Course Description/Overview

Wherever human symbolic expression arises, animals appear. Since the earliest cave paintings of the Paleolithic period, animals have been at the centre of the human imagination. The stories, images and ideas attached to animals have changed across time and across cultures. Many cultures have imagined a shifting boundary between humans and animals, and animals play important roles in religious symbolism, origin stories and fables of justice. Such animals might be prey, deities, magicians, messengers or anthropomorphic figures. In modern western culture, however, human nature has been defined specifically in opposition to what the animal is or does (or doesn’t), and the animals’ powers and uses are more circumscribed. For founders of modern science, the important qualities of the human species were what separated man from beast. For many contemporary thinkers, this boundary is shifting again as a consequence of new knowledge and perception. We recognize so-called human qualities in some animals, and so-called animal qualities in human behaviour. The animal plays an important role in beliefs that unite a culture, but also figures in perceived differences that enhance social distinctions among human groups and persons. The intertwining of human and animal life is expressed in diverse stories and images, as well as religious practices, science, food, philosophy, and the organization of animal life.

The culture and ethics of human-animal relations has become one of the most pressing issues of our time. Drawing on social history, cultural studies, philosophy, religious studies, literature, film, and visual culture, this course helps us gain a deeper sense of how animals matter in human culture and how they fare in their various relations with humans. Closer “case studies” elaborate these themes. This is a lecture and seminar course emphasizing close readings, class discussions and research projects.
Course Resources

Required Texts

J. Berland (ed), Coursekit, Humanities 3016.


Sara Gruen, *Water for Elephants*


Recommended:


Course Website

We will be using the York Moodle Course Management System (CMS) for course materials, discussions, and announcements. You access this site through Passport York. For an open forum for discussion of issues arising in this course, visit the Forum. To add your own multimedia content to the course, go to the WikiMedia section. For resources on using Moodle, visit [http://moodle.yorku.ca/students/](http://moodle.yorku.ca/students/) To get started, see the resources at [http://moodle.yorku.ca/students/documentation.htm](http://moodle.yorku.ca/students/documentation.htm). For technical assistance with Moodle, send an email to helpdesk@yorku.ca.

Supplementary course materials, assignments and a class forum will be posted on the site.

Course Policies

Cell phones, Blackberries, iPods, PDAs, laptops or other electronic devices may not be used in the classroom except by permission. If you have a disability that could affect your performance in this class or that requires an accommodation, please see me as soon as possible so that we can make appropriate arrangements.

Assignments with a double due date are due in class on the earlier date. They will be logged in and then read and assessed in class by student peers. Student peers will learn to assess and discuss the logic of the argument, the clarity of the language and the relevance
and originality of the discussion. Every student will be an assessor as well as an author. You must then revise and resubmit the paper for the following week. Papers must be submitted on both dates. Please contact the instructor if you are unable to attend these classes. A failure to submit either day will lead to a 0 for the assignment.

Course Learning Objectives

1. To make students aware of the ever present but often overlooked significance of non-human animals to humanistic thought and culture.

2. To introduce new understandings of and approaches to the history of human expression and self-understanding as reliant on posited distinctions between humans and animals.

3. To give students critical skills for synthesizing ideas about and writing cogent accounts of symbolic representations of animals in literature, non fiction writing, art and everyday life.

4. To enhance critical skills in discussing cultural materials in relation to social, religious and ethical ideas.

5. To interest students in the increasing significance of social and ethical debates about animals in contemporary life.

Assignments and Grades

Discussion facilitations. See guidelines below. 10%

Fall term paper, 6-7 pages. Due December 5. 15%

Four illustrated journal commentaries, online, two x term, See guidelines below. 20%

Review of film, documentary or news story, with analysis and commentary on the role of animals as characters, 5 pages. Due February 13/27. 10%

Research proposal: required (no grade). 2 pages + bibliography. Due March 12

Research paper: 12-14 pages. Due March 26. 20%

Participation 10%

Final exam: 20%
Plagiarism on any written assignment is a serious academic offense and will be treated accordingly. For more information on academic integrity in courses, see [http://www.yorku.ca/acadinte/students/](http://www.yorku.ca/acadinte/students/). For an on-line tutorial about academic integrity, click on [http://www.yorku.ca/tutorial/academic_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

**Lateness Penalty**
Late assignments will be penalized per day with a minimum deduction of 5%. Students with a valid reason for missing a due date, such as illness or compassionate grounds, confirmed by supporting documentation, may request accommodation from the Course Director.

