

**PHIL 100: Introduction to Philosophy**  
**Section 002: M W 1:30 – 2:45 PM**  
**Spring 2020**  
**SYLLABUS**

**Instructor:** Prof. R. Cherubin

**Office:** Robinson B461

**Office hours:** M W 3 – 4 PM; some additional times will be available by appointment

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

**Office phone:** 3-1332

**Email (best way to reach me):** rcherubi@gmu.edu

**Department web page:** <http://philosophy.gmu.edu/>

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*Sophronein arete megiste kai sophie alethea legein kai poiein kata phusin epaiontas.*

Sound thinking is the greatest human excellence and wisdom is saying and doing true things, perceiving things according to their nature.

--Heracleitus (6th century BCE)

Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must see the need of having nonviolent gadflies to create the kind of tension in society that will help men to rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood.

--Dr. Martin Luther King, *Letter from Birmingham Jail*, 1963

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### Description

This course is designed to introduce students to philosophy through close study of texts from the ancient and modern periods, and through investigation of basic issues and problems to which philosophers have addressed themselves. No previous experience in philosophy is required.

People have engaged in philosophy for at least 2600 years, sometimes at the risk of their lives. This is a sign that they have valued philosophy highly. Philosophy has been valued in part for its useful results: it has been a source both of scientific thought and of social and political transformations. The foundations of modern natural and social sciences were laid by philosophers such as Descartes and Hume. The foundational principles of modern democracies, including our own, were developed by philosophers such as John Locke. At the same time, fundamental critiques and interrogations of these projects have been developed by philosophers including Mary Wollstonecraft, Frederick Douglass, and Alain Locke, all of whom we will study. All of these philosophers were continuing the work begun in the ancient period; and these projects continue to develop today. In PHIL 100 we will study works from all of these periods.

So, to the question, “What can you do with a philosophical education?” we might rightly answer, “Change the world!”

Philosophy has also been valued apart from its useful applications: it seeks knowledge and

understanding for their own beauty and meaning. Asking fundamental questions out of a desire to understand is (as far as we know) a uniquely human endeavor, and one that reflects an essential part of being human.

Questions we will explore in this course include the following: What is it that was originally called “philosophy” and how if at all has it changed or developed over the years? How and why did it - and does it - begin? What does philosophy study? How is philosophy related to other fields of study, or to other activities? How does it differ from them? How and why are philosophical questions and philosophical investigations valuable and important? How has philosophy affected everyday life and thought?

Besides introducing students to some fundamental works of philosophy, the course aims as well to introduce students to reading and thinking philosophically. These are capacities whose applications and benefits extend beyond the course itself. For example, philosophy courses are excellent preparation for careers in law (many law schools recommend them), education, medicine, nursing, natural sciences, computer science, technical writing, government, and journalism, among other things - as well as for graduate study in many fields.

Each of the works we will study represents an important development in the history of philosophy. Thus the course offers a good foundation for further study in philosophy. In addition, many of the fundamental ideas and methods of today’s natural and social sciences originated in philosophical works we will read, so that the course provides a deeper understanding of the search for knowledge in other fields.

Unifying themes we will investigate throughout the course as they arise in the readings include the relationship between the search for understanding and the search for the best kinds of life to lead; the role of the search for knowledge in a democracy; and the relationship between questions of the nature of reality and questions of the nature of good and right.

### **Aims**

This course aims to introduce students both to important texts and important ideas from throughout the history of philosophy, and also to the kinds of thinking, reasoning, and reading that philosophy offers. Students will learn what philosophers have said and how they have reasoned; they will also study how philosophical work has responded to and then influenced the lives and civilizations in which it has flourished. Thus another focus will be how philosophy has contributed to the world we live in.

Students will not only read philosophical texts but will learn to engage with them philosophically: they will learn to read critically, to give reasoned arguments, and to examine their own and others’ ideas in constructive ways. The way to learn philosophy is by doing it. The course will also help students explore how involvement in philosophy can be valuable and important for the individual and for a society.

### **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 word-processing programs to format documents with correct margins and (if needed) footnotes or endnotes; and to access documents In Blackboard (GMU’s course management system).

**Be sure that your GMU email account is activated, and please check it regularly.**

University policies now **require** students to activate their GMU email accounts and to check their GMU email 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 email, 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 email address. **In addition, your GMU email username and password are required in order to use our course management software, Blackboard.**

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**Schedule of Class Meetings**

Please note that this schedule may change slightly should that become necessary, for example due to weather-related closings. Changes will be announced in class as soon as the instructor knows about them. Students are responsible for becoming aware of any changes announced in class.

