

Fall 2016  
**Philosophy 301—History of Western Philosophy: Ancient**  
 Section 002      T R 1:30 – 2:45 PM      Robinson A105

Instructor: Prof. Cherubin

Office: Robinson B461

Office hours: T R 3:00 – 4:00 PM; some additional times will be available by appointment

*Office hours are drop-in “student hours”: times faculty have set aside specifically to meet with students.*

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### Description

This course is intended to introduce the student to ancient philosophy through the close study of selected works of the “pre-Socratic” philosophers, plus Plato, Aristotle, and Lucretius. Students are not expected to have had any previous coursework in philosophy. **Course reading and writing requirements will befit a 300-level philosophy course.**

The term ‘*philosophia*’, from which the English word ‘philosophy’ comes, was coined in ancient Greek to describe an activity that was considered to have begun around the late seventh century BCE. *Philosophia* asked fundamental questions about the origins of the universe, the nature of reality, and the best ways to live.

Even the earliest accounts of *philosophia* highlight the following things:

1. The early philosophers were conversant with the scientific, historical, and technical learning not only of their own cultures but also those of their neighbors.
2. The early philosophers sought knowledge and understanding that went beyond what was accepted in their own or any other communities. This led them to identify and to challenge the unexamined preconceptions of their own and other cultures. PHIL 301 will examine the early philosophers’ discoveries in their context by comparing and contrasting them with the beliefs and ideas to which they responded, and by studying what is known of the earliest philosophers’ methods. In addition, PHIL 301 will use the work of the early Greek philosophers to bring out and examine the presuppositions of some of today’s ways of understanding the world.
3. *Philosophia* was seen from the first as an activity that any human had the ability (if not always the opportunity) to undertake, regardless of culture, class, gender, or location. Because this fact, in addition to the new ideas and discoveries of the philosophers, posed a challenge to some political systems, the spread of *philosophia* caused some political upheaval. PHIL 301 will consider how the effects of these political conflicts are felt today.

Questions we will look at in this course include the following:

- What did *philosophia* involve? How and why did this early form of philosophy arise?
- What obstacles and challenges did it meet?
- What did it discover?
- How did it differ from, and how was it related to, other activities and ways of thinking that existed at the time (or that exist now)? For example, how did *philosophia* build on and transform the learning of the Greeks and their neighbors?
- What issues, questions, and problems did the earliest people to be called “philosophers” (*philosophoi*) find important or valuable?

- What approaches and ways of thinking do they seem to have used in addressing these things?
- What can this ancient work offer us that is of value today?
- How if at all did *philosophia* change or develop over the period studied (seventh century BCE to first century CE)?
- How if at all did it change the communities in which it took root?
- How did *philosophia* change people's understanding of themselves, their communities, other humans, the universe?

Unifying themes we will investigate throughout the semester include:

- The importance of seeking an understanding of the nature of the universe and all it contains;
- The question of what knowledge requires;
- The question of what responsibilities we may have for gaining and using knowledge;
- The relationship between the search for understanding and the search for the best kinds of life; and
- The relationships between questions of the nature of what is, questions of the nature of knowledge, and questions of the nature of good.

### Aims

This course aims to introduce students to philosophy the way philosophy was introduced to the Mediterranean world. This means an introduction to core texts of ancient philosophy; an introduction to the skills of reading philosophy in general and ancient philosophy in particular; an introduction to problems of interpretation of ancient texts and foreign-language philosophy; an introduction to critical evaluation of secondary sources; and an introduction to critical reading and thinking. Students will explore how to apply the questions, ideas, and ways of thinking developed by the ancient philosophers to issues in the modern world, and will learn to assess, criticize constructively, and further develop these ancient positions. Through writing assignments and class discussion, students will develop their skills at understanding, analyzing, and explaining key arguments and positions in the texts studied; at writing about these clearly, assessing the arguments' strengths and weaknesses; at comparing and contrasting the views of different authors on philosophical issues; and at providing appropriate and adequate support for conclusions.

### Technology Skills

By the end of the semester students in this course should be able to use the GMU email system; to use GMU's course management software Blackboard to access assignments and some readings and to upload completed assignments; to use online library catalogs and other library databases including online journal databases; to find reserve materials such as books and journal articles; to use word-processing programs to format documents with correct margins and (if needed) footnotes or endnotes; to access documents on the course web site, in online journal databases, and on the GMU electronic reserve system.