**Discussion Facilitation Guidelines**
On assigned weeks, two students will facilitate seminar discussion. Their job is to present and discuss course readings, and to lead a class discussion. They should take extra time on the required and recommended readings and be prepared to discuss them in depth. You may respond to, defend, or critique the position of the author. Do not summarize the reading. Your job is to keep us oriented to the most important ideas in the reading and to explain why they are important. From this task you will **generate and pose questions for discussion.**

Also, find objects or artifacts to show and discuss in relation to the reading. Such objects could include book illustrations, replicas, maps, newspaper clippings, science writings, photographs, commentaries, film stills, sound files, websites, poems, etc. These objects will be exhibited in the course “zoo” or moodle site. As a team you will **select and contextualize objects or artifacts in relation to the week’s readings** and pose your own thoughts and questions for discussion. Your combined presentation should last **15 minutes.**

The presenters will then lead a discussion of themes and ideas in these combined materials students for 10 minutes.

Overall, presentations must speak to ideas and issues of the course. Preliminary notes, materials, questions, audiovisual materials and/or links must be posted to the course discussion forum before noon the day before (Monday morning). Please do not post audiovisual material that is longer than 10-15 minutes.

**Journal commentaries.** Keep written journals about the readings. On the due dates, post your favourite ones with a brief commentary on the highlights of the reading. Illustrate your insight with images, clippings, quotes, or other sources.

**Participation.** Here is how participation is evaluated:
0 – Missed class or didn’t show up with reading material in ink-on-paper form.
2 – Attends and listens
4 – Participates in the class
6 – Participates frequently, makes some contributions
8 – Participates frequently, makes many thoughtful contributions, listens and responds helpfully to other students.
10 – Participates frequently, makes many insightful contributions to a deeper discussion.
Schedule of Readings and Assignments

September 10. Introduction to the course.

Sept. 17: The Animals’ Lawsuit Against Humanity.

September 24. Mary Midgeley, “Beasts, Brutes and Monsters” in Tim Ingold (ed), What is an Animal?

October 1: Sara Gruen, Water for Elephants

October 8 Montaigne, Michel. “Man Is No Better Than The Beast.” In Apology for Raymond Sebond.


October 22: Erica Fudge, Animal, Chapter 1.


November 5: John Berger, “Why Look at Animals?”


November 26. Ideas about Extinction.  Fall essay due.

December 3.  2nd journal posting due

Winter Christmas Solstice Hanukah break
January 7: Fudge, Animal, Chapters 2-3.

January 14: Randy Malamud, “Americans do Weird Things with Animals, Or, Why Did the Chicken Cross the Road.”


February 18: READING WEEK


March 4: Jacques Derrida, “The Animal that I think Therefore I Am (More to follow).

March 11: Derrida, conclusion; Barbara Gowdy, The White Bone. Research Proposal due

March 18: The White Bone, continued; the worlds of elephants.


IMPORTANT COURSE INFORMATION FOR STUDENTS

Adapted from the Senate Committee on Curriculum and Academic Standards Information Sheet for Students, March 22, 2006

Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty:

There is an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website:
http://www.yorku.ca/academicintegrity

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Student's in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Counselling & Disability Services for Students –N110, Bennett Centre for Student Services (416) 736-5297, http://www.yorku.ca/dshub

- Personal Counselling Services
- Learning Skills Services
- Disability Services
  - Learning Disability Services (formerly Learning Disabilities Program)
  - Mental Health Disability Services (formerly Psychiatric Dis/ Abilities Program)
  - Physical, Sensory & Medical Disability Services (formerly the Office for Persons with Disabilities)

York University's Counselling & Disability Services provide a professional and supportive environment in which all York students have equitable access to a range of services that assist in facilitating their academic success.

The Atkinson Centre for Mature and Part-time Students

The Atkinson Centre for Mature and Part-time Students (ACMAPS) is open to anyone who feels that they will benefit from its services. ACMAPS is a resource for mature and part-time students from recruitment through to graduation. Centre staff are available to assist students in their transition to university studies and to help them navigate their York experience. The Centre itself provides a place where mature and part-time students, undergraduate and graduate, can meet to share their interests and experiences.

