

PHIL 253: Philosophy and Literature
Section 002: M W 1:30 - 2:45 PM
Spring 2008
SYLLABUS

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

Sōphronein aretē megistē kai sōphiē alēthea 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)

Description

This course is designed to introduce students to philosophy through close study of texts from the ancient and (to a lesser extent) modern periods, and through investigation of basic issues and problems to which philosophers have addressed themselves. No previous experience in philosophy is required. The University General Education course goals specify that this course is also to “foster understanding and appreciation of the aesthetic, cultural, historical, and intellectual aspects of major literary works through critical analysis” (<http://www.gmu.edu/catalog/gened/index.html#Anchor8> in the 2007-8 catalog). The critical analysis, in PHIL 253, will be philosophical.

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. 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.

Literature, too, has posed many of these fundamental questions, either directly or indirectly, sometimes with dangerous results for its authors, but in ways and with goals often different from those of philosophy. During the course we will compare and contrast how works of philosophy and of literature have approached the questions and issues in which they share an interest.

Questions we will explore in this course include the following: What is it that was originally called “philosophy”? How and why did it - and does it - begin? What does philosophy study? What is literature? How is philosophy related to narrative literature and to other fields of study, or to other activities? How does it differ from them? How and why might philosophical questions and philosophical investigations be valuable and important? How have philosophy and literature affected everyday life and thought? How have literature and philosophy affected one another? How have they worked together, and how have they differed?

Besides introducing students to some fundamental works of philosophy and narrative literature, 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 or of literature (or both). Thus the course offers a good foundation for further study in philosophy and in literature. 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 selected important texts and important ideas from the history of philosophy and of literature, and also to the kinds of thinking, reasoning, and reading that these disciplines offer. Students will learn what philosophers and literary writers have said and how they have reasoned; they will also study how philosophical and literary work have responded to and then influenced the lives and civilizations in which they flourished. Thus another focus will be how philosophy and literature have contributed to the world we live in.

Students will not only read philosophical and narrative literary 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.

This course fulfills the University General Education requirement in Literature (<http://www.gmu.edu/catalog/gened/index.html#Anchor8>) and the College of Humanities and Social Sciences Bachelor of Arts requirement of a course in Philosophy or Religious Studies (<http://www.gmu.edu/catalog/chss/index.html#Anchor16> in the 2007-8 catalog).

Technology Skills

By the end of the semester students should be able to use GMU e-mail; find assigned web pages; use a word-processing program such as WordPerfect or Word to format a written assignment with correct margins (and footnotes or endnotes if necessary); use GMU Library on-line databases.

All students must make sure they have activated their GMU e-mail accounts. If you are unsure of how to do this, please see your instructor. (You can arrange to have messages from your GMU account forwarded to other e-mail accounts you have.) University policies now **require** students to activate their GMU e-mail accounts and to check their GMU e-mail regularly. (See the Schedule of Classes or go to <http://www.gmu.edu/catalog/apolicies/#Anchor4> .) **Try to check your GMU e-mail account at least once per day.** Many official university communications (announcements; messages from Financial Aid, the Library, instructors, etc.) are sent by GMU e-mail, and students are responsible for knowing the information conveyed in this way. If I need to communicate with students in between class meetings (for example, if a class is cancelled due to weather conditions and I need to alter the schedule of readings), I will do so via your GMU e-mail addresses.

Course Requirements

Required Texts

Please purchase your texts from the Bookstore before the sixth week of classes. The Bookstore tends to return unsold texts (other than course packets) to the publishers at that time.

1. Sophocles, *Sophocles I*, ed. Grene and Lattimore. University of Chicago Press. Available in GMU Bookstore.

2. Aeschylus, *Aeschylus II*, ed. Grene and Lattimore. University of Chicago Press. Available in GMU Bookstore.

3a. Plato, *The Trial and Death of Socrates*, trans. Grube. Hackett Publishing Co. Available in GMU Bookstore.

3b. Cherubin, "Notes on *Euthyphro*." Available as a link from our course web page, <http://www.gmu.edu/courses/phil/ancient/p2537.htm>.

