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## **CSP 52: Debating Controversial Issues in Sexuality** Spring 2012 at Occidental College

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**Colloquia**

Professors Heldman and Wade  
Various special guests  
MWF 11:30-12:25  
Johnson 101

**Section One**

Professor Heldman  
MWF 1:30-2:25  
Fowler 309  
Preceptors: Stefanie Davis (sdavis@oxy.edu)  
Lily Orcutt (orcutt@oxy.edu)

**Section Two**

Professor Wade  
MWF 2:30-3:25  
Fowler 309  
Preceptors: Andrea Kippur (kippur@oxy.edu)  
Charlotte Strauss Swanson (straussswanson@oxy.edu)

**Section Three**

Professor Wade  
MWF 3:30-4:25  
Fowler 309  
Preceptor: Liza Veale (veale@oxy.edu)

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### **CLASS DESCRIPTION**

This course introduces four theoretical perspectives on sexuality: biological (sexuality is a matter of sexual bodies and chemistry), psychological (sexuality is a matter of mental states and processes), social constructionist (sexuality is a cultural and historical product), and conflict (sexuality is a contested arena in which different groups vie for power). With these perspectives in mind, we explore four broad questions: How should we regulate sexual behavior? What is sexual consent? Who's responsible for the fact that sex makes babies? And, what is good sex?

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### **REQUIRED READING**

*A Writer's Reference*, by Diana Hacker. Available at the Occidental College Bookstore.

*They Say, I Say: The Moves that Matter in Academic Writing*, by Gerald Graff & Cathy Birkenstein. Available at the Occidental College Bookstore.

*Sexuality Now: Embracing Diversity* (4<sup>th</sup> edition), by Janell L. Carroll. Available at the Occidental College Bookstore.

*Course Reader*. Available electronically on Moodle.

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## GRADE BREAKDOWN

| Assignment                    | Points | Percent of Grade |
|-------------------------------|--------|------------------|
| Attendance and Participation: | 75     | 7.5 %            |
| Homework:                     | 75     | 7.5 %            |
| Field Notes:                  | 200    | 20 %             |
| First Analytical Essay:       | 125    | 15 %             |
| Second Analytical Essay:      | 125    | 15 %             |
| Third Analytical Essay:       | 125    | 15 %             |
| Final Paper:                  | 250    | 25 %             |
| Final Exam:                   | 25     | 2.5 %            |
| Total:                        | 1000   | 100 %            |

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## COURSE SCHEDULE

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### Monday, January 23<sup>rd</sup> – Welcome and Introductions

Colloquia:    Welcome and an Introduction to the Course

Section:    Introductions

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### Wednesday, January 25<sup>th</sup> – Introduction to the Research Project

Colloquia:    Hook Up Culture

Reading      • Heldman & Wade, *Hook Up Culture*  
                     • Wade & Heldman, *Hooking Up and Opting Out*

Section:      Discussion of Hook Up Culture

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### Friday, January 27<sup>th</sup> – Introduction to the Research Project

Colloquia:    On Ethnography

Reading      • Hamilton, *Trading on Heterosexuality*

Section:      Field Note Exercises

Homework:    • Pay Attention!

## Perspectives on Sexuality

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### Monday, January 30<sup>th</sup> – Perspectives on Sexuality: A Biological Approach

Colloquia: Sexual Anatomy and Physiology (Wade)

Reading:

- Carroll Ch. 2, pp. 31-32 (start at “Biological Theory,” stop at “Sociological Theories”)
- Carroll Ch. 5, pp. 106-132
- Carroll Ch. 6, pp. 134-153
- Carroll Ch. 10, pp. 236-248 (stop at “Solitary Sexual Behavior”)

Section: Discussion of Ethnographic Observations

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### Wednesday, February 1<sup>st</sup> – Perspectives on Sexuality: A Biological Approach

Colloquia: Gender and Sexual Orientation (Wade)

Reading:

- Carroll, Ch. 11, pp. 268-275 (stop at “Developmental Theories”)

