;
3. skills for academic research;
4. a focused knowledge in one specific topic of philosophical inquiry;
5. skills for advanced academic writing and publication.  
Abbreviations: MAPhTG1-knowledge of history of phil, MAPhTG2-understanding of systematic phil, MAPhTG3-research skills, MAPhTG4-specialized knowledge, MAPhTG5-skills for advanced writing