Plagiarism: Curricular Materials for History Instructors

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A Service of the American Historical Association

The curriculum and exercises are offered free for classroom use. Photocopying and adaptation to the specific needs of the class curriculum are encouraged.

Introduction

In response to growing concerns about student plagiarism, the Professional Division of the American Historical Association asked Michael Rawson of the University of Wisconsin at Madison to put together a survey of pedagogical strategies designed to offer wise counsel to teachers seeking to help students understand and avoid plagiarism. The information and exercises assembled below address the distinctive needs of instructors and students in the field of history.

Ironically, one of the challenges in this document has been to figure out how best to document the sources of the insights it contains. When Rawson began the process of gathering suggestions for how best to introduce history students to issues relating to plagiarism, he found similar insights and pedagogical strategies scattered very widely in the literature, so much so that it proved well-nigh impossible to trace the “authorship” of those ideas to any one source.

This is not surprising, since plagiarism has been around for a very long time, and teachers have been responding in similar ways for nearly as long. We are perhaps newly sensitized to it both because of recent controversies in the historical profession and because technologies like the computer and the Internet have made student plagiarism easier to commit—and also to detect—than ever before. But plagiarism itself has not changed very much: it still involves the borrowing of words and ideas from another author without sufficiently acknowledging one’s debt. This is what we all need to help students understand and resist.

What we’ve discovered is that there is a lot of collective teacherly wisdom about plagiarism in the classroom, and the goal of this document is to summarize that collective wisdom. We’ve sought to identify important sources with lists of suggested readings and web sites at the end, and individuals who have offered special assistance are indicated in the acknowledgements. But since none of these are really “authors” of the ideas below, we’ve chosen not to use footnotes. We are grateful to all the teachers, known and unknown, who have helped make this document possible, and we offer it in the hope that it will provide useful instruction to everyone who seeks to help their students avoid committing plagiarism.

William J. Cronon,
Past Vice President, AHA Professional Division, 2002–05

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By Michael Rawson, University of Wisconsin at Madison

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Any effort to resist plagiarism in the classroom must begin with education, since many students find it difficult to master the skills necessary to paraphrase, quote, and cite material properly. This web site offers curricular resources that history instructors can use to teach students how to avoid plagiarism. It includes a discussion of how the American Historical Association defines plagiarism, tips on preventing and detecting plagiarism in student work, exercises to sharpen students' understanding of plagiarism, a list of suggested readings for graduate students, an annotated bibliography, and a list of useful web sites.

***Note**: These resources are not designed for direct use by undergraduates. They will be most effective if instructors study and digest the information and exercises, and then tailor them to the needs of their students. Each of the the exercises are offered in both MS Word and PDF forms to facilitate their use. The curriculum and exercises are offered free for classroom use. Photocopying and adaptation to the specific needs of the class curriculum are encouraged.*

Defining Plagiarism

The AHA's *Statement on Standards of Professional Conduct* defines plagiarism as the appropriation of "the exact wording of another author without attribution," and the borrowing of "distinctive and significant research findings or interpretations" without proper citation. Most cases of plagiarism represent a failure to properly paraphrase, quote, and cite sources.

Forms of Plagiarism

The most obvious form of inappropriate borrowing involves the verbatim pirating of paragraphs, pages, or entire papers or chapters without quotation or attribution. The large amount of copying involved in such cases makes the occurrence of plagiarism undeniable.

Most plagiarism is more subtle. Writers plagiarize, for example, when they fail to use quotation marks around borrowed material and to cite the source, use an inadequate paraphrase that makes only superficial changes to a text, or neglect to cite the source of a paraphrase. The result is often a patchwork of original and plagiarized texts that echoes the original sources in recognizable ways. The following example illustrates these forms of plagiarism by setting a passage from Francis Parkman's *Montcalm and Wolfe* next to a fictional plagiarism:

Montcalm and Wolfe

All, and more than all, that France had lost England had won. Now, for the first time, she was beyond dispute the greatest of maritime and colonial Powers. Portugal and Holland, her precursors in ocean enterprise, had long ago fallen hopelessly behind. Two great rivals remained, and she had humbled the one and swept the other from her path. Spain, with vast American possessions, was sinking into the decay which is one of the phenomena of modern history; while France, of late a most formidable competitor, had abandoned the contest in despair. England was mistress of the seas.[1]

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[1] Francis Parkman, *Montcalm and Wolfe* (Boston: Little, Brown, and Company, 1885), 411.