Section: Discussion

Due:

- Field Notes (emailed to both Profs. before the beginning of Section)

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### Friday, February 3<sup>rd</sup> – All-Frosh Lecture

Colloquia: Dr. Leo Chavez in Thorne

Section: None

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### Monday, February 6<sup>th</sup> – Perspectives on Sexuality: A Psychological Approach

Colloquia: Guest Lecture, Dale Chapman

Reading:

- Carroll Ch. 4, pp. 78-100 (stop at “Gender Role Socialization Throughout the Life Span”)
- Laden, *The Natural Basis for Gender Inequality*
- Diamond, *Intersexuality*

Section: Feedback on Field Notes

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### Wednesday, February 8<sup>th</sup> – Perspectives on Sexuality: A Psychological Approach

Colloquia: Guest Lecture, Brett Wheeler

Reading:

- Carroll Ch. 2, pp. 26-31 (stop at “Biological Theory”)
- Carroll Ch. 11, pp. 275-277 (start at “Developmental Theories,” stop at “Sociological Theories”)
- Steinem, *Womb Envy, Testyria, and Breast Castration Anxiety*

Section: Discussion

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## Friday, February 10<sup>th</sup> – Perspectives on Sexuality: A Social Constructionist Approach

Colloquia: The Social Construction of Sex (Wade)

- Reading:
- Carroll Ch. 2, pp. 32-33 (start at “Sociological Theories,” stop at “Feminist Theory”)
  - Carroll Ch. 1, pp. 1-19 (stop at “The 20<sup>th</sup> Century: Sexual Crusaders and Sexologists”)
  - Carroll Ch. 7, pp. 167-171 (start at “Adult Love and Intimacy,” stop at “Long-Term Love and Commitment”)
  - Carroll Ch. 9, pp. 206-218 (stop at “Same Sex Relationships”)

Section: Writing Workshop, Concision

- Due:
- Homework, 1,000-Word Essay
  - Field Notes (emailed to both Profs. before the beginning of Section)

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## Monday, February 13<sup>th</sup> – Perspectives on Sexuality: A Social Constructionist Approach

Colloquia: The Social Construction of Gender and Sexual Orientation (Heldman)

- Reading:
- Carroll Ch. 4, pp. 100-104 (start at “Gender Role Socialization Throughout the Life Span”)
  - Carroll Ch. 11, pp. 277-282 (start at “Sociological Theories,” stop at “Gays, Lesbians, Bisexuals Throughout the Life Cycle”)
  - Fausto-Sterling, *Dueling Dualisms*

Section: Writing Workshop, Academic Sources

- Reading:
- Graff & Birkenstein Introduction
  - Graff & Birkenstein Ch. 1
- Due:
- Homework, 500-Word Essay

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## Wednesday, February 15<sup>th</sup> – Perspectives on Sexuality: A Conflict Approach

Colloquia: Sexism and Homophobia (Heldman)

- Reading:
- Carroll Ch. 2, pp. 32-34 (start at “Feminist Theory,” stop at “Sexuality Research”)
  - Carroll Ch. 11, pp. 288-294 (start at “Homophobia and Heterosexism”)
  - Carroll Ch. 1, pp. 19-24 (start at “The 20<sup>th</sup> Century: Sexual Crusaders and Sexologists”)
  - Marcus, *Fighting Bodies, Fighting Words*
  - Heldman & Cahill, *The Beast of Beauty Culture*
  - Moore, *Sperm, the Lovable Character in Facts of Life Books*

Section: Film, *Miss Representation*

- Due:
- Field Notes (emailed to both Profs. before the beginning of Section)

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**Friday, February 17<sup>th</sup> – In-Class Writing Exercise**

Colloquia: In-Class Writing Exercise

Section: None

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**Monday, February 20<sup>th</sup> – NO CLASS (President’s Day)**

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**Wednesday, February 22<sup>nd</sup> – Perspectives on Sexuality: A Conflict Approach**

