UNM Department of History

I. Guidelines for Cases of Academic Dishonesty

1. Cases of academic dishonesty in undergraduate courses. According to the UNM Pathfinder, Article 3.2, in cases of suspected academic dishonesty, the faculty member should meet with the student and allow the student to explain what happened. If the faculty member then judges that academic dishonesty has occurred, the faculty member may then choose to impose a sanction. For the complete policy, go to the Pathfinder at http://www.unm.edu/~pathfind/. Under "Policies" click on "Full Text." Then click on "Student Grievance Procedure" and scroll down to Article 3, "Academic Dishonesty."

Typical sanctions may include:
Grade reduction or grade of F on the assignment
Additional assignments or rewrite of the assignment
Grade reduction or grade of F in the course
Forced withdrawal from the course

In addition, the faculty member may report the incident to the office of the Dean of Students for further disciplinary action at the University level.

2. Cases of academic dishonesty in graduate courses. Academic dishonesty is significantly more serious at the graduate level than the undergraduate level, because it is a violation of the ethics of the professional field which the student aspires to join. Ignorance of professional standards of scholarship is egregious at this level. Therefore, in addition to whatever sanctions the faculty member may choose to impose (as outlined in point 1, above) the faculty member must also report the case to the Graduate Director, and the chair of the Committee on Studies (if the student has one).

3. Student appeals. If a student believes that s/he has received unfair treatment in an academic matter, s/he should follow the procedures outlined in Article 2 of the Pathfinder. This includes meeting with the instructor to discuss the matter, then if necessary meeting with the department chair. If the dispute cannot be resolved informally through these means, then the student may file a grievance with the Dean of the College of Arts & Sciences. For the complete policy, go to the Pathfinder at http://www.unm.edu/~pathfind/. Under "Policies" click on "Full Text." Then click on "Student Grievance Procedure" and scroll down to Article 2, "Academic Disputes."

Slightly different procedures apply to graduate students. Graduate students should consult with the Office of Graduate Studies to discuss applicable rules and regulations even prior to meeting informally with faculty to resolve an academic dispute.
For the complete policy, go to the Pathfinder at http://www.unm.edu/~pathfind/. Under "Policies" click on "Full Text." Then click on "Graduate Student Grievance Procedure."

II. What is Academic Dishonesty?

UNM Policy on Academic Dishonesty

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

(http://www.unm.edu/~pathfind/. Under "Policies" click on "Full Text." Then click on "Policy on Academic Dishonesty.")

Forms of Academic Dishonesty
Students should ask their professors for clarification of these terms if they have any questions or confusion.

1. Plagiarism. You commit plagiarism if you fail to acknowledge the sources of any ideas or information in your paper which are not common knowledge or your own personal knowledge. In other words, plagiarism is claiming credit for ideas and information that are not your own.

This includes:
Copying word for word from sources without adequate documentation
Using phrases and ideas from sources without adequate documentation
Paraphrasing or summarizing a source without adequate documentation
Misrepresenting source material
Purchasing a pre-written paper
Letting someone else write a paper, or portions of a paper, for you
Paying someone else to write a paper, or portions of a paper, for you
Using someone else's data to complete an assignment

2. Collusion. You collude in academic dishonesty if you collaborate with another person in an unauthorized manner in academic assignments.

This includes:
Allowing someone else to write your papers
Allowing someone else to copy your work
Writing a paper for another person

Taking a test or exam in place of another person
Taking any action that could enable another student to violate the UNM Policy on Academic Dishonesty.

3. Fraud. You commit fraud if you falsify or invent data or source material.

4. Multiple Submissions. It is unethical to submit assignments (or parts of assignments) for credit in more than one class without the permission of the instructors.

III. Plagiarism and How To Avoid It

Why is it important to acknowledge sources in academic writing?
In universities, scholars produce new knowledge through interactions with others. We read articles and books written by other scholars, and discuss our ideas with our colleagues, whether informally or at professional conferences. Virtually nobody comes up with a brilliant new idea in total isolation – and even if they did, the first thing they would have to do is to demonstrate how their new idea fits into the existing field of knowledge.

So we are always building on each other's knowledge, and this is just as true for students as for professors. When a student writes a paper for a history class, s/he is in effect entering the historians' community of discourse, and must therefore abide by the same rules that professional historians do. Historians are continually in dialogue not only with other historians, but also with voices from the past. It is crucial therefore to acknowledge where the ideas in your papers come from, not only to give credit where credit is due, but also to clarify where you make your own original contribution to the field.

Plagiarism occurs when an author takes credit for work that is not the author's own. This is a kind of intellectual theft, and it is extremely serious no matter what form it takes, whether purchasing an essay online, or misusing sources in more subtle ways.