Plagiarized Version

France's loss was England's gain. For the first time, the English found themselves the greatest of maritime and colonial powers. The countries of Portugal and Holland, which had ventured seaward long before England, had fallen hopelessly behind. "Two great rivals remained," wrote Francis Parkman of Spain and France, "and she had humbled the one and swept the other from her path."[1] Spain, with vast American possessions, was sinking into decay, and France, although a fierce rival before the war, abandoned the competition in despair. England ruled the waves.

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[1] Francis Parkman, *Montcalm and Wolfe* (Boston: Little, Brown, and Company, 1885), 411.

First, the plagiarized version copies Parkman's language almost verbatim in two places, without using quotation marks or citing the source: the phrases "the greatest of maritime and colonial powers" and "Spain, with vast American possessions, was sinking into decay" appear in both passages. Second, the plagiarized version paraphrases Parkman's work poorly by retaining too much of the original author's language and organization. In one place, for example, the writer altered only a single word, taking Parkman's claim that France "abandoned the *contest* in despair" and changing it to "abandoned the *competition* in despair." Such cosmetic alterations indicate a lack of synthesis and original thought and represent a theft of Parkman's text. The plagiarized version also echoes Parkman too closely from beginning to end by following his organization slavishly. Every component of the original has a parallel in the plagiarized version, and they appear in exactly the same order. Parkman's ending, "England was the mistress of the seas," for example, becomes "England ruled the waves." Third, the plagiarized version fails to cite Parkman's work as the source of the entire paraphrase (although it does correctly cite the small amount of quoted material).

One way for the writer to solve these problems would be to rewrite the entire passage in his or her own words, emphasizing only those points important to the writer's larger argument, and then cite Parkman. If the writer wants to retain Parkman's words and organization, however, he or she might quote the entire passage from *Montcalm and Wolfe* and cite its source.

Note that the illustration does not demonstrate all possible forms of plagiarism. For example, making use of an author's distinctive interpretation without giving credit also constitutes plagiarism. In the passage above, however, Parkman does not put forth an original interpretation that requires citation.

Intent

The AHA considers plagiarism to be the failure to properly acknowledge the work of another, regardless of intent. The Modern Language Association also takes this position in the sixth and most recent edition of its *MLA Handbook for Writers of Research Papers*. Other writing guides and college handbooks similarly maintain that plagiarism can be, and often is, unintentional. Claiming otherwise provides easy absolution for sloppy work and convenient cover for plagiarists, since intent to deceive is often impossible to prove. An instructor does not need to consider intent until after he or she establishes that plagiarism has occurred, when it becomes important in assessing sanctions.

Plagiarism and Copyright Infringement

Although the concepts of plagiarism and copyright infringement overlap, two fundamental differences distinguish them. First, plagiarism is most often an ethical offense, while copyright infringement always carries the potential for legal consequences. Second, plagiarism is primarily about copying material without proper attribution, while copyright infringement is concerned with borrowing significant portions of a work without permission from the copyright holder, whether or not the holder is cited. If a person, for example, republishes a volume of George Bancroft’s nineteenth-century classic *History of the United States of America* and claims to be the author, he or she commits plagiarism but not copyright infringement, since the copyright expired many years ago. The individual would suffer the condemnation of the historical profession, and may have committed fraud, but would not have broken any copyright laws. If a person, however, incorporates an entire chapter of a more recent historical work into a new book without the permission of the copyright holder, the person is not guilty of plagiarism if he or she cites the source. But the person does infringe on the original author’s copyright, whether or not the wronged author is properly credited.

Preventing Plagiarism

Although the burden of honesty rests on students alone, instructors should openly encourage it through their words, actions, and assignments:

Send the right messages to students.

- Develop a relationship with your students. They are less likely to cheat when they know and respect their instructor.
- Let students know that you are on their side. Indicate your awareness that heavy workloads and easy Internet access make plagiarism extremely tempting, and emphasize that you want to save them from the consequences. Avoid adversarial approaches that might alienate some students and dare others to try to slip plagiarized work past you.
- Take the time to teach students what plagiarism is and how to avoid it—much undergraduate plagiarism is unintentional. Use examples that *show* students how to use sources correctly (and incorrectly).