Colloquia: Sexuality, “Normality,” and “Deviance” (Heldman)

Reading:

- Carroll Ch. 16, pp. 434-447 (stop at “Pedophilia”)
- Carroll Ch. 16, pp. 449-456 (start at “Other Paraphilias,” stop at “Sexual Variations”)
- Tiefer, *Medicine, Morality, and the Public Management of Sexual Matters*

Section: Writing Workshop, Using Sources

Reading:

- Graff & Birkenstein Ch. 2
- Graff & Birkenstein Ch. 3

Due:

- Field Notes (emailed to both Profs. before the beginning of Section)

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**Friday, February 24<sup>th</sup>**

Colloquia: Library Workshop (Location: oMac and Brown labs)

Section: None.

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**Monday February 27<sup>th</sup> – All-Frosh Lecture**

Colloquia: Dr. Martha Dina Arguello in Thorne Hall

Section: None

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**Guiding Question: How Should We Regulate Sexual Behavior?**

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**Wednesday, February 29<sup>th</sup>**

Colloquia: Sexual Control and Freedom in American History (Wade)

Section: Discussion of Field Note Taking

Reading:

- On Passive Voice

Due:

- Field Notes (emailed to both Profs. before the beginning of Section)

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**Friday, March 2<sup>nd</sup>**

Colloquia: Thoughts on Legal Interventions in Sexuality (Wade)

Section: Writing Workshop, Editing

Reading:

- Graff & Birkenstein Ch. 4
- Graff & Birkenstein Ch. 5
- Graff & Birkenstein Ch. 9
- Graff & Birkenstein Ch. 10

Due:

- Plagiarism Quiz

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**Monday, March 5<sup>th</sup>**

Colloquia: Guest Lecturer, Norma Jean Almodovar

Reading:

- Almodovar, *Rescued for Their Own Good*

Section: Discussion

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**Wednesday, March 7<sup>th</sup>**

Colloquia: Guest Lecture, Liza Veale, *Against Prostitution*

Reading:

- Carroll Ch. 18, pp. 508-518 (start at “Sex Work: Trading Sex for Monday”)
- Giobbe, *Confronting the Liberal Lies About Prostitution*
- Pateman, *What’s Wrong With Prostitution?*

Section: Discussion

Due:

- Field Notes (emailed to both Profs. before the beginning of Section)

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**Friday, March 9<sup>th</sup>**

Colloquia: On Religious Control of Sexual Behavior (Heldman)

Section: Discussion

**SPRING BREAK**

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## Guiding Question: What is Sexual Consent?

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### Monday, March 19<sup>th</sup>

Colloquia: Guest Lecture: Stefanie Davis, *What Should be the Age of Consent?*

- Reading:
- Carroll Ch. 8, pp. 178-196 (stop at “What Children Need to Know”)
  - Carroll Ch. 16, pp. 447-449 (start at “Pedophilia,” stop at “Other Paraphilias”)
  - Carroll Ch. 17, pp. 479-484 (start at “Sexual Abuse of Children,” stop at “Intimate Partner Violence”)
  - Riegel, *The Real Evil Among Us*
  - Millett with Blasius, *Sexual Revolution and the Liberation of Children*

Section: Peer Editing

- Due:
- Thesis Statement and Two Copies of a Draft of Position Paper #1
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### Wednesday, March 21<sup>st</sup>

Colloquia: Guest Lecture, Dale Chapman

- Reading:
- Carroll Ch. 17, pp. 460-479 (stop at “Sexual Abuse of Children”)
  - Carroll Ch. 17, pp. 486-488 (start at “Sexual Harassment”)

Section: *The Line*

- Due:
- Position Paper #1
  - Field Notes (emailed to both Profs. before the beginning of Section)
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### Friday, March 23<sup>rd</sup>

Colloquia: Guest Lecturer, Mistress Cyan

- Reading:
- squaddie John, *Irrevocable SM Slave Contracts*
  - Card, *Consensual Sadomasochism*