In order to clarify some of the different forms that plagiarism can take, please read the following passage, and then study the various good and bad uses of the source that follow.

The original text:

Lefebvre, Georges. *The Coming of the French Revolution*. Translated by R. R. Palmer. New York: Vintage Books, 1947.

[p.3] The ultimate cause of the French Revolution of 1789 goes deep into the history of France and of the western world. At the end of the eighteenth century the social structure of France was aristocratic. It showed the traces of having originated at a time when land was almost the only form of wealth, and when the possessors of land were the masters of those who needed it to work and to live. It is true that in the course

of age-old struggles (of which the Fronde, the last revolt of the aristocracy, was as recent as the seventeenth century) the king had been able gradually to deprive the lords of their political power and subject nobles and clergy to his authority. But he had left them the first place in the social hierarchy. Still restless [p. 4] at being merely his "subjects," they remained privileged persons.

Meanwhile the growth of commerce and industry had created, step by step, a new form of wealth, mobile or commercial wealth, and a new class, called in France the bourgeoisie, which since the fourteenth century had taken its place as the Third Estate in the General Estates of the kingdom. This class had grown much stronger with the maritime discoveries of the fifteenth and sixteenth centuries and the ensuing exploitation of new worlds, and also because it proved highly useful to the monarchical state in supplying it with money and competent officials. In the eighteenth century commerce, industry, and finance occupied an increasingly important place in the national economy. It was the bourgeoisie that rescued the royal treasury in moments of crisis. From its ranks were recruited most members of the liberal professions and most public employees. It had developed a new ideology which the "philosophers" and "economists" of the time had simply put into definite form. The role of the nobility had correspondingly declined; and the clergy, as the ideal which it proclaimed lost prestige, found its authority growing weaker. These groups preserved the highest rank in the legal structure of the country, but in reality economic power, personal abilities and confidence in the future had passed largely to the bourgeoisie. Such a discrepancy never lasts forever. The Revolution of 1789 restored the harmony between fact and law. This transformation spread in the nineteenth century throughout the west and then to the whole globe, and in this sense the ideas of 1789 toured the world.

1. Word-for-word plagiarism. This is copying directly from the source without correct acknowledgment.

Unacceptable use of source:
Class conflict was an important element of the French Revolution. By 1789, the social structure of France was aristocratic. Although through the centuries the king had largely been able to deprive the lords of their political power and subject nobles and clergy to his authority, they retained the first place in the social hierarchy.

Analysis of the plagiarized passage:
Although a few words were changed or omitted, this passage is virtually the same as the first paragraph in the original text. It is not a paraphrase, but a copy. Direct quotes should always be enclosed in quotation marks, accompanied by correct citation.

Acceptable use of the source:
Class conflict was an important element of the French Revolution. As historian Georges Lefebvre has observed, aristocrats had lost much of their political power by the end of the eighteenth century, but they retained "the first place in the social hierarchy." [1]

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[1] Georges Lefebvre, *The Coming of the French Revolution*, trans. R. R. Palmer (New York: Vintage Books, 1947), 3.

2. Mosaic. This is integrating key terms and phrases from a source into your own text without proper acknowledgement. Your text is not purely your own, but rather a mosaic of your words and someone else's.

Unacceptable use of source:
For centuries before the Revolution, the French bourgeoisie had been growing in wealth and importance. The bourgeoisie supplied money <u>to the royal treasury in times of crisis,</u> and staffed government posts. Yet the aristocracy and clergy retained the <u>highest rank in the legal structure</u>. The Revolution would resolve this tension by reconciling <u>fact and law.</u>

Analysis of the plagiarized passage:
This passage is mostly in the author's own words, but it still has nuggets of information and special terms that are directly copied from the original without acknowledgement. Using a direct quote in your paper is like letting another person interrupt you when you are speaking – you should only allow really worthwhile interruptions!

Acceptable use of the source:
For centuries before the Revolution, the French bourgeoisie had been growing in wealth and importance. Yet legally it was subordinate to the aristocracy and the clergy. In the words of historian Georges Lefebvre, the triumph of the bourgeoisie in the Revolution "restored the harmony between fact and law." [2]

3. Paraphrase. Paraphrasing is not a bad thing in itself. It can be a very useful tool for condensing another writer's points and integrating them smoothly into your text. But paraphrasing is only OK if you acknowledge your source and distinguish it from your own argument.