Craft plagiarism-resistant assignments.

- Create interesting assignments. Students are more likely to cheat on assignments that fail to engage them.
- Create eccentric or unique assignments that students cannot copy from elsewhere.
- Create assignments that require a personal response.
- Ask students to submit outlines and drafts of their papers ahead of the final due date. This will help to ensure that they are doing their own work and discourage them from procrastinating until the night before and resorting to plagiarism out of desperation. Instructors also might require students to submit their notes with their final papers.
- To ensure that students actually look at the resources they cite, ask them to annotate their bibliography or attach copies of cover pages for cited works.
- Require students to use at least one source that is no more than a year old. Most of the papers available to students on the Internet are less up to date.
- Ask students to turn in electronic copies of their papers along with the hard copies. Indicate that you have the means to check them against a plagiarism database (whether or not you intend to do so). To be fair to students, and to maximize the effectiveness of the requirement, warn students well in advance of the due date that you will ask for electronic copies.

Detecting Plagiarism

Plagiarizers often leave clues behind. Keep the following in mind as you read through student papers:

- Be sensitive to changes in writing style. An abrupt shift from poorly written to masterfully crafted prose might signal the start of a passage that the student cut and pasted from somewhere else. A paper that contains excellent prose but lurches from paragraph to paragraph might be a compilation of passages taken from elsewhere.
- Note any sophisticated or jargon-laden language that reflects knowledge or expertise beyond what you expect from the student.
- Keep an eye out for references to works that are either very old or unavailable in your campus library, and for sudden changes in reference style (from MLA to Chicago, for example).
- Make note of papers that do not directly address the assignment. Its author might originally have written it for a different class.
- Watch for unusual changes in format (font, point size, margins), which sometimes result when a student cuts and pastes a passage into a paper.
- Note phrases that refer to something in the paper that is not there (but might have been in the original from which the student took it).

If you suspect a student has plagiarized a particular passage, search a string of words on the Internet using a few of the powerful search engines available, like google.com or amazon.com. Although the Internet provides plagiarizers with much of their material, instructors can use it just as easily to catch them.

Exercises

Two groups of plagiarism exercises appear below, one for undergraduate students and one for graduate students. The undergraduate exercises focus on prevention by helping students understand correct summarizing, paraphrasing, quoting, and citation. The graduate student exercise encourages a deeper understanding of how scholars use sources in their work. Both sections contain discussion questions that emphasize the kinds of situations that undergraduates or graduates are likely to encounter. Instructors are encouraged to tailor the assignments to suit their individual needs and teaching styles.

Undergraduate Students

Exercise 1: Summarizing, Paraphrasing, Quoting, and Citing

The exercise below provides students with a text and asks them to paraphrase, summarize, and cite it. The instructor must then evaluate their work. To give students more control over the assignment, instructors can ask them to work with an Internet text of their own choosing. Students must understand the difference between paraphrasing and summarizing before attempting the assignment.

Pretend that you are writing an essay on how the frontier experience shaped the development of the United States. While researching, you come across the following passage written by the historian Frederick Jackson Turner:

> From the conditions of frontier life came intellectual traits of profound importance. The work of travelers along each frontier from colonial days onward describe certain common traits, and these traits have, while softening down, still persisted as survivals in the place of their origin, even when a higher social organization succeeded. The result is that to the frontier the American intellect owes its striking characteristics. That coarseness and strength combined with acuteness and acquisitiveness; that practical, inventive turn of mind, quick to find expedients; that masterful grasp of material things, lacking in the artistic but powerful to effect great ends; that restless, nervous energy; that dominant individualism, working for good and for evil, and withal that buoyancy and exuberance which comes with freedom—these are traits of the frontier, or traits called out elsewhere because of the existence of the frontier. (Frederick Jackson Turner, “The Significance of the Frontier in American History,” *The Frontier in American History* (New York: Henry Holt and Company, 1920), 37.)

You decide to include a paraphrase or summary of the entire passage in your essay. Remember that a paraphrase records all the important details of a passage, and a summary condenses a passage to the main ideas.

1. In your own words, write the best **paraphrase** you can of Turner’s passage. Write a citation for your paraphrase.

2. In your own words, write the best **summary** you can of Turner’s passage. Write a citation for your summary.

3. Rewrite your summary or paraphrase to include a **quotation** from Turner's passage. What is the best way to cite both the summary or paraphrase *and* the quotation?