**Be sure that your GMU e-mail account is activated, and please check it regularly.** University policies now **require** students to activate their GMU e-mail accounts and to check

their GMU e-mail regularly.<sup>1</sup> (See <http://masonlive.gmu.edu> for help in setting up your account.) Official university communications (announcements; messages from Financial Aid, the Library, instructors, etc.) are sent by e-mail, and students are responsible for knowing the information conveyed in this way. If I need to contact you for any reason outside of class hours, I will do so via your GMU e-mail address. **In addition, your GMU e-mail username and password are required in order to use our course management software, Blackboard.**

## Course Requirements

### A. Required Texts

Please purchase ##1-3 by the sixth week of classes; the bookstore tends to return unsold books to the publishers after that point.

One copy of each of ##1-3 has been placed on 2-hour reserve at the Johnson Center Library.

1. McKirahan, *Philosophy Before Socrates*, second edition. Hackett Publishing Co. Available in the GMU Bookstore. (No matter where you purchase this text, **make sure to purchase the second edition.**) This text is also available as an ebook; see <http://www.hackettpublishing.com/philosophy/philosophy-before-socrates-second-edition>. Both the ebook and the paper version are also available through your favorite online bookseller.

2. Plato, *Five Dialogues*, trans. Grube. Hackett Publishing Company. Available in the GMU Bookstore. This text is also available as an ebook; see <http://www.hackettpublishing.com/philosophy/five-dialogues>. Both the ebook and the paper version are also available through your favorite online bookseller.

3. Lucretius, *On the Nature of the Universe*, trans. Latham/Godwin. Penguin Books. Available in the GMU Bookstore. You can also get this at your favorite online bookseller.

4.a. Aristotle, *Metaphysics* Book I, available online through a link from our Blackboard site.

b. Aristotle, *Nicomachean Ethics* Books I, II, and X, available online through a link from our Blackboard page.

5. Some additional required readings are available online. Check the Reading Assignments tab in Blackboard at least once a week to see what they are.

6. Some other required readings will be found on electronic reserve (e-reserve) through the course Blackboard site.

7. Some materials are in the form of journal articles which are found either in the Periodicals area of Fenwick Library, or online through GMU's journal databases (Project Muse, JSTOR, etc.), or both.

### B. Class sessions

1. Class sessions begin at 1:30 PM and end at 2:45 PM.

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<sup>1</sup> See <http://catalog.gmu.edu/content.php?catoid=29&navoid=6185#OFF>.

2. Class lectures are intended to supplement and develop the reading material assigned for each day. Class lectures are not a substitute for the assigned reading, nor is the reading a substitute for the class lectures. Students are responsible for knowing both the material presented in the reading and the material presented in the lectures. If you are absent for a class session, you are responsible for getting the notes for that day from a classmate.

Students are expected to come to each class session having read the material assigned for that day, and prepared to discuss it, to take notes, to answer questions, and to ask thoughtful questions about the reading and class lectures.

The course reading can be difficult, and if you have questions or problems in reading it, the class lectures and discussions are designed to address that. Thoughtful class participation is encouraged; it cannot harm your grade, and can even benefit it. If you have questions that are not addressed in class lecture, please do ask them in class or in office hours. **If you don't have questions, you haven't done the reading.**

All discussion and lecture in this class will strive to uphold the highest standards of respect and civility. Differing perspectives and ideas will be heard and engaged philosophically, which means they will be investigated and subjected to inquiry.

There will be some ungraded in-class writing exercises designed to reflect students' understanding of the reading, or to elicit student questions. There will also be at least one ungraded Blackboard exercise. Participation in these exercises will form part of the participation portion of the semester grade (see C.2. below).