Section: Discussion

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### Monday, March 26<sup>th</sup>

Colloquia: Sexual Coercion (Heldman)

- Reading:
- Roiphe, *Date Rape's Other Victim*
  - Pollitt, *Not Just Bad Sex* (a reply to Roiphe)
  - MacKinnon, *Pleasure Under Patriarchy*
  - Herman, *Demands from the Women of Antioch*

Section: Discussion

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**Wednesday, March 28<sup>th</sup>**

Colloquia: Guest Lecture: Andrea Kippur, *Sexual Assault at Occidental College*

Reading: • Occidental College Sexual Assault Policy

Section: Discussion

Due: • Field Notes (emailed to both Profs. before the beginning of Section)

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**Guiding Question: Who's Responsible for the Fact that Sex Makes Babies?**

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**Friday, March 30<sup>th</sup>**

Colloquia: The Problem of Pregnancy (Wade)

Reading: • Carroll Ch. 13, pp. 332-365 (stop at "Abortion")

Section: Peer Editing

Due: • Thesis Statement and Two Copies of a Draft of Position Paper #2

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**Monday, April 2<sup>nd</sup>**

Colloquia: Abortion: Select Films and Film Clips (Heldman)

Reading: • Carroll Ch. 13, pp. 365-372 (start at "Abortion")

Section: Writing Workshop, Professors' Pet Peeves

Readings: • Graff & Birkenstein Ch. 6

• Graff & Birkenstein Ch. 7

• Graff & Birkenstein Ch. 8

Due: • Position Paper #2

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**Wednesday, April 4<sup>th</sup>**

Colloquia: The Contemporary Abortion Debate (Wade)

Reading: • Luker, *Motherhood and Morality in America*

Section: Discussion

Due: • Field Notes (emailed to both Profs. before the beginning of Section)

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**Friday, April 6<sup>th</sup>**

Colloquia: Guest Lecture: Lily Orcutt, *What Rights Should Fathers Have?*

Reading: Glenn & Thompson, *PA Case Raises Question of Choice for Fathers*

Section: Discussion

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**Monday, April 9<sup>th</sup> – All-Frosh Lecture**

Colloquia: Dr. John Slaughter in Thorne Hall

Section: None

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**Wednesday, April 11<sup>th</sup>**

Colloquia: Social Influences on Fertility (Wade)

Reading:

- Brown & Ferree, *Close Your Eyes and Think of England*
- Collins, *Will the 'Real' Mother Please Stand Up?*
- Clarke, *Subtle Forms of Sterilization Abuse*

Section: Writing Workshop, Grammar Challenge

Due:

- Field Notes (emailed to both Profs. before the beginning of Section)

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**Guiding Question: What is Good Sex?**

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**Friday, April 13<sup>th</sup>**

Colloquia: Guest Lecture, Kristi Upson-Saia

Reading:

- Rawson, *The Family in Ancient Rome*
- Williams, *Roman Homosexuality*
- Pauls' *First Letter to the Corinthian Community*

Section: Peer Editing

Due:

- Thesis Statement and Two Copies of a Draft of Position Paper #3

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**Monday, April 16<sup>th</sup>**

Colloquia: Sexual Pleasure (Wade)

Reading:

- Carroll Ch. 10, pp. 248-261 (start at "Solitary Sexual Behavior," stop at "Sexual Behavior Later in Life")
- Carroll Ch. 14, pp. 376-400
- Koedt, *The Myth of the Vaginal Orgasm*
- Hines & Whipple, *Is The G-Spot A Myth?*

Section: Discussion

Due:

- Position Paper #3

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**Wednesday, April 18<sup>th</sup>**

Colloquia: Guest Lecture: Charlotte Strauss Swanson, *Does Porn Improve Your Sex Life?*

- Reading:
- Carroll Ch. 18, pp. 492-508 (stop at “Sex Work: Trading Sex for Money”)
  - Bader & Dent, *Is Pornography Really Harmful?*