4. Purposely write a *poor* **paraphrase** and **summary** of the above passage with *poor* quotations and citations, and make a short list of the characteristics that make them poor.

Exercise 2: Quoting and Citing

The following exercise asks students to find their own sources, write citations for them, and then practice quoting and citing material from them. The instructor should provide directions regarding the preferred style of citation (Chicago, MLA, etc.). The exercise is adapted with only slight alterations from one developed by Maureen Nutting of the Department of History in North Seattle Community College, and is used with her permission.

1. Find one **book** that deals with a topic in U.S. history from earliest settlement to the 1860s. Provide a full citation for that book: author or editor (last name first, then first name); title; edition, if indicated; place of publication; publisher; and date of publication.

    a. Select a phrase from page 100 of the book. Write a sentence in which you quote from the book, using that phrase, and add a footnote number to the end of the sentence. Then create a footnote/endnote for the sentence that includes author's name; title; place of publication; publisher; date of publication; and page number. Attach a photocopy of page 100.

    b. Select an idea from page 130 of the same book. Paraphrase that idea in a sentence (that is, put the idea in your own words) and add a footnote number to the end of the sentence. Then create a footnote/endnote citation for the sentence. Attach a photocopy of page 130.

2. Find a **web site** that deals with a topic in U.S. history from earliest settlement to the 1860s. Write a citation for the web site that provides the following: name of author or page maintainer, if there is one; name of the page; URL; date accessed.

3. Find an **article in a history journal** that deals with a topic in U.S. history from earliest settlement to the 1860s. Provide a full citation: author; title of article (inside quotation marks); name, number, volume, and date of journal; and pages on which the article appears.

    a. Write a sentence in which you quote from the first page of the article. Provide a footnote/endnote for the quote.

    b. Write a sentence in which you paraphrase an idea from the second page of the article. Provide a footnote for the paraphrase. Attach a photocopy of the first two pages of the article.

4. Find an **article in a newspaper** that deals with a topic in U.S. history from earliest settlement to the 1860s. Write a citation to the article that includes the following information: author's name, if given; title of article; name of newspaper; date; and page, if given.

5. Find an **article in an online database** that deals with a topic in U.S. history from earliest settlement to the 1860s. Provide a full citation: author; title of article (inside quotation marks); name, number, volume, and date of journal; start page for the article or number of paragraphs; URL; and date accessed.

Exercise 3: Summarizing, Paraphrasing, Quoting, and Citing

Instructors should explain the proper use of summary, paraphrase, quotation, and citation before assigning the following exercise.

The passage below, taken from George Trevelyan's England in the Age of Wycliffe, 1368–1520, discusses the Peasant's Rising of 1381. The sentences that follow it use the passage as a source. Determine whether the sentences use and cite the material in the passage properly or whether they constitute plagiarism, and rewrite the sentences where necessary. All notation symbols refer to the footnote at the bottom of the exercise.

> The demand for personal freedom, which had been the chief cause of revolt, was for the moment crushed. The Parliament of November gratefully confirmed the King's repeal of the liberating charters. A unanimous vote of county and town members together contradicted all rumours that the emancipation of the serfs was seriously considered by Parliament. The Rising had failed. But the process of manumission, which had been going on for so long, continued steadily during succeeding generations. Under the Tudors the last remains of serfage were swept away, and in James the First's reign it became a legal maxim that every Englishman was free. It must remain a matter of opinion whether this process was accelerated or retarded by the Peasants' Rising; it is impossible to apply hard facts to the solution of such a problem. (George Macaulay Trevelyan, *England in the Age of Wycliffe, 1368-1520* (1899; reprint, New York: Harper and Row, 1963), 253.)

1. The events that followed the Peasant's Rising crushed the chief cause of the revolt: the demand for personal freedom.[1] [Plagiarism. The sentence uses identical language to that found in the passage from Trevelyan: "chief cause of the revolt" and "the demand for personal freedom."]

2. Trevelyan found it difficult to determine the effect that the Peasant's Rising had on the development of freedom in England.[1] [Correct. The sentence summarizes Trevelyan's idea and cites the source.]