3. Please **bring to class each day the text we will be studying that day.**

4. Before each class session begins, please make sure that all cell phones and other potentially distracting electronic devices are either turned off or put on silent settings (for example, set cell phones to vibrate rather than ring, and turn off the sound on laptops). **Do not use any device in a manner that distracts your fellow students or yourself.**

### C. Written Work

1. There will be **four graded writing assignments.**

a. The **first assignment** is an essay based on course readings and lectures. It is to be 3-4 pages long, and will be due in Blackboard on September 14. It counts for 15% of your course grade.

b. The **second assignment** will also be an essay based on course readings and lectures. It is to be 3-4 pages long, and will be due in Blackboard on October 5. It counts for 15% of your course grade.

c. The **third assignment**, a research paper, is to be 6-8 pages long, and will be due in Blackboard on November 14. It counts for 30% of your course grade.

A **1-page proposal and annotated bibliography for the paper** will be due in Blackboard on October 17. The research proposal/annotated bibliography is **REQUIRED**. It does not receive a grade (it is marked as satisfactorily completed or not satisfactorily completed), but failure to submit this proposal/annotated bibliography will result in a deduction of one letter grade on the third writing assignment.

If you would like to submit a draft of the paper for comments before the paper is due, please

submit the draft in Blackboard by October 31. **Drafts are OPTIONAL.**

d. The **final assignment**, a series of essays on course readings and lectures, is to be 6-12 pages long, and will be due in Blackboard on December 13.

2. The remaining 10% of the course grade will be a “participation” grade. “Participation” includes thoughtful participation in class, thoughtful participation in any ungraded in-class writing or Blackboard exercises that may occur (see section B.2. above), and improvement in written work.

3. **Use Blackboard to submit your work for the graded assignments.** Please do not submit assignments via e-mail. Attachments frequently fail to open properly, and material pasted into the body of an e-mail message often comes through with pieces of text missing.

4. A **helpful guide for writing in philosophy**, developed in cooperation with the GMU Philosophy Department, is available through the Writing Resources tab in our Blackboard page.

### Grading

1. To earn an A on an assignment, you need to: answer the question(s) correctly (there may be several ways to do this); cover your topic thoroughly; follow all instructions; show your own understanding of the texts and ideas you use; apply this understanding; explain how you came to your conclusions and why you have concluded they are right; use sound and valid reasoning throughout; show your own reasoning and the evidence that support your conclusions; make no factual errors<sup>2</sup>; make no citation errors; use correct grammar and spelling; write clearly.

An assignment that earns a B is one that gets most parts of the question(s) right, but makes some noticeable factual error OR does not answer the question(s) quite completely OR does not cover its topic thoroughly OR does not show the student’s own understanding or reasoning on some key points OR comes to accurate but unexplained conclusions OR makes some significant and confusing citation errors OR makes a significant error in reasoning.

An assignment that earns a C is one that answers some of the topic question, but leaves out crucial points OR makes some major factual or reasoning errors in one area OR includes

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<sup>2</sup> What is a factual error in philosophy? I will say more about this during the semester. But here are some examples: If you said that there is evidence that the philosopher Lucretius had blond hair, that would be a factual error, but it would not be important enough to result in a deduction of points, unless you somehow tried to make a connection between Lucretius’ hair color and his philosophical ideas! Points would be deducted, however, if you said that Lucretius lived in 5th-century BCE Athens under a democratic government. He lived in Roman territory sometime between the first century BCE and the first century CE, during or after the point when Rome became a non-democratic empire. This is very important because as we will see, Lucretius was responding to philosophical, political, theological, and scientific issues of his time and place. Similarly, if you wrote that Lucretius said or believed that mind or soul is immortal, that would be a factual error; he says something quite different, and essentially contrary to that. If you wrote that Lucretius said that the unexamined life is not worth living, that would be a factual error; it is Socrates (as reported by Plato) who said this. Points would be lost for these kinds of factual errors, because they show a lack of understanding of Lucretius’ work.

reasoning or explanation that provides only partial support for the points made OR combines several of the problems mentioned in the paragraph on “B” assignments OR is not written clearly or accurately enough to convey your understanding of certain important points.

An assignment that earns a D shows minimal understanding of the texts OR covers little of the question(s) or topics correctly OR makes major factual errors that undermine the answers it gives OR shows very little accurate reasoning or explanation OR is so unclear that I can only tell whether a few parts are right.

An assignment will earn an F if it covers less than 60% of the question(s) or topic correctly OR if it does not address the question(s) OR if it is so unclear that I cannot tell what you are saying OR if it does not show your own reasoning OR if all points are supported with factually incorrect information or invalid reasoning.