Section: Discussion

- Due:
- Field Notes (emailed to both Profs. before the beginning of Section)

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**Friday, April 20<sup>th</sup>**

Guest Speaker, Adina Nack

- Reading:
- Carroll Ch. 10, pp. 263-265 (start at “Safer Sex Behaviors”)
  - Carroll Ch. 15, pp. 404-430
  - Nack, *Identity and Stigma of Women with STDs*

Section: Discussion

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**Monday, April 23<sup>rd</sup>**

Colloquia: Film, *Still Doing It*

- Reading:
- Carroll Ch. 10, pp. 261-263 (start at “Sexual Behavior Later in Life,” stop at “Safer Sex Behaviors”)

Section: Discussion

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**Critical Thinking About Sexuality**

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**Wednesday, April 25<sup>th</sup>**

Colloquia: Navigating Your Sexual Landscape (Heldman)

- Reading:
- Jensen, *Pornography [what is sexuality for?]*

Section: Peer Editing

- Due:
- Thesis Statement and Two Copies of a Draft of Position Paper #4
  - Field Notes (emailed to both Profs. before the beginning of Section)

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**Friday, April 27<sup>th</sup>**

Colloquia: Writing Workshop, How to Write a Final Paper (Heldman)

- Due:
- Position Paper #4

Section: Cancelled for Extra Office Hours

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**Monday, April 30<sup>th</sup>**

Colloquia: TBA

Section: Cancelled for Extra Office Hours

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**Wednesday, May 2<sup>nd</sup>**

Colloquia: TBA

Section: Peer Editing

Due: • Thesis Statement and Two Copies of a Draft of your Final Paper

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**TBA – FINAL EXAM**

Due: • Final Paper

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## ASSIGNMENTS

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### Attendance and Participation

Your attendance and participation score is dependent on how consistently you attend both colloquia and section, how frequently you participate in class discussions, and the quality of your contribution. It includes, also:

**Peer Review:** You will be required to be a peer reviewer for the work of your peers. For each analytic essay and the final paper, you will give feedback on the theses and first drafts of up to four peers. Peer reviews are graded as no pass/pass/high pass (attendance is mandatory to get any credit for this work). Grades will be based on the reviewees evaluations of your review and modified at the instructors' discretion.

**Pop Quizzes:** Pop quizzes will occur in Colloquia. They will be graded pass/no pass.

**Plagiarism Quiz:** You will receive a take home quiz that will be graded pass/no pass.

**Drafts of Thesis and Paper:** For each analytic essay you write, and for the final paper, you are required to bring to Section a thesis and two copies of your first draft (in addition to the final draft submitted to the professor later). These will be graded pass/no pass.

**Concision Exercise:** For the concision exercise, you will write a 1,000-or-more word piece of writing that you will then cut down to 5,00-words-or-fewer. The writing and editing will occur outside of the classroom. It will be graded pass/no pass.

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### Field Notes

Each Wednesday you will submit by email a word document containing field notes for the week. Your field notes will consist of your observations of hook up culture. Grading for this assignment is high pass, pass, or fail. Notes that are awarded a high pass will be ones that reveal an unusually high degree of thoughtfulness, reflection, and attention to detail.

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### Evidence-Based Analytic Essays (you must write 3 of the 4)

|                |   |
|----------------|---|
| Prompts:       | How do the issues brought up by one or more of the topics we have discussed in this section inform the question:<br><br><ol style="list-style-type: none"><li>1. How should we control sexual behavior?</li><li>2. What is sexual consent?</li><li>3. Who is responsible for the fact that sex makes babies?</li><li>4. What is good sex?</li></ol> |
| Learning Goal: | To demonstrate the ability to articulate a thesis and support it with academic evidence.  |
| Requirements:  | Each essay must <i>no more than</i> five pages long, with your bibliography on the 6 <sup>th</sup> page.  |
| Formatting:    | See “Formatting and Content for the Analytic Essays and Final Paper” below  |
| Grading:       | See “Grading” below   |