**For a listing of the specific readings required for each meeting, please see the Reading Assignments tab in Blackboard.**

**I. Beginning philosophy the way philosophy began; introduction to Social and Political Philosophy**

**Jan. 22 - 27:** Thales and Anaximander; Plato, *Euthyphro*

**January 29 – February 3:** Plato, *Euthyphro* (continued) and *Apology*

**February 5 – 17: Required:** Plato, *Apology*; King, *Letter from Birmingham Jail*

**February 17 – 24:** J. Locke, *Second Treatise of Civil Government*

**February 24 – March 2:** Wollstonecraft, *A Vindication of the Rights of Woman* (excerpts); Douglass, “What to the Slave is the Fourth of July?”

**II. What Can We Know, and How (if at all) Should We Go About Seeking It?**

Knowledge and What Is: Epistemology and Metaphysics

**March 4 – 18: Weeks 7 - 8** (March 5 – 21): Aristotle, *Metaphysics* A1-2

Modern Philosophy and the Making of the Modern World (What is “Modern?”): Epistemological Foundations and Early Developments

**March 18 – April 1: Weeks 8 - 10** (March 21 - April 4): Fowler, “Life of Galileo”; Descartes, *Discourse on Method and Meditations on First Philosophy*

**April 6 – 8:** Hume, *An Enquiry Concerning Human Understanding*

**April 13:** Alcock, “Epistemologies of Ignorance: Three Types”

**III. Knowledge of What Is and Knowledge of Good: Contemporary Issues (and ancient responses): Knowledge, Good, Justice, and Pluralism**

**April 15 – 27:** Aristotle, *Nicomachean Ethics* Book I, Book II, book VI Chapter 5, Book X

**April 29 – May 4:** A. Locke, “The Ethics of Culture”

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1 See <http://catalog.gmu.edu/policies/student-rights-responsibilities/#text> .

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## Course Requirements

### Required Texts

If you purchase your texts from the GMU Bookstore, please do so before the sixth week of classes. The Bookstore tends to return unsold texts (other than course packets) to the publishers at that time. (You can also use your favorite online bookseller to order these.)

1. Readings on Thales and Anaximander. Available via our Blackboard page (Reading Assignments tab).
- 2a. Plato, *Trial and Death of Socrates*, trans. Grube. Hackett Publishing Co. Available in GMU Bookstore.
- 2b. R. Cherubin, "Notes on *Euthyphro*." Available via our Blackboard page (Reading Assignments tab).
- 2c. M.L. King, "Letter From Birmingham Jail." Available via our Blackboard page (Reading Assignments tab).
- 3a. J. Locke, *Second Treatise of Civil Government*. Available now in GMU Bookstore.
- 3b. F. Douglass, "What to the Slave is the Fourth of July?" Available via our Blackboard page (Reading Assignments tab).
- 3c. M. Wollstonecraft, *A Vindication of the Rights of Woman*. Available now in GMU Bookstore.
- 4a. Aristotle, *Metaphysics A1-2*. Available via our Blackboard page (Reading Assignments tab).
- 4b. R. Cherubin, "Notes on Aristotle's *Metaphysics A1-2*." Available via our Blackboard page (Reading Assignments tab).
- 4c. R. Descartes, *Discourse on Method*, trans. Cress. Hackett Publishing Co. Available in GMU Bookstore.
- 4d. R. Cherubin, "Notes on Descartes' *Discourse Part IV*" and "Notes on Descartes' *Discourse Part V*." Available via our Blackboard page (Reading Assignments tab).
- 4e. R. Fowler, "Life of Galileo" (excerpt). Available via our Blackboard page (Reading Assignments tab).
- 4f. D. Hume, *An Enquiry Concerning Human Understanding*. Available in GMU Bookstore.
- 4g. L. Alcoff, "Epistemologies of Ignorance: Three Types." Available via our Blackboard page (Reading Assignments tab).
- 5a. Aristotle, *Nicomachean Ethics* Book I, Book II, Book VI Chapter 5, Book X. Available in GMU Bookstore.
- 5b. R. Cherubin, "Notes on *Nicomachean Ethics* Books I, II, and X." Available via our Blackboard page (Reading Assignments tab).
- 5c. A. Locke, "The Ethics of Culture." Available via our Blackboard page (Reading Assignments tab).

Some additional texts will be assigned as recommended or optional reading; these will be available via our Blackboard page Reading Assignments and Reading Resources tabs.