4a. Aristotle, *Metaphysics* A1-2. Photocopy, to be distributed in class in February.

4b. Cherubin, "Notes on Aristotle's *Metaphysics* A1-2." This is available as a link from our course web page, <http://www.gmu.edu/courses/phil/ancient/p2537.htm>.

5. Aristotle, *Nicomachean Ethics*, tr. Ross. Available through a link from our course web page, <http://www.gmu.edu/courses/phil/ancient/p2537.htm>; or directly at <http://etext.library.adelaide.edu.au/a/aristotle/nicomachean/>. We will be reading only some sections of this work; see the schedule of readings below for details.

6a. Descartes, *Discourse on Method and Meditations on First Philosophy*, trans. Cress. Hackett Publishing Co. (On order; available soon in GMU Bookstore.)

7. Shelley, *Frankenstein*. (On order; available soon in GMU Bookstore. If you'd like an online version, there's one available through a link from our course web page, <http://www.gmu.edu/courses/phil/ancient/p2537.htm>; or directly at <http://etext.library.adelaide.edu.au/s/shelley/mary/s53f/>. We will be focusing on certain sections of this work; see the schedule of readings below for details.

8. A. Locke, "The Ethics of Culture." To be distributed as a photocopy or as a scanned file (depending on copyright permissions) in April.

9. Further brief readings will be available either through our course web page or as short photocopies, depending on copyright permissions.

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 will necessarily 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. You are not required to participate in class, but you will learn more and get more out of the class if you do. If you want a truly "interactive classroom," then ask questions and participate in discussions!

Students will never be penalized for asking thoughtful questions or for what they say 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. Class sessions begin at 1:30 PM. If you miss a class or part of a class, it is up to you to get the notes and assignments for that day. Experience in previous semesters shows that students who attend class regularly tend to get better grades than those who do not attend class regularly. You will not be graded on attendance; but you will need to know the 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: once before the class meeting for which the reading is assigned, and once after the class.

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, pagers, and other potentially noisy electronic devices are either turned off or turned to a silent setting (for example, set cell phones to vibrate instead of ring).

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. Each essay will count for 22.5% of your grade.

- a. The first essay will be due on February 13, and the topic questions will be distributed on February 6.
- b. The second essay will be due on March 17; the questions will be distributed on March 5.
- c. The third essay will be due on April 16; the questions will be distributed on April 9.
- d. The fourth essay will be due on May 7; the questions will be distributed on April 28.

The remaining 10% of your grade will be a participation grade, based on participation in class discussions and submission of any in-class writing that may be assigned.

There is no final exam for this class.

2. **Do not submit assignments by e-mail.** Attachments frequently fail to open correctly (or at all) on the GMU e-mail system, and text is often lost when it is cut and pasted into the body of an e-mail message.

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.* No more than 20% of your answer to any question may consist of quotations; no more than 20% of each essay you write may consist of quotations. When you quote a text, you must show that you understand what the quotation means, by discussing it or explaining it.

To get an A on an assignment, you need to: answer the question(s) completely and correctly (there may be several ways to do this); cover your topic thoroughly; *explain* how you came to your conclusions and why you think they are right (or, explain why you have doubts); show your reasoning;

make no factual errors¹; write clearly. To get an A+ you must do all the things that would earn an A, in a way that shows a higher level of understanding and clarity (for example, presenting an especially comprehensive explanation or an especially detailed analysis or an especially nuanced conclusion).

An assignment that gets 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) completely (leaves out something fairly important, amounting to about 15% of the total) OR does not show the student's understanding or reasoning OR comes to unexplained conclusions.

An assignment that gets a C is one that answers the question somewhat, but leaves out crucial points (amounting to about 25% of the total) OR makes some major factual errors in one area OR includes little explanation or shows little reasoning OR combines several of the problems mentioned in the paragraph on "B" papers and exams OR is not written clearly enough to convey your understanding of certain important points.

An assignment that gets a D shows minimal understanding of the texts OR covers little of the question(s) correctly OR makes major factual errors that undermine your answers OR is so unclear that I can only tell whether a few parts are right OR includes no explanations.