ACMAPS, 111 Central Square 416-736-5770, Email: acmaps@yorku.ca
http://www.yorku.ca/acmaps/index.html

Ethics Review Process

York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religions Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at
http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)

Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website

Please note that this info is subject to periodic update. August, 2009
1. Senate Policy on Academic Honesty

The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document. Finally, academic honesty requires that persons do not aid or abet others to commit an offence of academic dishonesty, including intentional acts to disrupt academic activities.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. A student who is charged with a breach of academic honesty shall be presumed innocent until, based upon clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the university. A finding of academic misconduct will lead to the range of penalties described in the guidelines which accompany this policy. In some cases the University regulations on non-academic discipline may apply. A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defence against their application. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions.

2. Senate Guidelines on Academic Honesty

2.1 Summary of Offences Against the Standards of Academic Honesty

The following summary of offences is not exhaustive, nor are the definitions provided for each offence confined to the examples cited.

2.1.1 Cheating is the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include:

- Obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
- Copying another person’s answer to an examination question;
• Consulting an unauthorized source during an examination;
• Disruption of an academic evaluation by any means;
• Obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor;
• Changing a score or a record of an examination result;
• Submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors;
• Submitting work prepared in collaboration with another or other member(s) of a class when collaborative work on a project has not been authorized by the instructor;
• Submitting work prepared in whole or in part by another person and representing that work as one's own;
• Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
• Preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.

2.1.2 Impersonation is to have someone impersonate one’s self in class, in a test, examination or interview, or in connection with any other type of assignment or placement associated with a course or academic program. Both the impersonator and the individual impersonated may be charged.

2.1.3 Plagiarism is the misappropriation of the work of another by representing another person’s ideas, writing or other intellectual property as one’s own. This includes the presentation of all or part of another person’s work as something one has written, paraphrasing another’s writing without proper acknowledgement, or representing another’s artistic or technical work or creation as one’s own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

2.1.4 Improper research practices. Academic research includes the collection, analysis, interpretation and publication of information or data obtained in the scientific laboratory or in the field. Forms of improper research practices include:

• Dishonest reporting of investigative results, either through fabrication or falsification;
• Taking or using the research results of others without permission or due acknowledgement
• Misrepresentation or selective reporting of research results or the methods used.

2.1.5 Dishonesty in publication. It is a violation of academic honesty to knowingly publish information that will mislead or deceive readers. This includes the falsification or fabrication of data or information, as well as the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.

2.1.6 Dissemination of information without permission. Information or experimental data that was collected with a member of faculty or another student, and other works that involved the participation of a faculty member or another student, should not be submitted for publication or otherwise disseminated
without their permission.

2.1.7 Abuse of confidentiality. Taking or releasing the ideas or data of others that were given with the expectation that they are confidential is inappropriate. This includes the ideas or data obtained via the evaluation of confidential grant proposals, award applications or manuscripts that will be or may have been submitted for possible funding or publication. Unless one is authorized to do so, it is improper to obtain a password assigned to another or to copy or modify a data file or program belonging to someone else. Proper authorization means being granted permission either by the owner or originator of that material, or by an appropriate faculty member or administrator.

2.1.8 Falsification or unauthorized modification of an academic document/record. It is a breach of academic honesty to falsify, fabricate or in any way modify, either through omission or commission, an application to the University or a program, course student examination or test, transcript, grade, letter of recommendation or related document, a degree, a physician’s letter/form or any other document used in support of an academic application, record, petition/appeal or endeavor.

2.1.9 Obstruction of the academic activities of another. It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.

2.1.10 Encouraging, enabling or causing others to do or attempt any of the above with intent to mislead an instructor, academic unit, program, office or committee as to a student's academic status, qualifications, actions or preparation, or knowingly aiding or abetting anyone in a breach of academic honesty shall itself be considered misconduct. Taking any action which can reasonably be interpreted as intending to encourage or enable others to commit an offence of academic honesty.

2.2 Summary of Penalties for Academic Misconduct

When verified, violations of academic honesty may lead to the following range of penalties, which may be imposed singularly or in combination for any offence. The following penalties are listed in ascending order of severity.