3. Although freedom did not come all at once for England's serfs, George Trevelyan claims in *England in the Age of Wycliffe, 1368–1520*, that manumission "continued steadily during succeeding generations." [Incorrect citation. The writer may be trying to cite the source in the text, rather than in the notes, and fails to include the page number. But since the writer does place the borrowed material in quotation marks and attempts to cite Trevelyan, the sentence does not represent plagiarism.]

4. According to George Trevelyan, a vote confirming the King's repeal of the liberating charters "contradicted all rumours that the emancipation of the serfs was seriously considered by Parliament."[1] [Plagiarism. Although the writer correctly cites the material in quotation marks, the phrase "confirming the King's repeal of the liberating charters" precisely tracks Trevelyan's language but remains unattributed.]

5. The idea that all Englishmen were born free did not become a common belief until the reign of James the First.[1] [Correct. The sentence summarizes Trevelyan's claim and cites the source.]

6. Although the actions of the King and Parliament after the Peasant's Rising denied freedom to England's serfs, serfdom nevertheless continued to erode. By the reign of the Tudors, it had disappeared completely, and by the time of James the First, all Englishmen considered themselves free. The role played by the Peasant's Rising in this transition remains unclear. [Plagiarism. This is a good summary of Trevelyan's paragraph, but it fails to cite the source.]

7. The King of England reneged on his promises to the peasants, and in November 1381, Parliament confirmed the King's actions. [Correct. Since the sentence relies on Trevelyan only for factual material that is widely available elsewhere, the writer does not need to cite the source.]

[1] George Macaulay Trevelyan, *England in the Age of Wycliffe, 1368-1520* (1899; reprint, New York: Harper and Row, 1963), 253.

Exercise 4: Discussion Questions

Instructors should discuss the fundamentals of plagiarism with students **before** asking them for reactions to the scenarios that follow. Students must understand the proper use of paraphrase, summary, quotation, and citation, and the reasons that plagiarism is wrong, before they venture into grayer areas of ethical behavior.

1. The night before the paper was due in Morgan's course on World War II, a classmate approached her to proofread his final draft. As she read Ben's paper, Morgan realized that he had copied several paragraphs directly from a source that she also had consulted. Morgan advised Ben to rework the paragraphs or, at the very least, to set them in quotation marks and cite the source. After handing in their papers the next day, Morgan asked Ben if he was satisfied with his final revisions. She was startled when Ben confessed that he had passed in his paper without making the changes she had suggested. What should Morgan do?

2. Ted worked hard on the final paper for his class in Southeast Asian history and was pleased with the result. When the professor handed back his paper, however, she pulled Ted aside and showed him several passages that he had taken verbatim from well-known books on similar topics. During the conversation, Ted realized that sloppy note taking had led to the similarities. He produced the notebook in which he copied the passages and showed the professor where he neglected to write down the sources. Ted claimed that he had mistaken the passages for his own words when consulting the notebook to write his paper. The professor agreed that the copying was unintentional. Was Ted still guilty of plagiarism?

Graduate Students

Exercise 1: Checking Citations

The classic plagiarism exercise used with graduate students is to give them a work of history and instruct them to verify its sources by checking the notes for particular pages or chapters. The exercise introduces graduate students to how a practicing historian handles notation, reinforces its importance, and teaches them how to detect plagiarism. The exercise is most useful, however, to those students who have access to a large research library. Instructors should place works cited in the notes on reserve so that students do not have to compete for them.

Exercise 2: Discussion Questions

1. Samantha hoped that her dissertation, a biography of George Washington, would bring new insights to a familiar subject. After reading several of her chapters, Samantha’s advisor noticed a number of passages that resembled sections in previously published biographies. He asked Samantha to rework the passages but, to his surprise, Samantha defended the textual similarities as unavoidable. All Washington biographers, she noted, drew on the same set of primary sources and described the same events. Although she interpreted these sources and events differently, she claimed that framing them in similar patterns and echoing previous works was inevitable. Samantha’s argument convinced her advisor, and the passages remained as they were. Did they make the right decision?

2. When Kathy’s seminar professor announced that the topic for the research paper would be the trans-Atlantic slave trade, she was greatly relieved. Kathy had written a strong paper on slavery the prior semester, and she hoped to use it for background. As the due date approached, however, Kathy found herself pressed for time and copied two paragraphs almost word for word from the old paper into the new. Something about reusing the passages troubled her, but she was confident that she could not plagiarize herself. Was she right?

