

**DEPARTMENT OF ANTHROPOLOGY
PORTLAND STATE UNIVERSITY
ON ACADEMIC INTEGRITY***

The Anthropology Department faculty makes a strong commitment to helping students improve and refine their writing skills. Most anthropology courses require research papers or essay examinations. In emphasizing the importance of good writing skills in each student's intellectual development at the University, faculty members place high value on academic honesty.

Violations

When students submit research papers or essays, faculty members expect students to present their own and not borrowed work. Violations of this ethic occur when a student copies source materials without acknowledging the source, presents a slightly rearranged wording of source materials as his or her own phrasing, submits a copy of a paper identical to that submitted by another student when collaboration is not authorized, submits a paper or significant part thereof already submitted for another class to another instructor, or submits a paper that was borrowed, stolen or purchased from someone else.

These offenses are considered plagiarism. Defined in Webster's Third New International Dictionary, to plagiarize means "to steal and pass off as one's own the ideas or the words of another." This document is written to help you understand proper procedure for borrowing, quoting and citing another author's words.

Proper Documentation

If you are uncertain about how to use source materials, please review the following guidelines for properly documenting a research paper:

- Use quotation marks to set off borrowed passages a few words to three lines long; cite the source (always include page numbers) of the quoted passage.
- Indent and single space quoted passages of three or more lines; cite the source of the quoted passage.
- Cite the reference to any facts or information that are not common knowledge.

You must document your sources whenever you use the words or the ideas of others. In a research paper, you should use the referencing system common to the subfield. In Anthropology, the most common format is to use the **author-date** (Abu-Lughod 1986) or **author-date-page** (Ben-Ari 1989, 373) system in the body of the paper, followed by a full reference in a bibliography at the end of your essay. For example, the full bibliographic citation for the in-text book reference above, and the general pattern, are:

Abu-Lughod, Lila. 1986. *Veiled Sentiments: Honor and Poetry in a Bedouin Society*. Berkeley:

* Modified from the PSU Political Science Department's document of the same name, with references also drawn from "Guidelines for Essay Writing", Department of Sociology and Anthropology, Wilfrid Laurier University, 1996. The original document was adapted from "Regulations on Academic Integrity", Department of Political Science, University of Washington.

University of California Press.

Last name, First name. Date of publication. *Title of Book*. Place of Publication: Name of press.

The full bibliographic citation for the in-text article reference above and the general pattern are:

Ben-Ari, Eyal. 1989. "Masks and Soldiering: The Israeli Army and the Palestinian Uprising."
Cultural Anthropology 4:372-389.

Last name, First name. Date of Publication. "Name of article." *Name of Journal*. Volume Number:
Pages.

A chapter in an edited volume should be cited as follows:

Ong, Aihwa. 1995. "Women out of China: Traveling Tales and Traveling Theories in Postcolonial Feminism." In *Women Writing Culture*, edited by Ruth Behar and Deborah A. Gordon, 350-372. Berkeley: University of California Press.

Last name, First name. Date of Publication. "Name of Article." In *Name of Book*, edited by Name(s) of Editor(s), Pages. Place of Publication: Name of Press.

The above examples follow the [Chicago Manual of Style Author-Date bibliographic format](#), which is commonly used in a variety of Anthropology journals. When working on a class paper, be sure to consult the syllabus or assignment details for the specific bibliographic format required by the instructor, as this may vary (e.g. archaeology instructors often require that students use the [American Antiquity style guide](#)). The library also provides some helpful guidance on how to properly cite sources (<http://guides.library.pdx.edu/cite>).

In an informal paper or essay, you can incorporate the reference to the source into the text of your essay. Some illustrations of ways to do this are: 'As Professor Jones stated in last week's lecture...', or "According to an article in yesterday's New York Times...", or "According to the ethnography by Velez-Ibanez . . ."

Penalties

Anthropology faculty consider plagiarism a serious offense. At a minimum it may result in a reduction in your score on a paper, essay, or examination. It can lead to a zero score on the assignment, regardless of how small the infraction in relation to the size of the assignment. At worst, it can result in a failing course grade if it occurs on an assignment of major importance to the determination of your final grade. It can also lead to disciplinary action taken by the Office of Student Affairs, and by the Dean of the College of Liberal Arts and Sciences. Plagiarism is proscribed behavior in the PSU Student Conduct Code.