2.2.1 Written disciplinary warning or reprimand.

2.2.2 Required completion of an academic honesty assignment.

2.2.3 Make-up assignment, examination or rewriting a work, subject to a lowered grade.

2.2.4 Lower grade on the assignment, examination or work.

2.2.5 Lower grade in the course.

2.2.6 Failure in the course.
2.2.7 Permanent grade of record. The grade assigned shall remain as the one grade of record for the course, even if the course is repeated. This penalty can be added to any other penalty, but shall always be attached to the penalty of failure in the course.

2.2.8 Notation on transcript. Notation on transcript can be a separate penalty or it can be added to any other penalty. Transcript notation shall always be included in cases of suspension, withholding or rescinding a York degree, diploma or certificate and expulsion from the University. Transcript notation can be for a limited period, at the end of which the notation will be removed from the student’s transcript. When no period is specified for a transcript notation, a student may petition to the Faculty Petitions Committee to have the notation removed after a period of five years from the date at which the notation was entered, with the exception of notation of expulsion from the University.

2.2.9 Suspension from the University for a definite period, not to exceed 5 years, with transcript notation. Suspension is defined as a penalty of a variable but limited period during which the student may not register in the University, imposed for serious academic offences such as plagiarism and cheating. A student who is otherwise eligible to graduate, but is suspended, may not graduate until the suspension expires or is lifted. This penalty may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.

2.2.10 Expulsion from the University with transcript notation. Expulsion is defined as permanently terminating a person’s right to continue as a student in the University and to be re-admitted as a student in the University. This penalty is to be imposed for extreme forms and/or multiple incidents of academic dishonesty. Expulsion from the University may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.

2.2.11 Withholding or rescinding a York degree, diploma or certificate with transcript notation. When a Faculty decides to rescind a degree, diploma or certificate, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.

2.2.12 The following penalty is applicable only to students in the Faculty of Graduate Studies. Retroactive withdrawal of a graduate student from a course with a transcript notation of the reason for the withdrawal.
Beware!

Says Who?

Avoiding Plagiarism*

Read the Senate Policy on Academic Honesty:
ACADEMIC INTEGRITY AND INTELLECTUAL PROPERTY

Having **Academic integrity** means that you have adopted appropriate principles or standards that consistently govern how you pursue your school work. A student with academic integrity earns a degree with honest effort, and knows that this degree is a true accomplishment reflecting years of hard work and genuine learning. Furthermore, practicing academic integrity means that you will develop essential lifelong skills that include conducting research responsibly, writing clearly and documenting appropriately.

**Intellectual property** rights must be respected by properly acknowledging the original author's ownership of any words, phrases and ideas that are used in academic work. Plagiarism, which breaches academic integrity and intellectual property rights, is not acceptable.

**PLAGIARISM**

**Plagiarism:** representing someone else's ideas, writing or other intellectual property as your own.

**PLAGIARISM COMES IN MANY FORMS**

- Using someone else's written idea, theory or opinion
- Music, drawings, designs, dance, photography and other artistic or technical work created by someone else
- Reproductions of tables, graphs or any other graphic element produced by someone else
- Facts and information that are not generally known
- An unusual or distinctive phrase, a specialized term, a computer code, quantitative data
- An unattributed paraphrase or summary of someone else's spoken or written words
- Contributions of ideas by others with whom you have collaborated
- “Cutting and pasting” from the Internet (“mashups”, etc.)

**THE IMPACT OF PLAGIARISM:**

The offence of plagiarism has an impact on your academic experience in many ways:

- **It hinders your learning** of the materials you are studying in the course
- **It also hinders the development of academic skills** you need to succeed in the work world
- **It is theft of intellectual property** - stealing someone else's words, ideas or creations without their permission and lying about it by claiming it as your own
Within the academic community plagiarism and other forms of academic dishonesty are seen as very serious offences, as illustrated by the following statement:

'It would be impossible to think of any greater insult to the integrity of an academic institution or to an academic community than that of dishonesty whether it is called intellectual dishonesty or fraud. One can therefore sympathize with the desire to uncover it and treat it with the condemnation it deserves when it is thought to exist.'
Krever, J. in Hajee v. York University, 11 OAC 72, 1985

PRESSURES LEADING A STUDENT TO PLAGIARIZE – HOW TO RESIST

There are many pressures that might cause a student to plagiarize – the pressure of not enough time to do the work thoroughly; thinking someone else’s words are better than your own (possibly true, but remember that one of the skills you want to develop is the ability to think critically and write effectively); finding a shortcut, etc. However, it is wise for all students to consider the consequences – students who cheat get caught and face serious sanctions. Sanctions for any violation of academic honesty can range from a written disciplinary warning to expulsion from the university, depending on the extent and nature of the offence. A second offence always results in a severe sanction.

