

## JAMES N. BERQUIST

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- BIOGRAPHY James Berquist currently holds a B.A. in Liberal Arts from Thomas Aquinas College, a M.A. in Philosophy from the University of Dallas, and is A.B.D. in his doctoral work in Philosophy at the same University. He is writing his dissertation, teaching for Ventura College, teaching online for Texas A&M (Commerce), and teaching (also online) for Mother of Divine Grace School. Outside of teaching and writing, James loves to read, play sports, and spend time with his wife and daughter.

- POSITIONS HELD - **(College)** (listed chronologically - most recent positions are listed last)

**Constantin School of Liberal Arts (Philosophy Department), University of Dallas, Irving, TX; 2013-2014**

~ Adjunct Instructor of Philosophy; contact Dr. Phillip Rosemann, [rosemann@udallas.edu](mailto:rosemann@udallas.edu), (972) 721-5166

**Tarrant County College (Philosophy and Social Sciences Department), Irving, TX; 2013-2014**

~ Adjunct Philosophy Instructor; contact Mark Reed, [mark.reed@tccd.edu](mailto:mark.reed@tccd.edu), (817) 515-6310

**Texas A&M University – Commerce – (Department of Literature and Languages), Commerce, TX; Fall 2015 to Present**

~ Adjunct Philosophy (online) Instructor; contact Hunter Hayes, [hunter.hayes@tamuc.edu](mailto:hunter.hayes@tamuc.edu), (903) 468-8625

**Ventura County Community College – Ventura College – (Philosophy Department), Ventura, CA; Fall 2016 to Present**

~ Adjunct Philosophy Instructor; contact Ron Mules, [rmules@vcccd.edu](mailto:rmules@vcccd.edu), (805) 289-6453

- **(High School)**

**Mother of Divine Grace School, Ojai, CA; 2006 to present**

~ History and Religion Teacher (synchronous virtual classroom online – *Learning Support Program*);

Contact Steven Hayden, [businessdirector@motherofdivinegrace.org](mailto:businessdirector@motherofdivinegrace.org), (805) 646-5818

- EDUCATION

**Bachelor of Arts in Liberal Arts, Thomas Aquinas College, 2008**

~ *Undergraduate Thesis*: “On the relationship of Natural, Ethical, and Political Philosophy”

**M.A. in Philosophy, University of Dallas, 2013**

~ *M.A. Special Topic*: “Aquinas' *De Ente et Essentia*: Metaphysics and Knowledge”

**Ph.D. (A.B.D), Institute of Philosophic Studies at the University of Dallas, 2013 to present**

- LANGUAGES English (native); Latin; Greek (reading); French (beginning)
- AREAS OF SPECIALIZATION James' area of specialization is Ancient and Thomistic Metaphysics and Natural Law. This includes, it should be mentioned, a certain level of specialization in modern Natural Rights theories, and moral philosophy in general.
- AREAS OF INTEREST James' particular area of interest is the development of a true liberal arts education – the education of a free human being. He has produced and is producing multiple papers on the role of the liberal arts in education (particularly logic for the sake of critical thinking and good judgment).
- DISSERTATION Title: “*The Metaphysical Foundations of Natural Law: How Man’s Ordination to Esse Grounds Human Agency*”  
Director: Dr. Matthew D. Walz, [mwalz@udallas.edu](mailto:mwalz@udallas.edu)
- GRANTS, AND SCHOLARSHIPS Braniff Scholarship, Institute of Philosophic Studies – Accepted in 2009 and maintained throughout all coursework (finished in 2013); *Full tuition scholarship* McDermott Grant, UD – (2009-2013)  
Thomas More Stipend, UD – (2011-2012)
- PUBLICATIONS AND LECTURES
- PAPERS GIVEN, ARTICLES PUBLISHED, & INVITED COLLOQUIA
  - 1. “**The Force of the Natural Law: Reason**,” The Institute of Philosophic Studies Graduate Colloquium, Spring 2010.
  - 2. “**The Just Anger of Achilles**” The Institute of Philosophic Studies Graduate Colloquium, Fall 2012.
  - 3. “**Eros in Plato's Symposium**” 2014 ACTC (Association for Core Texts and Courses) Conference on Liberal Arts and Core Texts in our Students Worlds', April 2014. – Pepperdine University
  - 4. “**Foreknowledge and Free Will in Augustine’s City of God**” 2014 TCIT (Teaching the Christian Intellectual Tradition) Conference on Teaching Augustine, Oct. 2-4 2014. - Samford University
  - 5. Response: “**Augustine’s Act of Confessio**” 2015 Braniff Graduate Conference on Reason and Revelation – University of Dallas
  - 6. “**Academic Freedom and the Order of Learning**” 2015 The Liberal Arts and Sciences Education and Core Texts in the European Context – Amsterdam University
  - 7. “**A Defense of Macbeth as Tragic Hero**” in *Ramify*, the Journal of the Braniff Graduate School of Liberal Arts. 2015
  - 8. “**Considering the Effects of Obergefell vs. Hodges in light of the Catholic Doctrine on Marriage**” in the online journal *The Josias*. 2015 (thejosias.com)