## Class sessions

1. Class sessions will consist of lectures plus questions and discussion. Since much of the course reading is not easy, lectures are intended to help students understand difficult points in the reading. Lectures will also help students delve more deeply into the ideas and problems presented by the readings. Therefore it is important to do the reading *and* to attend the lectures: the lectures and the readings do not repeat one another, but work together.

While lectures may at times take up the largest portion of each class session, there will always be time for questions in each session. I will ask you to respond to questions in order to help you think your way into the texts; and you will ask questions of me (or the class) if you do not understand something, or if you find something in the reading that is strange, interesting, exciting, or surprising. If you want a truly “interactive classroom,” then ask questions and participate in discussions!

**For that reason, please come to class prepared to ask one or two questions or to make one or two observations about the readings for that day.**

Students will never be penalized for asking thoughtful questions or for making thoughtful comments during class discussions. **Thoughtful class participation will never harm your grade.** (Remember too that if you have questions or wish to discuss something, you are always welcome to come to office hours.)

*If you don't have questions, you haven't read the assignment.*

2. If you miss a class or part of a class, it is up to you to get the notes and assignments for that day. You will not be graded on attendance; but you will need to know material that is presented in class in order to complete the writing assignments. Also, class lectures and discussions are intended to help students understand the reading assignments. Class participation can help your grade, too, in cases where your average is between two letter grades.

3. Students are expected to read the material assigned for each class meeting, and to come to class prepared to answer questions about it, to discuss it, and/or to ask thoughtful questions about it. Philosophy readings can be difficult, so you should expect to go over each reading assignment at least twice.

4. **Students are expected to bring to class each day the text that we are studying that day.** We will be going over certain passages very carefully, and you won't be able to follow what is going on without your text.

5. Before each class session begins, please make sure that cell phones and other potentially noisy devices are either turned off or turned to a silent setting (for example, set cell phones to vibrate instead of ring). Do not use any devices in a way that distracts other students or yourself.

## Reading

Reading in philosophy can be somewhat different from reading in other subjects. It calls for different skills and different kinds of attention, and we will work on these throughout the semester. You'll do best in the course, and you'll get the most out of it, if you follow these steps:

1. Before each class meeting, read the material assigned for that meeting.

2. Jot down some notes responding to the study questions for that day (if any). Also, jot down any questions you might have. *If you don't have questions, you haven't read the assignment.*

3. Come to class, listen to the lecture, take part in the discussions, and ask the questions you had.
4. Read the material again.

### Written Work

1. There will be four 3-5 page essay writing assignments for this course. These are all **required** assignments. They are not collaborative; each student is to do his or her own work. The first two essays will each count for 20% of your final grade, and the last two will count for 25% of your final grade. The remaining 10% of the grade will reflect participation.
  - a. The first essay will be due on February 18, and the topic question(s) will be posted on or by February 6.
  - b. The second essay will be due on March 6; the question(s) will be posted on or by February 24.
  - c. The third essay will be due on April 13; the question(s) will be posted on or by April 2.
  - d. The fourth essay will be due on May 6; the question(s) will be posted on or by April 22.

There will also be in-class ungraded writing assignments, offering reflection and practice for writing in philosophy. These will count toward the participation portion of the final grade.

**2. There is no in-class final exam for this class.** Your last essay assignment is due on the scheduled final exam day for this class.

If you have more than one exams scheduled at the same time or more than two exams scheduled on the same day, consult the instructors **early in the semester** to request rescheduling: <https://registrar.gmu.edu/calendars/spring-2020/final-exams/>

**3. Use Blackboard to submit your work for the graded assignments.** Please do not submit assignments via email. Attachments frequently fail to open properly, and material pasted into the body of an email 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. Grading on required written assignments.** Assignments are designed to see not only whether students have read the texts, but also whether they understand and have thought about the texts and the ideas discussed in class. *To answer the questions correctly, and to cover the essay topics adequately, you will have to show **your** comprehension of the issues. Simply copying information from texts or other sources will not be sufficient.*

**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. Work that is due during Finals Week and that is not submitted by its due date 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 (page 10). The

policy for this class is in accordance with University policy as outlined in the online University Catalog at <http://catalog.gmu.edu/policies/honor-code-system/> . See also <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/> . If you have any questions, please ask your instructor.

**6. Academic accommodations:** If you are a student with a disability or other special situation that calls for 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)** . For specifics on the process of arranging accommodations, see <http://ds.gmu.edu/> .

**All academic accommodations must be arranged through the ODS.**

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.