Beware of using non-York University writing services advertised on campus – you may be violating the Senate Academic Honesty Policy by using these services.

Be especially careful when using the Internet as a resource and make sure to properly cite all Internet sources you use in your academic work.

As a student, it is your responsibility to know and understand the University’s policies on academic honesty. The rules apply whether an offence was intentional or not.

Resist plagiarizing by planning - give yourself time to complete assignments; create a work schedule instead of procrastinating - the work often can be done easily just by starting! Don’t listen to friends who want you to help them (to cheat); don’t look for shortcuts. There are many resources at York to help you manage your time and develop your research skills, including many writing centres and the Learning Skills Program within the Counselling and Development Centre. Some of these sources are available online (see the references on the last page) or ask your professor for help.
GOOD PRACTICES TO HELP PREVENT PLAGIARISM

What Should I Look For?

Look for these clues to tell you if a writing sample displays academic integrity (✔️ good) or not (❌ bad!):

✔️ Use of a **direct quotation** to indicate that the words quoted were taken from another source – in most disciplines these are used sparingly.

✔️ Use of a **paraphrase** that is clearly acknowledged. A paraphrase uses your own words and sentence structure to explain someone else's idea or information obtained from another source. Paraphrasing should be used sparingly.

✔️ Use of **citations within the text** to accompany each and every use of another source, whether directly quoted or paraphrased, including sources from the Internet. Every citation matches a full reference in the Bibliography or Works Cited page included with your paper, allowing your readers to find the original source.

❌ **Copying** (quoting in whole or in part without citing a reference). Anything that includes many of the words or phrases in a passage can be considered copying, even if some of the original words are omitted or changed.

❌ **Paraphrasing without acknowledgement**. Failing to acknowledge a paraphrase implies that the writing represents your own original idea.

❌ **Using an idea without acknowledgement**. Be careful of situations where you use another person's idea without directly quoting or paraphrasing a specific passage of their writing. It is still necessary to acknowledge that idea.

❌ **Making up references to non-existent articles** – this is a violation of academic integrity for which you may be charged and, if found guilty, heavily penalized.
Sources that do not have to be referenced

Your own ideas do not have to be referenced. Anything that you conclude from your research or that you think up on your own counts as your own idea.

The exception to this is work that you have previously submitted in any course or in the past. This must be referenced like any other source.

If your idea is similar to another author’s, make it clear in your writing that you thought of this idea on your own, but you later discovered it in another source (example: “Similar conclusions are found in…”)

Common knowledge does not have to be referenced. If the information meets the following criteria, it can usually be considered common knowledge:

- it appears in several sources without reference
- it is not controversial. This means the information is generally considered as fact.

If it is part of your thesis or main arguments, or it is the basis of your research, it must be referenced. If you have any doubts as to whether the information constitutes common knowledge, cite the source or consult your professor.

TWO BASIC RULES

1. If you directly use someone else’s words, etc., use quotation marks and give a complete reference.

2. If you borrow someone else’s ideas, data, etc., give a complete reference.

EXAMPLES

Should you want to use this source:

Most of the literature did not mention the existence of female members in the fathers’ rights movement. It was a non-custodial father and his second wife who started Fathers For Justice. Women were always an important part of FFJ, which included second spouses, grandmothers, and other female supporters. Even though the name FFJ only indicates fathers, FFJ was a post-separation/divorce parenting organization. This important detail is rarely highlighted in much of the literature reviewed.*