**If you do not submit an assignment, you will receive a grade of F for that assignment.**

Grades of A-, B+, B-, C+, etc. will also be given. An A- paper is between an A paper and a B paper but closer to an A paper; a B+ paper is between an A paper and a B paper but closer to a B paper, etc.

As required by University policy, a letter grade of A+ is equivalent to a numerical grade of 4.0; a grade of A is also equivalent to a numerical grade of 4.0; a grade of A- is equivalent to a 3.67; a B+ is equivalent to a 3.33; a B is equivalent to a 3.0; etc.

For a full listing of the University’s policy for converting letter grades into numerical grades to compute your undergraduate GPA (grade-point average), see the University Catalog online at <http://catalog.gmu.edu/content.php?catoid=29&navoid=6196>.

**2. Late assignment policy:** Work that is handed in late with a documented legitimate excuse will be accepted without penalty. Examples of documented legitimate excuses include a doctor’s note or emergency room receipt if the absence was due to illness; a receipt from a mechanic for emergency car repairs on the day of class or exam; an official document (such as a syllabus) from one of your other courses proving that you had a required field trip for that class on the day our class meets; an official document from your workplace proving that your job sent you out of town on the day an assignment was due and that you did not have access to a way to send the assignment; an official document from an athletic team proving that you had a competition on the day an assignment was due and that you had no way of submitting the assignment; etc. **The documentation must account for the lateness:** for example, a medical note indicating that you were treated for an illness of a week’s duration would **not** be sufficient documentation to excuse submitting an assignment a month late.

Other work that is due during the semester (before Finals Week) and that is handed in late, without a documented legitimate excuse, will lose one grade increment per day that it is late. For example, an assignment that would have received a B+ if handed in on time will receive a B if submitted within 24 hours of its deadline without a documented legitimate excuse. The maximum penalty is three full letter grades. Assignments that are more than 9 days late will not be accepted without a documented legitimate excuse.

**Work that is due during Final s Week will NOT be accepted after its due date and will receive a grade of F unless you have requested a grade of IN (see #4 below).**

**3. Policy on assignments that are not submitted at all:** Any required assignment that

you do not submit by the time that the last assignment is due will receive a grade of F, unless you have requested a grade of IN (see #4 below).

**4. Policy concerning grades of IN (incomplete):** Grades of IN will be given **only** in either of the following situations:

(1) If you request a grade of IN in writing at least 24 hours before the last assignment is due AND submit an Incomplete Grade Contract (available at <http://registrar.gmu.edu/wp-content/uploads/IGC.pdf>) OR

(2) If a sudden emergency arises less than 24 hours before the assignment is due AND you can provide documentation of this emergency (as described in the section on late assignments, above) and a written request for a grade of IN plus the Incomplete Grade Contract mentioned above.

If you do not make a written request for a grade of IN (including submitting an Incomplete Grade Contract) and cannot provide documentation of emergency, you will receive a grade of F for each assignment that is missing.

**University policy specifies that instructors are to assign an IN only if the student has a very limited amount of work to complete and there is a non-academic reason that prevents them from completing the work within the semester.**

**5. Policy on plagiarism/ Honor Code policy:** You are responsible for knowing, understanding, and obeying the University Honor Code and the Honor Code Statement for this course. For details please see the Honor Code Statement attached at the end of this syllabus (pages 7-9). The policy for this class is in accordance with University policy as outlined in the online University Catalog at <http://catalog.gmu.edu/content.php?catoid=29&navoid=6196> . See also <http://oai.gmu.edu/the-mason-honor-code-2/> . If you have any questions, please ask your instructor.

**6. Academic accommodations:** If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474 or [ods@gmu.edu](mailto:ods@gmu.edu) .

All academic accommodations must be arranged through the ODS. By ‘disability’ I mean a learning disability, physical disability, or other condition that requires that you receive accommodations such as modified assignments, note-takers, extended exam time, etc.

The need for accommodations must be identified to the ODS and the instructor at the beginning of the semester (unless the need for accommodations develops after that point, in which case it should be identified as soon as possible after it arises). Please get the proper documentation from the Office of Disability Services concerning the specific accommodations you will need at the beginning of the semester, or as soon as it is available, so that we can set up appropriate arrangements. Then please take a moment (before or after class, in office hours, etc.) to show me the documentation and to make sure I understand exactly what you will need.