If you have questions about writing a research paper or essay, please confer with your adviser about courses that teach research skills or talk with your instructor about proper documentation of source materials. You can also consult the Writing Center in Cramer Hall 188F.

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THE USE OF SOURCES¹

Professors assume that you, the student, are the author of all work (quizzes, tests, papers, lab work, etc.) you submit, whether for a grade or not. An act of academic dishonesty is a serious offense in a college community. Any ideas, data, or phrases borrowed from others should be fully identified and cited, as explained on the previous page. This handout is intended to help students in writing essays and other papers by giving basic information on the proper use and proper acknowledgment of source material. Scholarly work in every field requires the use of other people's published--and occasionally unpublished--material. Academic honesty requires that this use be frankly and completely identified and acknowledged. The failure to do this is plagiarism.

In general when writing papers for college classes quotes and paraphrases are recommended only as ways of presenting another's argument as a point of reference in the process of making your own argument. In most essays and term papers you will be asked to do some original thinking, synthesizing materials from a number of sources and incorporating your own ideas. You should not use a paraphrase or a quote to present your own point.

Plagiarism: An Explanation

The plagiarist is the academic counterpart of the bank embezzler and of the manufacturer who mislabels a product. Plagiarism takes many forms. At one end of the spectrum there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, or identifying it in the text (Smith 1990) followed by a full reference in an attached bibliography. A second form plagiarism often takes is a string of directly borrowed words and phrases patched together into a new paragraph. (Taking careless notes and then relying on them for your essay can cause this sort of plagiarism.) In the resulting mosaic of other people's ideas and words, the writer's sole contribution is the cement to hold the pieces together. At the other end of the spectrum is plagiarism involving the casual use of a particularly apt word or phrase without referencing it. Indicative of more effort and, for that reason, somewhat closer to honesty, though still dishonest, is the paraphrase, an abbreviated (and skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the statement.

The examples given below should make clear the dishonest and the proper use of source material. If you are unsure in a particular instance whether or not to reference something, play it safe and acknowledge your sources.

¹ Adapted from the PSU Political Science Department's document of the same name, with references also drawn from "Guidelines for Essay Writing", Department of Sociology and Anthropology, Wilfrid Laurier University, 1996. That document is itself adapted from the Carleton College publication, The Writings of Essays and Other Papers, which in turn is based upon Harold C. Martin and Richard M. Ohmann, The Logic and Rhetoric of Exposition, rev. ed. (New York: Holt, Rinehart, and Winston, 1963).

THE SOURCE

This is the original text used in the following examples of plagiarism.

African Americans average 15 points below European Americans in their IQ scores. The cultural myth has been built throughout the 20th century that this difference in scores is largely (60-80 percent) the result of genetic differences, and very little influenced by environment. The myth collapses if one examines its major assumptions concerning what is measured, and the interaction of environmental and genetic influences. Neither African Americans nor European Americans constitute a homogeneous biological race. Furthermore, the assertion that IQ tests measure a biological entity called “cognitive ability” is a fiction constructed during this century. What is measured is **performance** on a test of scholastic and cultural knowledge (Marks 1997, 3).

Jane Mercer’s (1972) careful study on this subject controlled social environment and found that among those Mexican Americans, African Americans, and European Americans whose environments were similar on five characteristics, IQ scores did not differ statistically. Hence, the influence of environment explains the difference in IQ scores among ethnic groups.

Leonard Lieberman 1997 ‘Race’ 1997 and 2001: A Race Odyssey. American Anthropological Association: General Anthropology Division. p 7.

WORD-FOR-WORD PLAGIARIZING

In word-for-word plagiarism the writer borrows source material without acknowledging the original in any way, implicitly claiming authorship of the text. An example of word-for-word plagiarism (printed in italics) of the source text printed above follows:

Many people feel that *African Americans average 15 points below European Americans in their IQ scores. The cultural myth has been built throughout the 20th century that this difference in scores is largely (60-80 percent) the result of genetic differences, and very little influenced by environment. The myth collapses if one examines its major assumptions concerning what is measured, and the interaction of environmental and genetic influences. Neither African Americans nor European Americans constitute a homogeneous biological race. Furthermore, the assertion that IQ tests measure a biological entity called “cognitive ability” is a fiction constructed during this century. What is measured is **performance** on a test of scholastic and cultural knowledge.* Race does not predict cognitive ability.