**7. Optional written work.**

Throughout the semester, I will make announcements in class about lectures and other events that have to do with philosophy. Some of these events will be held at GMU; others will be at other universities and throughout the Washington, DC area. **A way to get extra credit** is to write a short piece (no shorter than two typed double-spaced pages in length, or about 600 words) about the event you attended. This piece *must* include: a description of what the lecture or event was about; a description of the position the speaker(s) took on the issues, if any; a brief statement of the reasoning the speaker(s) used or the explanations the speaker(s) gave, if any; a statement of whether you agree or disagree (or whether you don't know whether you agree) with the speaker(s) and *why*. A submission that fulfills all of these criteria will earn a score of 2; a submission that fulfills only some of them will receive a score of 1.

Extra credit will be granted towards your semester grade in the following way: 2 points' worth of extra-credit work (for example, one piece of writing that received a score of 2, or 2 pieces that each received a score of 1) raises one of your assignment grades one increment. 4 points' worth of extra-credit work raises one assignment grade two increments. For example, suppose that one of your assignment grades was C. If you do 2 points' worth of extra-credit work, your C grade on that assignment becomes a B-. If you do 4 points' worth of extra-credit work, it becomes a B.

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**Some useful resources at GMU**

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

**Counseling and Psychological Services (CAPS):** <http://caps.gmu.edu>: SUB I Room 3129, 703-993-2380

**Learning Services (academic skills, tutoring, etc.):** <https://learningservices.gmu.edu/>

**Disability Services (ODS):** <http://ds.gmu.edu> : SUB I Room 2500, 703-993-2474

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

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

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

**Student Support and Advocacy Center:** <https://ssac.gmu.edu/>

**Student Support Resources web page:**

<https://stearnscenter.gmu.edu/knowledge-center/knowning-mason-students/student-support-resources-on-campus/>

### **Important dates this semester**

January 28: Last day to add classes

February 11: Last day to drop classes

February 24: Last day of Unrestricted Withdrawal Period

March 9 – 15: Spring Break; no class meetings

March 20: Mid-term progress reports will be submitted by this date

March 30: End of Selective Withdrawal period

May 4: Last class meeting for this course (unless there are make-up classes for snow days etc.)

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

**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.

### **Contacting your instructor: Office hours and email**

**1. Office hours** are times I have set aside specifically for meeting with students. If you want to speak with me outside of class, come to office hours. You do not need an appointment to come by during office hours, but if you want to make sure that I will be available during a certain portion of the office hours, then you can ask me to write you in for that specific time. My office is Robinson B 461.

**2.** I will in general answer **emails** from your GMU email address within one business day of when they are received. This means that emails received on, say, Monday afternoon will generally be answered by Tuesday afternoon; emails received on Friday afternoon will be answered by Monday afternoon.

**3. If you email me, please include your GMU email address.** Please sign your name to your emails. The use of your GMU address is also an important way to protect your privacy. Your

GMU email address is the only one that I can definitely identify as belonging to you.

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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/policies/honor-code-system/> .

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.**

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

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### **Diversity Statement**

*Philosophia, historiē, and dizēsis* began in respect for diversity in ideas, cultures, beliefs, and ways of thinking. Ancient Greek practitioners of these activities traced them to 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 100 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://stearnscenter.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.”

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### **University Policy on Sexual Harassment, Sexual Misconduct, and Interpersonal Violence**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence, in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202: Sexual Harassment and Misconduct](#) speaks to the specifics of Mason’s process, our resources, and the options available to students.

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu/> ; 703-993-3686, Crisis Line 703-380-1434), Counseling and Psychological Services (<http://caps.gmu.edu/> ; 703-993-2380), and Student Health Services (<http://shs.gmu.edu/> ; 703-993-2831).

All other members of the University community (including faculty, except those noted above) are **not** considered confidential resources and are **required** to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the Title IX Coordinator, at <http://diversity.gmu.edu/title-ix>, at 703-993-8730, or in the Compliance, Diversity, and Ethics office in the Aquia Building, Suite 373.

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### **Policy on the use of electronic devices in the classroom**

Cell phones, tablets, laptops, pagers, and other electronic devices are permitted in the classroom as long as they are used respectfully, in ways that do not distract you or anyone else from the business of the class, that do not disrupt the activities of the class, that do not disturb your colleagues or instructor, and that do not constitute cheating. Please set ring tones and alarms to a silent mode during class sessions. Distracting, disruptive, or otherwise disrespectful use of electronics in the classroom shows a lack of professionalism and may negatively affect your participation grade.