3. Short on time to complete his paper on the Egyptian pharaoh Akhenaton for an undergraduate history class, Bill resorted to cutting and pasting material from Internet sites. He got caught. The professor discovered that Bill had copied at least 10 percent of his paper directly from other sources, and without attribution. Bill was penitent, but claimed the extent and kind of copying to be a mitigating factor. A full 90 percent of the paper represented his own work, Bill noted, when he could have copied the entire paper from the web. And the paper’s thesis was original. He insisted that the professor consider these facts when determining his punishment. How should the professor respond? Is there a relationship between the extent and kind of plagiarism and the magnitude of the offense?

4. Connor had been a teaching assistant in a Latin American history course for only four weeks when two students handed in remarkably similar papers. Although the language in the papers was not identical, their arguments, evidence, and organization strongly echoed each other. The assignment had given students a choice of five questions to answer, and since the two students had chosen the same question, some similarities might be expected. But Connor remained suspicious. When he met with the students, they apologized for the similarities and explained that they had worked closely in the early stages of writing by

brainstorming approaches to the question and outlining their answers together. Connor concluded that the similarities resulted from too close a collaboration and were probably unintentional. Were the students guilty of plagiarism? How should Connor handle the problem?

5. Why is a reputation for professional integrity valuable? What are the possible prices that a graduate student or professor might pay for the perception of plagiarism? How can you ensure that your own work avoids the ethical ambiguities explored in the questions above?

Suggested Readings for Graduate Students

The following readings introduce graduate students to a wide range of issues related to plagiarism in the field of history. As a group, the readings illustrate the format in which accusations of plagiarism often appear, provide a window into how history departments handle plagiarism cases, explore contested definitions of plagiarism, and review some recent attempts to understand why students and academics alike plagiarize.

American Historical Association. "Plagiarism." *Statement on Standards of Professional Conduct, 2005 Edition*. Washington, D.C.: American Historical Association, 2005.

> All graduate students in history should be familiar with the AHA's definition of and position on plagiarism.

Bray, Robert. "Reading Between the Texts: Benjamin Thomas's *Abraham Lincoln* and Stephen Oates's *With Malice Toward None*." *Journal of Information Ethics* 3, no. 1 (spring 1994): 8–24, and Stephen Oates, "'A Horse Chestnut Is Not a Chestnut Horse': A Refutation of Bray, Davis, MacGregor, and Wollan," 25–41.

> Robert Bray claims that Stephen Oates's biography of Lincoln contains passages plagiarized from another source. Oates responds. This special issue of the *Journal of Information Ethics* contains eleven pieces discussing one of the most controversial plagiarism accusations in recent years. Additional material about the Oates controversy can also be found at Stephen B. Oates, "I Stood Accused of Plagiarism," with responses by Michael Burlingame, Bob Bray, Arnita Jones, Walter W. Stewart and Ned Feder, and Robert L. Zangrando, in *History News Network*, April 15, 2002, http://hnn.us/articles/658.html (accessed January 11, 2005).

Gorn, Elliot J. "History for Sale." *Chronicle of Higher Education*, March 11, 2002, B10–B11.

> Historian Elliot Gorn reviews the plagiarism charges against Stephen Ambrose and concludes that the quality of Ambrose's work suffered from a profit-driven decision to write simplistic, celebratory narratives for a mass audience.

Hoffer, Peter Charles. "Reflections on Plagiarism—Part 1: 'A Guide for the Perplexed.'" *Perspectives* 42, no. 2 (February 2004): 17–23.

> This article is a concise and informative primer exploring ways to avoid and detect plagiarism. The article discusses various definitions of plagiarism and reviews the different citation conventions used in academic writing and other kinds of written and oral historical work.

Howard, Rebecca Moore. “Toward a Pedagogy of (Re)Formative Composition.” Introduction to *Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators*. Stamford, Conn.: Ablex Publishing Corporation, 1999.

> Building on recent work in the theory of authorship, Howard argues that “patchwriting” is a legitimate step in mastering the language and ideas of a field, and instructors should treat it as part of the learning process rather than a transgression. She approaches plagiarism as a construction that serves the interests of those in power.

Isserman, Maurice. “Plagiarism: A Lie of the Mind.” *Chronicle of Higher Education*, May 2, 2003, B12–B13.

> Historian Maurice Isserman tries to understand plagiarism by first exploring what it is not. He argues that authors can avoid plagiarism by understanding their material well enough to “own the words” they use, making direct repetition of someone else’s language unnecessary.