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### Schedule

Please note that this schedule may change should that become necessary. Any changes that must

occur will be announced in class beginning as soon as the instructor knows of them. Students are responsible for becoming aware of these changes once they have been announced.

**August 30 - September 29:** The “pre-Socratic” philosophers

**Texts:** McKirahan, *Philosophy Before Socrates*; plus web material: see the Reading Assignments tab and Course Content tab in Blackboard

- readings due 9/1: Chapters 1, 4, 5, 6 plus web material
- due 9/6: Ch. 6 and 7 plus web material
- due 9/8: Ch. 9 plus web material
- due 9/13: Ch. 10 plus web material
- due 9/15: Ch. 11 plus web material
- due 9/20: Ch. 12 and 15 plus web material
- due 9/22: Ch. 13 and 18 plus web material
- due 9/27: Ch. 14 and 17 plus web material
- due 9/29: Ch. 16 plus web material

→See list under the Reading Assignments tab in Blackboard for additional reserve, web, and/or library reading for each week.

**September 14:** First writing assignment due

**September 29 – November 1:** Plato

**Texts:**

- Plato, *Five Dialogues*
- online “Notes on Plato’s *Euthyphro*,” available through the Reading Assignments tab in Blackboard
- online “Notes on Plato’s *Phaedo* 70a-77e,” available through the Reading Assignments tab in Blackboard

Assigned readings for the class are the dialogues *Euthyphro*, *Apology*, and *Phaedo*.

→See list under the Reading Assignments tab in Blackboard for additional reserve, web, and/or library reading for each week.

**October 5:** Second writing assignment due

**October 17:** Annotated bibliography/research proposal for third writing assignment due

**October 31:** If you would like to submit a draft of the research paper (third writing assignment), do so by this date. You are not required to submit a draft.

**November 1 – November 22:** Aristotle

**Texts:**

- Aristotle, *Metaphysics* Book I (available through the Reading Assignments tab in Blackboard)
- Aristotle, *Nicomachean Ethics* Books I, II, and X (available through the Reading Assignments tab in Blackboard)
- online “Notes on Metaphysics A1-2” (Book I = Book A.) (available through the Reading Assignments tab in Blackboard)



- online “*Metaphysics* Book One, Chapter 3: Aristotle's Approximately Four Causes” (also available through the Reading Assignments tab in Blackboard)
- online notes on Aristotle’s *Nicomachean Ethics* (available through the Reading Assignments tab in Blackboard)

→See list under the Reading Assignments tab in Blackboard for additional reserve, web, and/or library reading for each week.

**November 14:** Third writing assignment due

**November 29 - December 8:** Lucretius and the “Hellenistic” period

**Texts:**

- Lucretius, *On the Nature of the Universe*
- a look back at McKirahan, *Philosophy Before Socrates* Ch. 16

→See list under the Reading Assignments tab in Blackboard for additional reserve, web, and/or library reading for each week.

**December 13:** Final writing assignment due

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### **Related (optional) materials and activities**

1. The GMU Philosophy Club holds meetings, lectures, discussions, and debates on campus. All of these events are open to all interested students, regardless of experience or major. Some joint activities with other area colleges are planned. Its events will be announced in class, but for more information visit the Philosophy Department office (Robinson B465), or contact the Club's faculty advisor, Prof. Emmett Holman (eholman@gmu.edu).
2. For supplemental ancient philosophy notes, announcements, and links to pertinent web sites, visit your instructor's main web site at <http://mason.gmu.edu/~rcherubi/index.html> .

### **Important dates this semester**

Sept. 6: Last day to add classes; last day to drop with no tuition penalty

Sept. 30: Last day to drop classes

Oct. 3 - Oct. 28: Selective Withdrawal Period

Oct. 11: no class meeting (M classes meet T)

December 8: Last class session

December 13: Final writing assignment due

### **Important general note from the University concerning enrollment**

Check PatriotWeb regularly to verify that you are registered for the classes for which you think you are registered. This is particularly important since students are no longer dropped for nonpayment. Faculty are not to grade the work of students whose names do not appear on the official class roster. If you are registered for a class you do not attend, you will not necessarily be dropped automatically. Therefore if you wish to drop a class, do so through PatriotWeb. Once the add and drop deadlines have passed, instructors do not have the authority to approve requests from students to add or drop/withdraw late.