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### Final Paper

|               |  |
|---------------|--|
| Prompt:       | Expand and improve one of your previous evidence-based analytic essays.                                  |
| Requirements: | Each essay must <i>no more than</i> ten pages long, with your bibliography on the 11 <sup>th</sup> page. |
| Formatting:   | See “Formatting and Content for the Analytic Essays and Final Paper” below                               |
| Grading:      | See “Grading” below  |

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## FORMATTING AND ESSAY CONTENT

### Formatting and Content for the Analytic Essays and Final Paper

- **A clear thesis** presented in the first paragraph and argued throughout. Include “In this essay I will argue that...” or something similar.
- **A blueprint** near the beginning of your essay that clearly tells the reader how you will be arguing your thesis.
- **Evidence to support your thesis** in the form of “facts,” ideas from existing research, and thoughtful, balanced analysis.
- Use at least 5 academic authors in your analytic essays (at least three sources must be from “outside” the course) and at least 10 academic authors in the final paper (at least six must be from “outside” the course).
- **A bibliography** with a complete list of your sources.
- **Clear writing** with few grammatical errors.
- 12-point font, 1-inch margins, double-spaced, left justified, no playing with the character spaces!
- Make sure to include an **interesting title**.
- **Number** each page of your paper.

### Grading

- Three grades will be earned for this assignment based on content, structure, and mechanics.
  1. Content refers to the information presented in the essay and the quality of the evidence and arguments presented.
  2. The structure grade will reflect how well the essay is organized.
  3. Mechanics refers to the quality of sentence structure, paragraph structure, use of quotes, typos, and a myriad of other grammar issues.
- An average of these three grades will constitute the overall grade for the assignment.

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## PLAGIARISM PRIMER<sup>1</sup>

### Introduction

Plagiarism is a form of cheating that constitutes the academic equivalent of theft. A student who plagiarizes a paper is no different from one who looks at a fellow student's answer during an exam or who copies homework answers from a classmate.

### Exactly What IS Plagiarism?

The definition below is taken from *Avoiding Plagiarism—A Guide for Students* on the University of Oregon website:

Plagiarism is the representation of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes or parenthetical citations that lead to complete references at the end of the paper... On written assignments, verbatim statements from other sources must be enclosed by quotation marks or set off from regular text as indented block quotes [such as this one], and full credit must be given via citation. Failure to follow these guidelines constitutes plagiarism (University of Oregon 2006).

Even if all sources in the paper are properly quoted, paraphrased, cited and referenced, the following actions still constitute plagiarism:

- Copying an entire paper or sections of a paper from internet sites providing pre-written assignments, either for purchase or for free
- Copying sections from internet sources and inserting them into an assignment, unless the source is clearly cited (see the example above)
- Borrowing or stealing a paper written by someone else for a current or previous course
- Hiring someone else to complete an assignment and then putting your name on it
- Submitting an assignment completed by someone else, for any reason
- Completing an assignment for someone else for that person to turn in as his or her own

### Types of Plagiarism

In *The Art of Public Speaking* Stephen E. Lucas (2004) identifies three distinct types of plagiarism:

- Global plagiarism: stealing an entire paper word-for-word from another source and passes it off as his or her own. Lucas calls this “the most blatant—and unforgivable—kind of plagiarism” and refers to it as “grossly unethical” (p. 43).
- Patchwork plagiarism: copying sections of a paper word-for-word from several sources and then fitting them together into a whole paper. Lucas describes this as “essentially a cut-and-paste job of ideas and words that are not your own” (p. 45). This is cheating.
- Incremental plagiarism: failing to give credit for specific parts or “increments” of the paper that were borrowed from other sources. A fair amount of plagiarism among college students falls into this category. You will save yourself a lot of trouble if you remember that any time you quote or paraphrase a source, you are obliged to credit the original source.