Unacceptable use of source:
One of the root causes of the French Revolution was the tension between the aristocracy and the bourgeoisie. French society was still aristocratic in the second half of the eighteenth century, meaning that status was derived from wealth based in the control of land and agricultural production. Over the centuries, the king had succeeded in expanding his political power at the expense of the aristocrats, but as a group they maintained the highest social status.

Analysis of the plagiarized passage:
The author has not copied any phrases or key words directly from the original, but there is not a single idea here that did not originate with Lefebvre, who is not acknowledged at all. It would be better for the author to deploy Lefebvre's claims in a way that supports her own argument and clearly differentiate between her ideas and Lefebvre's.

Acceptable use of source:
Events as complex as the French Revolution have multiple causes and consequences. Yet it is tempting to seek one master cause and effect to explain them. One of the most

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[2] Lefebvre, 4.

enduring theories of this kind is George Lefebvre's argument that the Revolution was essentially a class struggle between the aristocracy and the bourgeoisie. In his analysis, the status of the French aristocracy was derived from land-based wealth in the pre-industrial era. The aristocracy retained its social status and legal privileges even as it lost real political power to the king. But it would be impossible for the aristocracy to maintain its status as the importance of the bourgeosie increased.[3] Thus the primary cause of the Revolution was the inevitable clash of material-based interests.

4. Summary of a single source. This is similar to a paraphrase, but more concise. Again, it can be a useful tool for conveying another author's key points, but only with proper documentation.

Unacceptable use of source:
The French Revolution can be understood as a conflict between two classes: the aristocracy, whose wealth was based on land ownership; and the bourgeoisie, whose wealth was produced through trade, manufacturing, and service. In the late eighteenth century, the French aristocracy retained their high social status, enforced by legal privilege, even though they had lost much real political power to the king and much real economic power to the bourgeoisie. During the revolution, the bourgeoisie achieved social status and political power at the expense of the aristocracy.

Analysis of the plagiarized passage:
This passage sums up two paragraphs of the original text. Like the example of paraphrasing, it does not copy words and phrases directly from the original, but it does reproduce all the key ideas of the original without acknowledgement. Again, a summary is best used to give a brief overview of another author's ideas, but in the context of advancing your own analysis.

Acceptable use of the source:
For much of the twentieth century, the class-based analysis exemplified by Georges Lefebvre was the dominant interpretation of the causes of the French Revolution. According to this theory, the Revolution was the inevitable clash between the aristocracy, whose wealth was based on land ownership; and the bourgeoisie, whose wealth was produced through trade, manufacturing, and service. In the late eighteenth century, the French aristocracy retained their high social status, enforced by legal privilege, even though they had lost much real political power to the king and much real economic power to the bourgeoisie. During the Revolution, the bourgeoisie would achieve political power and social status that matched their economic might.[4] Although Lefebvre mentions such cultural factors as "ideology" and "confidence in the future," he treats them essentially as manifestations of social class.[5] It is only in recent years that class-based analysis has given way to more cultural explanations in historiography of the Revolution.

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[3] Lefebvre, 3.
[4] Lefebvre, 3-4.
[5] Lefebvre, 4.

5. Misrepresenting source material. Besides copying them without acknowledgement, sources can also be misused by distorting their original meaning, purpose, or spirit. This can happen because the source was misunderstood (a grave error) or because a quote was taken out of context.

Unacceptable use of source:
In the eighteenth century, the French bourgeoisie had no power at all and no role in government or cultural life. Instead, according to historian Georges Lefebvre, it was the aristocracy and the clergy that "preserved the highest rank in the legal structure of the country."[6]

Analysis of the plagiarized passage:
The author quotes Lefebvre accurately, but the way he presents the quote alters its meaning. Lefebvre did not claim that the bourgeoisie had no power, or that the aristocracy and clergy had the only kind of power worth having. Using a direct quotation to reinforce an idea that is contrary to the original author's point is dishonest.

6. Another misuse of sources: inventing them
It may seem obvious that making up a source that does not exist is fraud. Yet it is also dishonest to list sources in a paper that you did not bother to consult – your reader trusts you that those sources would back you up, but what if you're wrong? Likewise, claiming that "The critics agree . . ." or "Most historians of the French Revolution believe . . ." is a totally unsubstantiated and dangerous claim, unless you have actually made a comprehensive study of all the critics or all the historians of the French Revolution.

Finally, a note on sources in this document.
If this document were a formal essay where the same source was cited over and over again consecutively, it would have been correct to use *Ibid.* instead of repeating the author's name in the footnotes. However, given the purpose of this document, it seemed more straightforward to cite the author and page number anew in each footnote. Be sure to consult the *Chicago Manual of Style* for guidelines on the correct use of footnotes.

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[6] Lefebvre, 4.