

Elisabeth Parish

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Harrogate HG3 3JX

Education

The Catholic University of America, Ph.D., Philosophy, Expected Date May 2025

Dissertation: *A New Neo-Aristotelian Account of Matter and Form*

Committee: Michael Gorman (chair), Jean De Groot, Jonathan Buttaci

See abstract attached

The Catholic University of America, M.A, Philosophy, May 2017

Thesis: *The Whole and Material Parts of Aristotelian Substances*

Director: Ignacio de Ribera Martin

St. John's College, M.A., Liberal Arts, 2010

Master's Essay: *Friendship in Aristotle's Nicomachean Ethics*

Advisor: Peter Kalkavage

University of Maryland, Baltimore County, B.A., Applied Linguistics, May 1999

Certificate of General Honors

Member of the Honors College

Golden Key National Honour Society

Research

Areas of Specialization: Contemporary Metaphysics, Aristotelian Metaphysics, Ancient Philosophy

Areas of Competency: Ethics and Moral Philosophy, Bioethics, Philosophy of Science

Teaching Experience

The Catholic University of America, 2017-2019

Courses taught: The Classical Mind, School of Philosophy, Instructor of Record

The Modern Mind, School of Philosophy, Instructor of Record

Publications

“A Metaphysical Account of the Placenta as a Shared Organ,” *National Bioethics Quarterly*, vol.21 n. 4, 2021

“Two Theories of Action and the Permissibility of Abortion,” *National Bioethics Quarterly*, vol. 20 n.1, 2020

Conference Presentations

“An Incremental Approach to Developing Philosophical Writers” Presented at the AAPT annual conference, July 2018.

Works in Progress

- Invited comment on the distinction between motivation and intention in moral decision making
- A paper on the role of matter in generation and nutrition in Aristotle’s metaphysics of substance
- A paper on the understanding of formal principles on a spectrum.

Grants and Awards

Travel and Expenses Grant, AAPT Summer Seminar on Teaching and Learning, 2018

FYE Teaching Fellowship, CUA, Awarded for the academic years 2017-2019

CUA School of Philosophy Quasten Scholarship, Awarded for the academic years 2013-2017

St. John’s College Hodson Grant for Teachers, Awarded for the summer semesters of 2007-2010

UMBC Humanities Finalist Scholarship, Awarded for the academic years 1995-1999

Languages

Ancient Greek	Read
Latin	Basic reading
French	Read; intermediate speaking and writing proficiency
German	Read; intermediate speaking and writing proficiency
Spanish	Read; intermediate speaking and writing proficiency
English	Native proficiency

Graduate Courses

St. John's College

- Aristotle's *Parts of Animals*, *De Anima*, *Metaphysics*
- Math and Natural Science Seminar and Tutorial
 - Works Covered: Euclid's *Elements*, Plato *Timaeus*, Aristotle *Physics*, Lucretius *On the Nature of Things*, Bacon *The New Organon*, Descartes *Discourse on Method*, Newton *Principia* (selections), Darwin *Origin of Species*, Freud *General Psychological Theory*, Lobachevsky *Theory of Parallels*
- Aristotle's *Metaphysics*
- Philosophy and Theology Seminar and Tutorial
 - Works Covered: *The Bible* (selections), Plato *Meno*, Aristotle *Physics*, *Metaphysics*, Augustine *Confessions*, Aquinas *Summa Theologica* (selections), Descartes *Meditations*, Hume *An Enquiry Concerning Human Understanding*, Kant *Prolegomena*, *Groundwork*, Kierkegaard *Fragments*, Nietzsche *Beyond Good and Evil*
- Burke's *Reflections on the Revolution in France*, *Further Reflections on the Revolution in France*
- Politics and Society Seminar and Tutorial
 - Works Covered: Plato's *Republic*, Aristotle's *Politics* and *Nicomachean Ethics*, Aquinas *Summa Theologica* (selections) Machiavelli *The Prince*, Hobbes *Leviathan*, Locke *Second Treatise*, Rousseau *Second Discourse*, Marx *1844 Manuscript*, Tocqueville *Democracy in America*, Selections from Madison's *Federalist Papers*, Selected Supreme Court Decisions
- Literature Seminar and Tutorial
 - Works Covered: Homer's *Iliad* and *Odyssey*, Aristotle's *Poetics*, Selections from Aeschylus, Sophocles, Euripides, Aristophanes, Chaucer, Shakespeare, and Flannery O'Connor