### **Does That Mean I Should Include a Citation for Every Single Fact in My Paper?**

No, it doesn't. Citation is not required for information that is considered common knowledge. Common knowledge has been defined as "facts, dates, events, information, and concepts that belong generally to an educated public. No individual owns the facts about history, physics, social behavior, geography, current events, popular culture, and so on" (Hairston and Ruszkiewicz 1993: 614).

Regarding common knowledge, an article titled *Plagiarism: What It Is and How to Recognize and Avoid It* on Indiana University's website provides two examples. Here's the first:

John F. Kennedy was elected President of the United States in 1960.

This information is considered general knowledge; it is not necessary to document this fact. However, facts not generally known and ideas or opinions that interpret facts must always be cited. Here's the second example:

According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (p. 6).

This idea that Bush's "relationship with Congress has hindered family leave legislation" is **not** a fact. It is an opinion, and the source of this opinion must be cited (Indiana University 2006).

### **How Can I Avoid Plagiarism?**

Students tend to run into problems with plagiarism when they fail to quote sources properly. When you use someone else's words, you quote that person. Any use of someone else's exact words must be placed inside quotation marks or indented in a block quote (see examples above). The source of the quote must be clearly documented with a citation in the text (including page number of the quote in the original) and a full reference of the source in either a footnote or a references page at the end of the paper. *Failure to cite a direct quote, both in the text and in a reference page (or footnote) is plagiarism.*

Let's look at an example of correct documentation. Here is an original source:

Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity. —Peter Jackson, *Buddhadasa: A Buddhist Thinker for the Modern World*, p. 200.

Here is how a student properly cited this source when used in a paper:

Jackson (1988) wrote, "Buddhadasa's conception of human beings as active controllers of their own material and spiritual progress is most clearly presented in his view of work as integrating both social and spiritual activity" (p. 200).

To avoid plagiarism when quoting a source, you must do four things:

- Accurately quote the original author’s words (that is, be sure you have not changed any words or left out words without using ellipses—the three periods that indicate missing text)
- Enclose the quotation within quotation marks or indent the quotation into a block quote
- Follow each quotation with a citation of the page number, like this: (p. 200)
- Provide a full reference of all citations either in a footnote or a references page at the end of the paper

Students also often encounter problems when they fail to paraphrase sources properly. Whenever you use someone else’s ideas but put them into your own words you are paraphrasing that source. Although the words are yours, the ideas come from another source—that is, you did not think of them on your own—and that source must be documented with an in-text citation in parentheses and a reference in the bibliography at the end of the paper. *Failure to do so is plagiarism.*

Let’s look at an example of correct paraphrasing and citation. The following is the original source:

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists. –Flora Davis, *Eloquent Animals: A Study in Animal Communication*, p. 26.

Here is how a student correctly paraphrased and cited the original:

According to Flora Davis (1988), linguists and animal behaviorists were unprepared for the news that an ape could communicate with its trainers through sign language (p. 26).

To avoid plagiarism when paraphrasing you must do three things:

- Create a distinct sentence structure that is appreciably different from the original work (paraphrasing does **not** mean merely changing a couple of words from the original text)
- Check the paraphrasing carefully against the original text, making sure the same words or phrases have not been used inadvertently
- Acknowledge the source through correct in-text citation and a reference in the bibliography

### **Examples: Is It Plagiarism?**

Here is a passage from a master’s thesis by Diane Rousseau:

Tobacco use is a costly destructive behaviour in our society, responsible for social, economic and personal costs. Thus, many non-profit groups and government agencies world-wide have turned to social marketing to try to reduce the incidence of smoking. Social marketing has been viewed as a force for change and is defined as “the application of the logic of marketing to societal

goals” (Kotler and Zaltman, 1971, p. 3). Governments have actively tried to reduce cigarette consumption by banning cigarette advertising, by providing legislation to control smoking and by issuing public service advertisements. – Rousseau, Diane. 1996. *Effectiveness of Fear Appeals in Anti-Smoking Advertisements*. Unpublished master’s thesis. Concordia University, Montreal.