An exam or paper will get 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.

Any required assignments that you do not submit by the time the last assignment of the semester is due will receive a grade of F.

Grades of A-, B+, B-, C+, etc. will also be given. An A- is between an A and a B paper but closer to an A; a B+ is between an A and a B but closer to a B, 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 GPA (grade-point average), see the University Catalog online at <http://www.gmu.edu/catalog/apolicies/#Anchor51>.

All written work must obey the GMU Honor Code and the class Honor Code Statement (see below, pages 8-10).

2. Optional written work.

a. Periodically throughout the semester, special extra-credit questions will be posed in class or posted on the course web site. If you are interested in **extra credit**, you have the option of writing up and handing in your answers to the extra-credit questions, **within the following guidelines**:

(1) Your answers to each study question must be *at least* two typed double-spaced pages in length, or equivalent -- *at least* 600 words. **Each student is to work on these assignments individually; they are not collaborative.**

¹What is a factual error in philosophy? I will say more about this during the semester. But here are some examples: If you say that the philosopher Descartes had blond hair, that would be a factual error, but it would not be important enough for me to deduct points for it, unless you somehow tried to make a connection between Descartes' hair color and his philosophical ideas! I would lower your grade somewhat, however, if you said that Descartes lived in ancient Greece. He was actually born in 1596 AD/CE and died in 1650, and lived primarily in France. This is very important because as we will see, Descartes was responding to philosophical, political, theological, and scientific issues of his time and place. Similarly, if you wrote that Descartes said or believed that mind and body are the same thing, or that they are inseparable, that would be a factual error; he says something quite different, and essentially contrary to that. If you wrote that Descartes 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. I would deduct points for these kinds of factual errors, because they show a lack of understanding of Descartes' work.

(2) All answers must be in your own words and not copied from another source. Of course, short quotations are OK if you identify the sources clearly.

(3) Your answers will be graded in the following way: If your answer covers the question thoroughly and accurately, using your own words, and if it shows a good understanding of the reading, it gets a score of 2. If your answer covers the question only partially, or if it contains inaccurate statements, or shows limited understanding of the reading, it gets a score of 1. If your answer fails to cover the question or does not reflect an understanding of the reading, it gets a score of 0.

b. 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. **Another 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*. This sort of extra-credit piece will be graded in the same way as the other kind (see above).

c. 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 the *lowest* of your grades one increment. 4 points' worth of extra-credit work raises your lowest grade two increments. For example, suppose that your lowest grade on any of the assignments 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.

3. a. **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; 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 our class meets; an official document from an athletic team proving that you had a competition on the day our class meets; etc.

Other work that is handed in late, without a documented legitimate excuse, will lose one grade increment per class session that it is late. For example, an assignment that would receive a B+ if handed in on a due date of Wednesday Feb. 13 will receive a B if handed in on Feb. 14 or 15 or 18, a B- if handed in on Feb. 19 or 20; and so on. The maximum penalty is two full letter grades: assignments handed in three or more weeks late will lose two letter grades.

No work will be accepted after May 7 UNLESS you submit a written request for a grade of IN by May 6, or provide documentation of an emergency or other condition that prevented your handing in the assignments by May 7 and prevented your requesting the grade of IN in a timely fashion. See part c. below.

b. **Policy on required assignments that are not handed in 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 below).

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

(1) If you submit a **written request** for a grade of IN at least 24 hours before the last assignment is due, 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 #3.a. above).

If you do not request (in writing) a grade of IN and cannot provide documentation of emergency,

you will receive a grade of F for each assignment that is missing. If you provide a written request for a grade of IN and do not provide documentation of emergency or other legitimate excuse (medical notes, etc.), the work you submit after the semester ends will be accepted but will be subject to the usual grading penalties. If you request a grade of IN and also provide documentation of emergency or other legitimate excuse, there will be no grading penalty.