9. “**The Timelessness of Liberal Arts Education**” 2016 ACTC (Association of Core Texts and Courses) Conference on Tradition and Renewal: Continuity and Change in Core Text, Liberal Arts Programs. – Oglethorpe University
10. “**Rejuvenating the Liberal Arts in the Core: Bringing Logic into a Core Class**” 2017 ACTC (Association of Core Texts and Courses) Conference on Bridging Divides, Crossing Borders, Community Building: Core Texts, Liberal Arts, College and the Human Voice. – Austin College and the University of Dallas
11. (Forthcoming) “**The Role of Liberal Arts Education with respect to Good Citizenship**” 2017 European Liberal Arts Education: Renewal and Re-formation – Winchester University

- LECTURE SERIES

1. “**Philosophy in C.S. Lewis' Space Trilogy.**” 2012  
~ Summer Enrichment Course; Mother of Divine Grace School
2. “**Citizenship: The Relation of the Individual to the Polis.**” 2013, 2014  
~ Summer Enrichment Course; Mother of Divine Grace School

- INDIVIDUAL LECTURES

1. “**The *Intellectus Essentiae* Argument in Aquinas' *De Ente***”; Constantin College of Liberal Arts Undergraduate Colloquium, Fall 2011.
2. “**Potentiality in Aquinas' *Metaphysics***”; Constantin College of Liberal Arts Undergraduate Colloquium, Fall 2012
3. “**The Metaphysical Status of a Lie**”; Constantin College of Liberal Arts Undergraduate Colloquium, Spring 2013.
4. “**Who is Right? Philosophic Anger in Homer and Heidegger**”; Constantin College of Liberal Arts Undergraduate Colloquium, Spring 2014.

- COURSES

TAUGHT

- UNDERGRADUATE (listed chronologically - most recent classes are listed last)

**PHIL 2323, “The Human Person (Philosophy of Man)”** ~ Fall 2013, Spring 2014 – University of Dallas

- Primarily used works by Aristotle (*De Anima*), Augustine (*De Trinitate*), Nietzsche (*Use and Abuse of History*), Descartes (*Meditations*), and Spaemann (*Essays on Human Personhood*).
- Set up a unique syllabus structured around these works and multiple smaller selections.
- Several lectures a week, some seminars, and weekly journals turned in.
- Constructed a Mid-term, Final, and a Paper topic, all ordered to critical analysis and intellectual development.
- Was extremely available for office hours.

**PHIL 101, “Introduction to Philosophy”** ~ Fall 2013, Spring 2014 – Tarrant County College (several sections each semester)

- Survey course that used a textbook, but was supplemented heavily with original sources.
- Set up a unique syllabus around the textbook and original sources.
- Several weekly lectures
- Quizzes every couple weeks for the sake of reading comprehension.
- Paper for the sake of critical analysis and intellectual development.
- Constructed Mid-term and Final with an eye to seeing the course as a whole and developing a sense of what Philosophy is.
- Was extremely available for office hours.

**PHIL 2303, “Logic”** ~ Fall 2015 – Texas A&M University (Commerce Campus)

- Used a logic textbook, but supplemented heavily with original sources (Aristotle’s *Organon*, Plato’s *Meno*, selections from Aquinas’ logical passages, and Wittgenstein among others).
- Constructed a unique syllabus with an eye to developing not merely an understanding of various logical systems, but what logic itself actually is; the *art* of reasoning.
- Several lectures a week, a weekly discussion with Professorial guidance, and weekly quizzes (logic, as with Math, needs daily practice).
- Mid-term and Final with an eye to exercising the art of reasoning.
- Was extremely available for office hours.