Madison, Kenneth G., and J. R. Lander. “The Troglodyte Connection: A Case of Self-Plagiarism.” *Albion* 9 (summer 1977): 188–94.

> Madison claims that Lander plagiarized himself by incorporating the same text into two books, an article, and a conference paper. Lander responds by arguing, in part, that a writer cannot steal his own words. The exchange explores the idea of “self-plagiarism.”

Mallon, Thomas. “Quiet Goes the Don: An Academic Affair.” Chap. 4 in *Stolen Words: Forays into the Origins and Ravages of Plagiarism*. New York: Ticknor and Fields, 1989.

> Mallon discusses a plagiarism case brought against a faculty member in the history department of a large university. The chapter provides a revealing look into how one institution handled charges of plagiarism.

Meyerowitz, Joanne, et al. “Round Table on History’s Ethical Crisis.” *Journal of American History* 90, no. 4 (March 2004): 1325–56, including Joanne Meyerowitz, “History’s Ethical Crisis: An Introduction,” 1325–26, http://www.historycooperative.org/journals/jah/90.4/meyerowitz.html; Elliott J. Gorn, “The Historians’ Dilemma,” 1327–32, http://www.historycooperative.org/journals/jah/90.4/gorn.html; Michael Grossberg, “Plagiarism and Professional Ethics—A Journal Editor’s View,” 1333–40, http://www.historycooperative.org/journals/jah/90.4/grossberg.html; Richard Wightman Fox, “A Heartbreaking Problem of Staggering Proportions,” 1341–46, http://www.historycooperative.org/journals/jah/90.4/fox.html; Joyce Seltzer, “Honest History,” 1347–50, http://www.historycooperative.org/journals/jah/90.4/seltzer.html; and Emma J. Lapsansky, ”An Honor System for Historians?” 1351–56, http://www.historycooperative.org/journals/jah/90.4/lapsansky.html (accessed January 11, 2005).

> A series of brief commentaries on different aspects of the supposed ethical crisis of the history profession, addressing recent plagiarism cases and other examples of misconduct among historians.

Morris, James O., and Philip S. Foner. “Philip Foner and the Writing of the Joe Hill Case: An Exchange.” *Labor History* 12 (winter 1971): 81–114.

> In this well-known exchange, Morris charges Foner with incorporating material from his master’s thesis into *The Case of Joe Hill*. Foner responds to the accusation. The arguments made by each—and the arrangement of text from both works in

parallel columns—illustrate one of the principal ways that historians debate plagiarism in a scholarly forum.

Perrin, Noel. “How I Became a Plagiarist.” *American Scholar* 61, no. 2 (spring 1992): 257–59.

> This cautionary tale describes how an editor’s error transformed an original article that the author had written for the *New York Times* into a piece of plagiarism. Perrin’s experience holds important lessons for anyone who writes for publication.

Bibliography of Print Sources

Anderson, Judy. Plagiarism, Copyright Violation and Other Thefts of Intellectual Property: An Annotated Bibliography with a Lengthy Introduction. Jefferson, N.C.: McFarland and Company, 1998.

> This annotated bibliography summarizes books and articles on plagiarism published between 1907 and 1995, with a heavy emphasis on the last five years of that period. The introduction is a useful guide to recent trends, and the entries provide a quick overview of some of the most important cases.

Buranen, Lise, and Alice M. Roy, eds. *Perspectives on Plagiarism and Intellectual Property in a Postmodern World*. Albany: State University of New York Press, 1999.

> This collection includes twenty-four short essays that explore definitions of plagiarism and their application in various academic settings. The introduction provides a good overview of postmodern thinking about plagiarism.

Hoffer, Peter Charles. “Reflections on Plagiarism—Part 1: ‘A Guide for the Perplexed.’” *Perspectives* 42, no. 2 (February 2004): 17–23, http://www.historians.org/Perspectives/Issues/2004/0402/0402vie1.cfm, and “Reflections on Plagiarism—Part 2: ‘The Object of Trials.’” *Perspectives* 42, no. 3 (March 2004): 21–25, http://www.historians.org/Perspectives/Issues/2004/0403/0403vie1.cfm (accessed January 11, 2005).