**WHAT IS UNACCEPTABLE**

<table>
<thead>
<tr>
<th>You wrote*:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research has shown that <em>most of the literature did not mention the existence of female members in the fathers’ rights movement</em>.* It was a non-custodial father and his second wife who started Fathers For Justice. Women were always an important part of FFJ, which included second spouses, grandmothers, and other female supporters. Even though the name FFJ only indicates fathers, FFJ was a post-separation/divorce parenting organization. This important detail is rarely highlighted in much of the literature reviewed.*</td>
</tr>
<tr>
<td><strong>This is unacceptable because:</strong></td>
</tr>
<tr>
<td>1. Other than the first four words, the text has been copied word for word from the original document without quotation marks that would indicate that the passage is a quote.</td>
</tr>
<tr>
<td>2. The source is not cited.</td>
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<tr>
<th>An in-depth analysis of the literature has shown that <em>most of the literature did not mention the existence of female members in the fathers’ rights movement</em>. It was a non-custodial father and his second wife who started Fathers For Justice. Women were always an important part of FFJ, which included second spouses, grandmothers, and other female supporters. Even though the name FFJ only indicates fathers, FFJ was a post-separation/divorce parenting organization.* (Kenedy, 2006)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Although the source is cited, the author’s words should be in quotation marks as they are not paraphrased, but directly copied.</td>
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<tr>
<th>Research indicated that a substantial amount of the fathers’ rights literature did not mention female members. However it was a non-custodial father and his second wife who started Fathers For Justice. The importance of women as a part of FFJ should be noted, women such as second spouses, grandmothers and other female supporters have all been a part of FFJ. The name FFJ implies that only fathers are members; however FFJ was an organization for any post-separation/divorce parent.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Though most of the words have been changed, the sentence structure has remained the same.</td>
</tr>
<tr>
<td>2. This is paraphrasing without indicating the original source.</td>
</tr>
</tbody>
</table>

* The words in bold are used in the source text
**WHAT IS ACCEPTABLE**

<table>
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<th>You wrote:</th>
<th>This is acceptable because:</th>
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<tbody>
<tr>
<td>In this article on collective identity of fathers’ rights groups, Kenedy (2006: 90) argues that while “…most of the literature did not mention the existence of female members in the fathers’ rights movement. It was a non-custodial father and his second wife who started Fathers For Justice. Women were always an important part of FFJ, which included second spouses, grandmothers, and other female supporters. Even though the name FFJ only indicates fathers, FFJ was a post-separation/divorce parenting organization”.</td>
<td>• The author has been acknowledged, and the quoting technique that has been used is adequate.</td>
</tr>
<tr>
<td>According to Kenedy (2006: 90), “most of the literature did not mention the existence of female members in the fathers’ rights movement…Women were always an important part of FFJ, which included second spouses, grandmothers, and other female supporters”. He notes that it was a non-custodial father and his new wife that started FFJ.</td>
<td>• This has been properly quoted and paraphrased.</td>
</tr>
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<td>According to Kenedy (2006), a substantial amount of the fathers’ rights literature did not mention female members. However it was a non-custodial fathers and his second wife who started Fathers For Justice. The importance of women as a part of FFJ should be noted, women such as second spouses, grandmothers and other female supporters have all been a part of FFJ.</td>
<td>• This is the proper way to paraphrase and the author’s ideas have been credited.</td>
</tr>
</tbody>
</table>
If you still have any questions about Academic Integrity, please visit the online tutorial on Academic Integrity at:

http://www.yorku.ca/tutorial/academic_integrity/index.html

Referencing Styles

The style of referencing used will depend on your department or field of study. If you are unsure, please consult the course professor, teaching assistant, or visit the York University Libraries Website for more information.

http://www.library.yorku.ca/ccm/ScottReference/reference/index.htm#style

  [http://www.apastyle.org/fifthchanges.html](http://www.apastyle.org/fifthchanges.html)

- **MLA Format** MLA handbook for writers of research papers (2003)

  [http://www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html)

Other resources:

- Read the Senate Policy on Academic Honesty:

- York University’s Academic Writing Centres:
  [http://www.yorku.ca/yorkweb/currentstudents/academicsupport/writingcentres.html](http://www.yorku.ca/yorkweb/currentstudents/academicsupport/writingcentres.html)

- Please see the York University Student Code of Conduct:

- Counseling and Development Centre:
  [http://www.yorku.ca/cdc](http://www.yorku.ca/cdc)

*We gratefully acknowledge the idea for this pamphlet comes from academic integrity pamphlets produced by the University of Ottawa; we thank them for their permission to use some of the information from their AI documents in this pamphlet. The University of Ottawa pamphlets used include:


Beware of Plagiarism*! University of Ottawa, 2006