In this example, after composing half of a first sentence, the writer copies exactly what is in the original text, omitting the citation (Marks 1997, 3). The last sentence is also the writer's own. By enclosing all the copied text in quotation marks and referencing the source, the writer would

have avoided the charge of plagiarism. A reader might justifiably have felt, however, that the writer had not made a very significant personal contribution to the discussion.

THE MOSAIC

In ‘mosaic’ plagiarism, also known as ‘skip-quoting’, the writer borrows words and phrases verbatim from the original text, moving them into new patterns. Phrases in italics are direct unacknowledged quotes from the source.

Many people feel that *African Americans* have IQ scores 15 points below *European Americans*. They think that *this difference in scores is [...] 60-80 percent from genetic differences, and only 20-40 percent influenced by environment*. But *African Americans* and *European Americans* are not *homogeneous biological races*. More recently, other scholars have suggested that IQ tests measure *scholastic and cultural knowledge*, not innate *cognitive ability*. A study done that accounted for *social environment [...] found that [...] Mexican Americans, African Americans, and European Americans* in similar environments had *statistically identical IQ scores.. The difference in IQ scores* can be explained by *the influence of environment*.

Only complete rewriting will save this paragraph. Even if a citation followed the passage, the reader would be uncertain whether it referred to the last few sentences or the entire paragraph. As in the first example, putting every stolen phrase within quotation marks would reveal how little of the thought belonged to the writer.

THE PARAPHRASE

Unacknowledged paraphrasing of another writer’s ideas also counts as plagiarism. The original and the paraphrased passage have been printed in tandem in the example below:

Original: African Americans average 15 points below European Americans in their IQ scores.

Paraphrase: Some tests done in the past suggested that African Americans were likely to perform about 15 points less in average than European Americans on IQ tests.

Original: The cultural myth has been built throughout the 20th century that this difference in scores is largely (60-80 percent) the result of genetic differences, and very little influenced by environment.... Neither African Americans nor European Americans constitute a homogeneous biological race.

Paraphrase: During the 1900s many people believed that biology accounted for most of this difference. The idea of race suggests that all African Americans and all European Americans share similar biological information. In truth, within a given race there is a great deal of biological variation.

Original: Jane Mercer’s (1972) careful study on this subject controlled social environment and found that among those Mexican Americans, African Americans, and European

Americans whose environments were similar on five characteristics, IQ scores did not differ statistically.

Paraphrase: Later it was found that there is no significant difference in test performance between African Americans, Mexican Americans and European Americans if the groups were from the same social and cultural environment.

When paraphrasing, the writer substitutes approximately equivalent terms for those in the original. If properly referenced, paraphrasing does not count as plagiarism. For example, if the writer began the paragraph with: “As Lieberman notes in “‘Race’ 1997 and 2001: A Race Odyssey,”...” and concluded the paraphrased passage with a reference giving the additional identification necessary, the form would be correct. Similarly, the writer could indicated the paraphrase directly, starting, “To paraphrase Lieberman’s comment...” and concluding with a reference. Honesty about the source material is vital.

THE "APT" TERM

Often students unwittingly plagiarize by incorporating particularly colorful words or phrases from the original source into their own writing. Instructors familiar with assigned readings often have little trouble identifying instances of this sort of plagiarism.

The idea that African Americans have lower IQs than European Americans is a *cultural myth*. This *fiction* does not stand up to scientific scrutiny for a number of reasons. Neither ‘Black’ nor ‘White’ makes up a clear-cut and autonomous group.

Here the writer was unable to resist two useful concepts and striking terms—“cultural myth” and “fiction.” A perfectly proper use of the terms would have required only the addition of a few phrases:

The idea that African Americans have lower IQs than European Americans is, to use Lieberman’s suggestive expression, a “cultural myth.” This “fiction” -- the term again is Lieberman’s -- does not stand up to scientific scrutiny for a number of reasons. Neither ‘Black’ nor ‘White’ makes up a clear-cut and autonomous group. (Lieberman 1997, 7)

Here again, good note-taking habits will help avoid inadvertent quotation of an author’s key phrases. The library at PSU provides some additional guidance on how to avoid plagiarism that students may find helpful: <http://library.pdx.edu/diy/avoid-plagiarism>.