> The first part of this two-part series offers a primer on plagiarism, while the second part explores the formal and informal ways that historians can respond to plagiarism. Hoffer reminds us that the purpose of taking action against suspected plagiarists is not just to secure punishment, but to educate all historians and avert future cases.

Howard, Rebecca Moore. Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators. Stamford, Conn.: Ablex Publishing, 1999.

> Howard, a teacher in composition studies, argues that “patchwriting” (copying text with minimal alterations) is an important part of the learning process for students, because evaluating and shaping a text in this way facilitates understanding of it. She argues that teachers and institutions should not consider patchwriting to be plagiarism unless a student means it to mislead.

LaFollette, Marcel C. Stealing into Print: Fraud, Plagiarism, and Misconduct in Scientific Publishing. Berkeley: University of California Press, 1992.

> LaFollette, a professor of science and technology policy, explores the impact of plagiarism, falsification of data, and other deceptive practices on scientific journals. Many of the issues she discusses have parallels in the humanities.

Lindey, Alexander. *Plagiarism and Originality*. New York: Harper and Brothers, 1952.

> A much-referenced classic, Lindey’s work contains a wealth of information about past plagiarism cases. His definition of plagiarism is frequently cited, although variously interpreted. Despite the title, Lindey is as concerned with copyright infringement as he is with plagiarism.

Mallon, Thomas. Stolen Words: Forays into the Origins and Ravages of Plagiarism. New York: Ticknor and Fields, 1989.

> This classic work takes a case study approach to the topic, devoting chapters to charges of plagiarism in the world of literature, a department of history, and even a television show. Mallon’s opening chapter explores the origins of our present understanding of plagiarism.

McKillop, A. B. The Spinster and the Prophet: Florence Deeks, H. G. Wells, and the Mystery of the Purloined Past. Toronto: Macfarlane Walter and Ross, 2000.

> McKillop explores an early twentieth-century lawsuit in which a Canadian woman charged H.G. Wells with steeling the framework for his famous book, *The Outline of History*, from her unpublished manuscript.

Shaw, Peter. “Plagiary.” *American Scholar* 51, no. 3 (summer 1982): 325–37.

> This well-known meditation on plagiarism explores its history and the ways in which academics and the public view it today. Shaw discusses, for example, how scholars remained unwilling to confront Samuel Taylor Coleridge’s extensive plagiarism for over a century.

Yanikoski, Charles S. “When the Trial Is the Punishment: The Ethics of Plagiarism Accusations.” *Journal of Information Ethics* 3, no. 1 (spring 1994): 83–88.

> Yanikoski is most concerned with the rights of the accused in plagiarism cases, since the mere accusation of plagiarism can severely damage a career. He argues that accusers should resolve charges of plagiarism privately, either directly with the accused or through institutional mechanisms, and only make them public if the charges prove to be true.

Web Sites to Explore

An enormous amount of material on plagiarism is available on the Internet, much of it sponsored by academic institutions. The following sites are especially useful.

History News Network. *Plagiarism: HNN Index*. http://hnn.us/articles/3781.html (accessed January 11, 2005).

> An archive of articles on cases of plagiarism specific to the historical profession.

Leland, Bruce H. *Plagiarism and the Web*. January 29, 2002. http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm (accessed January 11, 2005).

> Contains a lengthy list of suggestions on how to help students avoid plagiarism.

Rutgers University Libraries. *Plagiarism and Academic Integrity at Rutgers University: A Play with 8 Scenes*. http://scc.rutgers.edu/douglass/sal/plagiarism/intro.html (accessed January 11, 2005).

An interactive story that details the temptations faced by two students trying to complete a co-authored history paper on time.

Stoerger, Sharon. *Plagiarism*. http://www.web-miner.com/plagiarism (accessed January 11, 2005).

An extensive annotated bibliography of sources dealing with plagiarism.

University of Southern Mississippi Libraries. *The Plagiarism Tutorial*. http://www.lib.usm.edu/research/plag/plagiarismtutorial.php (accessed January 11, 2005).

An online tutorial that includes a series of quizzes.

University of Wisconsin Women's Studies Librarian's Office. *Cheating, Plagiarism (and Other Questionable Practices), the Internet, and Other Electronic Resources*. January 23, 2004. http://www.library.wisc.edu/libraries/WomensStudies/plag.htm (accessed January 11, 2005).

An annotated list of links to a wide variety of sites exploring plagiarism.

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