Special situations: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office. By ‘disability’ I mean a learning disability, physical disability, or other condition that requires that you receive modified assignments, note-takers, extended exam time, etc. The need for accommodations should be identified to the DRC 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). The specific accommodation has to be arranged through the Office of Disability Resources. Please get the proper documentation from the Disability Resource Center 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. *Do not wait until just before an assignment due date to do this; if you wait too long, there may not be time to set up the arrangements you need.*

Honor Code policy: You are responsible for knowing, understanding, and obeying the University Honor Code and the Honor Code Statement for this class. For details please see the statement attached at the end of this syllabus. The policy for this class is in accordance with the University policy as outlined in the online 2007-8 University Catalog at <http://www.gmu.edu/catalog/apolicies/#Anchor12> . If you have questions, please ask your instructor.

Schedule

Please note that this schedule may change slightly should that become necessary. 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.

I. Introduction: The Order of the Universe, Human, Good, and the Search for Knowledge

January 23 - 28: The Earliest Greek Literature; Beginning Philosophy the Way Philosophy Began

Text: For some useful background, see Cherubin, “The First Philosophers of Ancient Greece,” available at <http://www.gmu.edu/courses/phil/ancient/inttps.htm>

II. What to Do: Tradition, Culture, Conflict, and Inquiry

January 28 - February 4: Sophocles, *Antigone*

February 4 - 11: Plato, *Euthyphro*

February 13 - 18: *Oedipus the King*

February 20 - 27: *Apology of Socrates*

Texts: Sophocles, *Sophocles I*; Plato, *Trial and Death of Socrates*: dialogues *Euthyphro* and *Apology*; web notes on *Euthyphro* (available through a link from our course web site)

Optional: King, *Letter from Birmingham Jail* (available through a link from our course web site)

First essay due 2/13; questions distributed 2/6

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

February 27 - March 5: Aeschylus, *Prometheus Bound*

March 17 - 24: Aristotle, *Metaphysics* A1-2

March 24 - April 2: Descartes, *Discourse on Method*

Texts: Aeschylus, *Aeschylus II*; Aristotle, *Metaphysics* A1-2 (photocopy to be distributed in September); Cherubin, "Notes on Aristotle's *Metaphysics* A1-2" (available through a link from our course web site); Fowler, "Life of Galileo" (available through a link from our course web site); Descartes, *Discourse on Method and Meditations on First Philosophy*; Cherubin, "Notes on Descartes' *Discourse* Part IV" and "Notes on Descartes' *Discourse* Part V" (available through links from our course web site)

Second essay due 3/17; questions distributed 3/5

IV. Knowledge of What Is and Knowledge of Good

April 7 - 16: Shelley, *Frankenstein* (focus on selected passages)

April 16 - 28 Aristotle, *Nicomachean Ethics* Book I, Book II, Book VI Chapter 5, and Book X

April 28 - May 5: A. Locke, "The Ethics of Culture"; other works to be announced, if time permits

Texts: Shelley, *Frankenstein* (available through a link from our course web page); Aristotle, *Nicomachean Ethics* (available through a link from our course web page); additional online readings to be announced

Third essay due 4/16; questions distributed 4/9

Fourth essay due 5/7; questions distributed 4/28

Other (optional) materials and activities in philosophy

1. The GMU Philosophy Club meets frequently throughout the school year. The Club will hold discussions, lectures, and debates on campus, and is also planning joint activities with other area colleges. All are welcome to attend. For further information, please contact the Club's faculty advisor, Prof. Emmett Holman (eholman@gmu.edu).

2. The GMU Philosophy Department web site is <http://www.gmu.edu/departments/philosophy/>. There you will find course descriptions, faculty information, syllabi, tips for writing philosophy papers, links to further philosophy resources, and more.

3. For more on ancient Greek philosophy, and links to exciting web sites on the ancient Mediterranean world, check out your instructor's web site at www.gmu.edu/courses/phil/ancient/index.htm.

Important dates this semester

February 5: Last day to add classes

February 22: Last day to drop classes

February 23 - March 21: Elective Withdrawal period

March 10 - 16: Spring Break

March 21: Mid-semester grades submitted

May 5: Last day of classes for this course (unless there are make-up classes for snow days etc.)