**Students are responsible for verifying their enrollment in this class.** Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website <http://registrar.gmu.edu>.) After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

#### **Important web addresses**

**Prof. Cherubin's main ancient philosophy page:** <http://mason.gmu.edu/~rcherubi>

**The GMU Library page:** <http://library.gmu.edu>

**The Library's "Ask a Librarian" service:** <http://library.gmu.edu/ask>

**GMU Philosophy Department:** <http://philosophy.gmu.edu>

#### **Some other useful resources at GMU**

**GMU Writing Center, Robinson A114:** <http://writingcenter.gmu.edu>

**Counseling and Psychological Services (CAPS):** <http://caps.gmu.edu>

**Disability Services (ODS):** <http://ds.gmu.edu>

**Student Health Services:** <http://shs.gmu.edu/> .

**University Catalog:** <http://catalog.gmu.edu>

**University policies:** <http://universitypolicy.gmu.edu>

**Academic Advising:** <http://advising.gmu.edu>

**Career Services:** <http://careers.gmu.edu>

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#### **Honor Code Statement**

**This course is conducted in accordance with the GMU Honor Code**, as outlined in the University Catalog. The GMU Honor Code is as follows:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

See also the online version of the most recent catalog: <http://catalog.gmu.edu/content.php?catoid=29&navoid=6196> .

See <http://oai.gmu.edu> for more detailed information.

Each student is to do his or her own work; collaboration on required written assignments (exams, papers, etc.) is not permitted.

All answers on written assignments must be in the student's own words.<sup>3</sup> Short quotations from the class texts or from other sources may be used, provided that all quotations are properly attributed (you must cite the author's name, the title of the source, and the page number or URL if any). **If you do not know how to do this, please see your instructor and I will be glad to help you.**

**The Mason Honor Code on Plagiarism:** <http://oai.gmu.edu/the-mason-honor-code-2/plagiarism/understanding-plagiarism/>

**The Mason Honor Code on Cheating:** <http://oai.gmu.edu/the-mason-honor-code-2/cheating/>

**Further clarification:** Earlier versions of the University Catalog provided good general accounts of what is meant by 'plagiarism' and 'cheating' here, and as these are consistent with the current GMU Office of Academic Integrity accounts I **will continue to use these earlier descriptions for purposes of clarification:**

**Earlier versions of the University Catalog included under the heading 'Plagiarism' two kinds of thing. First is "[p]resenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment."**<sup>4</sup> This means that if you quote from any source without giving proper credit to that source, what you have done counts as plagiarism, and will not be permitted. By 'source,' I mean printed material, electronic material (information from internet sites, e-mail, etc.), films, videotapes, audiotapes, radio, television, human beings other than yourself, or any other presenter of verbal information. By 'proper credit' I mean clear identification of the source of each quotation you have used, including the title of the source, the name of the author (where available), the URL if the source is a web site, the journal title if the source is a journal article, the date of publication (or of download from a web site), and the publisher if the source is a book. **If you have any question as to whether what you are doing constitutes quotation from a source, or if you are unsure about how to quote a source or how to give proper credit, please see your instructor.**

**The second kind of plagiarism outlined in the Catalog was "[b]orrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment."** This means that if you take a passage from something you have read, and change a few of the words—without changing the meaning—and then claim that these ideas are yours (or simply fail to mention whose they are), that is also plagiarism, and is not permitted. There is nothing wrong with quoting (briefly) from sources; just acknowledge when you do it. If a source you find says exactly what you yourself think, show why you think it

<sup>3</sup> Hint: Assignment questions and prompts will be such that you cannot answer correctly or sufficiently simply by copying sentences from the class texts or other sources. You will need to be able to show that you have understood what you have read. (In general, I ask that quotations make up no more than 20% of your answer to each numbered exam question and no more than 20% of the total length of your papers; this gives you space to answer the questions adequately and to discuss your quotations.)