Compare that passage to the paragraph below, submitted by a student as part of a research paper:

Tobacco use is a costly destructive behavior in our society, responsible for social, economic and personal costs. This is the reason many non-profit groups (such as the “Truth” campaign) have turned to social marketing to try to reduce smoking. Governments have tried to reduce cigarette consumption by banning cigarette ads, banning smoking in public buildings, and by issuing public service announcements.

Is this plagiarism? Absolutely. Other than making a few superficial changes (such as changing the spelling of “behaviour” to the American spelling and substituting “announcements” for “advertisements” in the last sentence) and adding a small aside about the “Truth” campaign, the student copied Rousseau’s exact words without giving her credit. This is one of the most egregious forms of plagiarism: theft of someone else’s words and ideas without making it clear whose they are.

Some students mistakenly think they can use a source’s exact words without quotation marks as long as they provide some type of credit at the beginning or end of the paragraph. Suppose, for example, the plagiarist above had written the following:

Rousseau (1996) said tobacco use is a costly destructive behavior in our society, responsible for social, economic and personal costs.

Is that plagiarism? Yes. Although the student gave proper credit to the source at the beginning of the passage, the exact words of the source were not enclosed in quotation marks. *This is plagiarism.*

What if the student included a citation in parentheses at the end of the passage, like this:

Governments have tried to reduce cigarette consumption by banning cigarette ads, banning smoking in public buildings, and by issuing public service advertisements (Rousseau 1996).

Is that plagiarism? Yes, it is. Again, though credit is given to the author, the exact words are still not enclosed in quotation marks. *This is plagiarism.*

### **Providing References**

Purdue University (2006) cautions students to cite a source whenever they do any of the following:

- Use quotation marks around another persons exact words, whether spoken or written

- Use another person’s words as the basis for their own words (paraphrasing)
- Build their ideas around another person’s ideas, opinions, or theories
- Refer to facts, statistics, graphs, or information not considered common knowledge

### **Plagiarism and the Internet**

Indiana University (2006) recognizes that the internet has made plagiarism easier for students who would rather take the easy way out or who don’t know any better. The IU website acknowledges that the web “has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources.” The rule is simple: If you would cite material taken from a book, journal, or other source, you must cite the same material when it is taken from an internet source.

Selecting vast sections of text from one or more websites, pasting them into a document, and then slapping a title and your name on the top is beyond a doubt plagiarism—and the worst kind, global plagiarism. It is also extremely easy for professors to catch. Don’t take the risk.

### **What Will Happen to Me If I Plagiarize and Get Caught?**

All suspected cases of plagiarism are reported to the Committee on Academic Standing and Student Conduct. At this stage, the Judicial Examiner takes over investigation of the charge. If the student is found guilty, the student will receive a mandatory penalty. There is no discretion (i.e. leniency for special circumstances) on the part of the professor, the Judicial Examiner, or the committee. These can be found here:

<http://departments.oxy.edu/studentlife/studenthandbook/academic.policies/sanctions.html>.

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<sup>1</sup> Modified from “A Primer on Plagiarism” (unpublished manuscript) by Paul Husselbee, Department of Communications at Southern Utah University, with permission of the author.

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## Syllabus Acknowledgement Contract

### For: Debating Controversial Issues in Sexuality

- I have read and understand the requirements for completion of this course.
- I know the test and assignment dates specified in the syllabus and understand that a documented medical emergency or prior consent of the instructor are the only reasons I may be allowed to make up for a missed test.
  - I know that this course includes a final exam during the final exam period. I understand that the fact that a final exam schedule has not been posted as of the beginning of this course in no way excuses any travel plans that conflict with my presence at the final exam on the to-be-scheduled date.
- I have read and understand the course policies.
  - I promise not to engage in academic misconduct of any sort.
  - I have read and understand the Plagiarism Primer.
- I know that I should contact the instructor for all course-related concerns.

Name (Print): \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_