Frequently Asked Questions

1. *What is the URL of our course web site for PHIL 253, Section 002?* It is <http://www.gmu.edu/courses/phil/ancient/p2537.htm>.

2. *Why are some of the texts for this class electronic texts available over the Internet, while others are books sold through the GMU Bookstore?* The class texts that are sold through the Bookstore are all translations of works that were originally written in languages other than English. I have selected the translations that I find to be the most accurate and most clear, and none of these is (as yet) available as a free electronic text. The other texts were either written in English or appear in accurate and clear translation on scholarly web sites, so we can use electronic texts in those cases.

Honor Code Statement

This course is conducted in accordance with the GMU Honor Code, as outlined in the University Catalog. For details of the GMU Honor Code, please see the online version of the most recent catalog; the University Honor Code policy is at <http://www.gmu.edu/catalog/apolicies/honor.html>.

Each student is to do his or her own work; collaboration on required written assignments (exams, papers, etc.) is not permitted. (As noted above, collaboration is allowed ONLY on the summary portion of designated group extra-credit projects. Collaboration is NOT permitted on required work or on individual extra-credit projects, and will be penalized as plagiarism, as described below.)

All answers on exams and papers must be in the student's own words.² 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 University Catalog includes 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." This means that if you quote from any source without giving proper credit (as described above) 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. 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 is "[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 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.

According to the GMU Honor Code, "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

²Hint: the paper topics and the exam questions 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 term paper; this gives you space to answer the questions adequately and to discuss your quotations.)

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 class 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.”

Penalties/Responses to Plagiarism and Cheating:

A. On assignments other than the final exam or 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 or exam will be invalidated, and the student will be required to do the paper or exam again in a satisfactory manner within a 1-week deadline in order to receive credit. (In the case of mid-semester exams, the student may be given alternate exam questions.) Work re-submitted after the 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.

If, after having been caught plagiarizing or cheating one time, a student then submits a rewrite or another assignment that also shows evidence of plagiarism or cheating, that rewrite or assignment will receive a grade of F. No further rewrites of the work that received the F will be accepted.

B. On the final exam or final assignment. 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 papers 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 download pages from the web site -- all of these are 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.

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.

New in 2008: The PHIL 253-002 Writing Fellow

This semester PHIL 253-002 is fortunate to have Angela Panayotopoulos as a Writing Fellow for the course. Angela will work with closely with you on writing assignments by giving feedback on paper drafts, tutoring in writing, discussing the writing process, and conducting workshops on writing (if needed).

The tasks of the writing fellow will include:

- a. working with the instructor to make sure that topic questions for writing assignments are clear, unambiguous, and conducive to good writing (in philosophy and in general);
- b. reading and responding to students' paper drafts using rubrics developed in cooperation with the instructor, and providing additional comments as called for by the student;
- c. tutoring some students in writing, possibly in response to the drafts;
- d. meeting with the instructor to discuss objectives and priorities for the course;
- e. providing the instructor with copies of the completed rubric sheets and comment sheets once the fellow has read the drafts;
- f. giving a short class presentation to explain to students the tasks of the writing fellow (and why it is such a good thing to have one in PHIL 253);
- g. regularly attending the class sessions for Section 002;
- h. depending on need and availability, possibly conducting writing workshops either in class or outside of class or both.

Angela will read drafts and be available to help and/or tutor students in writing; but she will *not* edit, proofread, tutor students on course content, or tell students whether she thinks they "have the answers right" or what they need to change in order to "have the answers right."

Students may ask Angela to set up an appointment for tutoring. In response to a draft or paper, Prof. Cherubin may ask some students to set up tutoring with Angela.

First-year students and students with little or no prior background in writing papers are strongly urged to make an appointment with the writing fellow when the first assignment is distributed. Other students may make appointments with Angela if they wish to do so. (Recommendations concerning draft submission for the later assignments will be made after reading the first assignment.) Instructions for drafts will be distributed and discussed along with the instructions for the assignments themselves.