**PHIL 360, “General Ethics”** ~ Spring 2016, Summer 2016, Spring 2017, Fall 2017 (currently) – Texas A&M University (Commerce Campus)

- Using an anthology of original sources, and supplemented with my own original selections for particular emphases.
- Constructed a unique syllabus to achieve the abovementioned aims.
- Several weekly lectures and a weekly discussion.
- Journal entries required every week to help develop the student’s ability to present original thought on the timeless questions.
- Constructed a Mid-Term and Final for the sake of encouraging reading comprehension.
- One Issue Essay required, wherein the student is required to apply the principles he has studied to a contemporary moral issue.
- I am extremely available for office hours.

**PHIL V02, “Introduction to Ethics”** ~ Fall 2016, Spring 2017, Fall 2017

(currently) – Ventura College

- Using the same anthology of original sources from the A&M course, as well as my own supplements for particular emphases. This course, however, due to being in person rather than online, is focused more to encouraging discussion and student participation in class. There are fewer lectures, and I employ various pedagogical strategies (for instance: small group discussion, free-writes, Q&A, and short answer essays).
- Constructed a unique syllabus to achieve the abovementioned aims.
- Multiple quizzes ordered to comprehension of the texts.
- Short journal entries for the sake of encouraging original thinking.
- I am and have been extremely available for office hours.

**PHIL 332, “History of Philosophy II”** ~ Spring 2017 (currently) – Texas A&M University (Commerce Campus)

- Using an anthology of original sources, and supplemented with my own for particular emphases. The course explores the history of philosophy from Modernity through the Contemporary period. The focus I bring to class is twofold: comparing the moderns’ and contemporary philosophers’ ideas to the ancient and medieval philosophers’ ideas, and coming to greater clarity for ourselves through conversation.
- Constructed a unique syllabus to achieve the abovementioned aims.
- Several weekly lectures and a required weekly discussion board or quizzes to encourage reading comprehension.
- I am and have been extremely available for office hours.

- HIGH SCHOOL

**10<sup>th</sup> Grade Ancient History and Literature** ~ Fall 2006 – Present

- Uses the *Founding of Christendom*, by Warren Carroll, and original sources such as Polybius and Herodotus on the history side of things, and Homer, Sophocles and the Old Testament, among others.
- The course weaves together sacred histories with secular to provide a picture of the ancient world as it develops and the various societies and cultures begin to investigate the meaning of life.
- Weekly seminar classes (synchronous online classroom).
- Several papers and other short assignments – the assignments are ordered to the logical stage of development.

**12<sup>th</sup> Grade Catholic Doctrine** ~ Fall 2008 – Present

- Ordered to showing, first, the motives for credibility and then, the chief doctrines of the Faith as well as how being Catholic applies to individual and societal life.
- Weekly seminar classes (synchronous online classroom).
- 4 tests a year, and two papers. The tests are largely for the sake of remembering key facts and doctrines, as well as important philosophical principles. The papers are for the students to develop their logical and rhetorical skills.

**11<sup>th</sup> Grade Medieval History and Literature ~ Fall 2009,**

- Uses the *Cleaving of Christendom*, by Warren Carroll, as well as O'Callaghan's *History of Medieval Spain* and Churchill's *History of the English Speaking Peoples*. Also uses many literary works of early centuries, including *Beowulf*.
- Takes the student through the early centuries of Christendom, up to and through the Reformation. Spanish and English History a priority.
- Weekly seminars (synchronous online classroom).
- Several papers to develop logical and rhetorical skills, as well as tests to connect the wide variety of cultures and places studied.

**12<sup>th</sup> Grade Advanced American Government ~ Fall 2009, Spring 2010**

- Uses many original texts such as but not limited to Aquinas' *Treatise on Law*, the *Federalist Papers* and *Anti-Federalist Papers*, selections from De Tocqueville, the *Declaration of Independence*, the *Constitution*, the *Articles of Confederation*, Thomas Paine's *Common Sense*, and the *Creature from Jekyll Island*.
- The focus is on the American Government and its founding principles, but also on government in general. The Aquinas reading is read first, and is referred to throughout the course, as well as integrated into other classes in the 12<sup>th</sup> Grade curriculum.
- Weekly seminars (Synchronous online classroom).
- Several papers to develop students in the rhetorical stage. Tests and quizzes.

- PROFESSIONAL  
MEMBERSHIPS

American Catholic Philosophical Association (2014 - Present)

American Philosophical Association (2014 - Present)

Association of Core Texts and Courses (2014-Present)