The Catholic University of America

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|---|---------------------|
| ● Substantial Unity | M. Gorman |
| ● Philosophy of Nature | R. Hassing |
| ● Medieval and Contemporary Theories of Free Choice | T. Hoffmann |
| ● Virtue and Human Action | R. Sokolowski |
| ● Plato's <i>Sophist</i> | C. Ionescu |
| ● Avicenna's <i>Metaphysics</i> | T. Druart |
| ● Heidegger's <i>Being and Time</i> | M. Averchi |
| ● Wholes, Parts, & Principles of Parts | R. Hassing |
| ● Aristotle's <i>Metaphysics</i> | R. Sokolowski |
| ● Hume's <i>Treatise of Human Nature</i> | J. McCarthy |
| ● Essence and Necessity in Analytic Metaphysics | M. Gorman |
| ● Plato's <i>Statesman</i> | C. Ionescu |
| ● Aristotle's <i>Generation of Animals</i> | I. de Ribera Martin |
| ● Stoics, Epicureans, & Sceptics | T. Druart |
| ● Universals and Particulars in Analytic Metaphysics* | M. Gorman |
| ● Humans, Persons, and Embryos | A. Knobel |
| ● Contemporary Natural Law Theories | M. Moschella |
| ● Philosophy of Law | V.B. Lewis |
| ● German Idealism: Art & Nature | A. Barba-Kay |

- Aquinas and His Contemporaries on Conscience and Prudence T. Hoffmann
- Fichte's Ethics & Political Philosophy M. Rohlf

*Audited course

Community Activities

Volunteer, Camp Humphreys Home School Co-op, Pyeongtaek, South Korea, 2019-2021

- Designed and taught middle school level logic curriculum
- Designed and taught high school level introductory philosophy curriculum

Other Work Experience

Annapolis Area Christian School, Middle School Teacher, 2003-2012

- Courses taught: Anatomy and Physiology, English Literature and Composition, French, Spanish, Latin
- Designed and implemented an improved science curriculum for 7th grade students, including establishing a laboratory element to the curriculum
- Designed and implemented a foreign language curriculum for the middle-level grades

References

Michael Gorman
Ordinary Professor
The Catholic University of America
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Herbert Hartmann
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The Catholic University of America
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Peter Kalkavage
Tutor
St. John's College, Annapolis
peter.kalkavage@sjc.edu

Dissertation Abstract

Dissertation Director: Dr. Michael Gorman

Dissertation Committee: Dr. Jonathan Buttaci, Dr. Jean De Groot

Neo-Aristotelian metaphysicians use some version of Aristotle's form to correct 20th century mathematical metaphysics, which cannot account for the unity of wholes. While these accounts have various problems with their formal principle, what they have in common is a material principle which is fundamentally particulate. I argue that it is this view of which matter gives rise to the problematic formal principles and thus causes the failure to produce unified individuals.

Although many neo-Aristotelians are not strict followers of Aristotle, I argue that using his conception of form requires using something like his conception of matter. At the lower levels Aristotle understands matter as more like stuff than individual parts. The sort of substantial form that corresponds to stuff matter is different than what neo-Aristotelians understand it to be. It can fully unify a whole without denying the actuality of matter in the whole.

The lowest levels of matter, according to current scientific theories, are not necessarily discrete individuals. I argue therefore that we should adopt a metaphysics of stuff matter—matter that lacks individual unity. Its form is an incomplete form which grants essential properties and allows matter to be incorporated into living things without losing these properties. Our contemporary theories do not allow us to make the judgment as to whether there is also particulate matter. Stuff matter may be basic matter or it may emerge from a particulate base.

By introducing an incomplete form into the metaphysics of things, it remains to consider how it is related to accidental and substantial forms. I argue that forms should be considered on a spectrum in two different ways. The first is 'externally'. By placing incomplete forms between accidental and substantial forms we have a spectrum of weakest to strongest unifiers. The second is 'internally', by identifying the things that fall into each of the three categories of form and their placement relevant to each other. One result of this account of forms on a spectrum is that eliminativist ontologies are unnecessary in order to give a coherent account of all things that are.