<sup>4</sup> This and all quotations in this Honor Code Statement are taken from the 2003-2004 GMU Catalog, p. 29.

is correct. As long as you explain this in your own words, there is no problem. **If you have any questions about what counts as “borrowing the sequence of ideas...,” please see your instructor, and I will be glad to help.**

**Both kinds of plagiarism are forbidden at GMU.**

**Examples of plagiarism and examples of proper (non-plagiarizing) citation are provided at <http://mason.gmu.edu/~rcherubi/plagiarism.html> .**

According to the earlier catalogs whose descriptions this class will follow, **“cheating encompasses the following: (1) The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.**

**(2) The above may be accomplished by any means whatsoever, including, but not limited to, the following: fraud, duress, deception, theft, trick, talking, signs, gestures, copying from another student, and the unauthorized use of study aids, memoranda, books, data or other information.**

**(3) Attempted Cheating.”**

**All such cheating and attempted cheating are forbidden at GMU.** Since required assignments for this course specify that students are not to collaborate, any collaboration between students in the writing of required assignments will be considered to be a case of giving and receiving of “unauthorized and unfair advantage in academic work over other students.”

**Again, if you have any questions about whether something you intend to do on a paper or exam is acceptable, please speak to your instructor before the assignment is due. I will be glad to help you—really.**

#### **Penalties/Responses to Plagiarism and Cheating:**

**A. For a first offense in this course, on assignments other than the final assignment:** If there is evidence that a student has collaborated with others, or evidence that a student has presented others’ words or sequences of ideas as his or her own, that student’s paper will be invalidated, and the student will be required to complete a paper on a different topic, in a satisfactory manner within a one-week deadline. The work submitted will be assessed a penalty of one letter grade. Work submitted after the one-week deadline will be assessed a late penalty as outlined above under “Late Assignment Policy.” No credit will be given until the work is re-submitted satisfactorily. If the work is not re-submitted satisfactorily, that assignment will receive a grade of F.

**B. On the final assignment, or for a second offense on earlier assignments:** If there is evidence that a student has collaborated with others or has presented others’ words or sequences of ideas as his or her own, **the case will be reported to the Honor Committee.** No credit will be given unless the case is resolved with a finding of “Not Guilty.”

**Note.** By ‘evidence’ I mean something in writing that clearly shows proof of plagiarism or illegitimate collaboration. For example, if two students submit identically-worded answers; if

two students hand in assignments written in the same handwriting when they have previously had different handwritings (if you are injured and suddenly cannot write, let me know of this before making arrangements for another student to “help you”!); if a student submits a paper which I find to consist substantially of material copied from a book or web site without attribution and I can get hold of a copy of the book or can access pages from the web site—all of these are examples of cases where I would say that there is evidence of an Honor Code violation. If there is any question in my mind, I will speak to the student(s) involved before making the determination as to whether to take action.

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### Diversity Statement

*Philosophia* began in respect for diversity in ideas, cultures, beliefs, and ways of thinking. It first developed in Miletus, a crossroads for a variety of cultures including Greeks, Persians, Egyptians, Babylonians, and other cultures of the Middle East, southern Europe, and northern and eastern Africa. In Miletus, the first philosophers sought out, investigated, and tested a variety of ideas and ways of thinking, treating foreign ideas and familiar ideas with equal respect — including subjecting them to equal scrutiny. The fact that an idea or person was Greek in origin did not incite in philosophers more respect or less respect than was due a foreign person or idea; and the fact that an idea was new did not make it any more suspect than an older one.

For the first philosophers, respect for the diverse and the familiar was compatible with — it even required — inquiry and testing. This is because what these philosophers valued was understanding, even where this went beyond and challenged what passed for understanding in their communities.

PHIL 301 endeavors to continue this philosophical project. Only by respectful yet critical systematic questioning will we be able to discover and move beyond the prejudices and gaps in knowledge we might not yet realize we have, to a more comprehensive and powerful understanding.

To this end, the course will function in keeping with the University Diversity Statement, <http://ctfe.gmu.edu/professional-development/mason-diversity-statement/>, and the Women and Gender Studies Program Commitment to Diversity Statement, <http://wgstcenter.gmu.edu/about-us/diversityinclusivity-statement/> :

“[We] seek to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.”