

General Education Course Proposal

Proposed Course: ANTH 116W ANTHROPOLOGY OF RELIGION Units 3
Prefix No. Title

Department: ANTHROPOLOGY School: SOCIAL SCIENCES

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; C___; D X; International/Multicultural___

Existing Course X; Revised Course ___; New Course ___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisites: satisfactory completion (C or better) of the Engl 1 graduation requirement, to be taken no sooner than the term in which 60 units are completed; Anth 2. Examines the patterned belief systems of the world's tribal, peasant, and sectarian societies. Stresses the role of religion in individual and group perception, cognition, ritual, and social organization. Topics include myth, magic, shamanism, mysticism, witchcraft, trance, hallucinogens, and cultism. Meets the upper-division writing skills requirement for graduation. (Formerly 150W)

Enrollment limit per section: 27

Expected number of sections per semester – Year 1 2; Year 3

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

R.M. LaJunesse 9/28/98
Department Chair Date

Ellen Gruentbaum 10/6/98
School Dean Date

Brandt Kehoe 12/22/98
Associate Provost Date

J. Edwards 10/6/98
School Curriculum Committee Date

Peter Linn 12/15/98
General Education Subcommittee Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S 54

ATTACHMENT 2

CONTENT (COURSE OUTLINE)

- A. A cross-culturally useful definition of religion must include belief, emotion, ritual, and community. **(5%)**
- B. The Anthropological approach to religion: cross-cultural, holistic, functional, relativistic, enculturationist, and agnostic. **(5%)**
(A and B comprise Weeks 1 and 2)
- C. Origins of religion—contentual and ritual approaches. **(5%)** (Week 3)
- D. Shamans and healing—Hmong, Eduardo, Bali. **(10%)** (Week 4, 5, and part of Week 6)
- E. The complementarity of Western and traditional medical practice. **(11%)**
(Rest of Week 6, 7 and 8)
 1. Some successful examples: Navaho, Hmong, Ndembu, !Kung.
 2. Some unsuccessful examples: Hmong, Christian Science, Jehovah's Witnesses.
- F. Etic and Emic approaches to a healing ceremony—Eduardo. **(8%)**
(Week 8)
- G. Syncretism—Eduardo, Umbanda. **(8%)** (Week 9)
- H. Spirit possession faiths—Umbanda, Espiritism, Vodun, Shango, Santeria. **(8%)** (Week 10 and part of Week 11)
- I. Trance behavior. **(9%)** (Rest of Week 1 and Week 12)
- J. Sectarianism—Appalachian snake handlers. **(8%)**
- K. Symbolism—exemplified by dimensions of the interpretation of snakes. **(8%)** (J and K are covered in Week 13 and part of Week 14)
- L. Religion, boundary maintaining mechanisms and sex roles—The Ultra-Orthodox Jews of Los Angeles. **(9%)** (Rest of Week 14 and Week 15)
- M. Other topics as occasional by an important local event, an interesting paper I heard at a convention or read in a recent journal. **(6%)**

An important feature of Anthropology 116 and one of which I am very proud is the meticulous way I integrate video-tapes as not just a relax-stare-giggle-and-zone-out hour but as a genuine learning experience. After all, we are facing and trying to educate a generation brought up on television and accustomed to visual stimuli.

Step 1 is a preparation period, usually the day before they see the video-tape. Here I supply the students with an outline of the scenes from the tape and I suggest that they jot them down with a few lines between each topic for appropriate notes to be taken. I also prepare them for any scene which might to the outsider, unsophisticated in Anthropology, seem aberrant, strange, or frightening. In this way I militate against "baby" or "high school" or provincial responses. Next, still in the preparation period, I place on the board a second outline, now of the theoretically important points to be gleaned from the video. This answers the question "What do I intend to make of all this?" I also make it clear to the students that it is from these theoretically significant topics that the Midterm questions will be drawn.

Step 2 is actually seeing the video. I encourage students to jot down a few notes, but more importantly to look attentively, and to absorb the feel of the experience. (I do not allow students to sleep or do work from other classes during videos, or, in fact, during any of my classes).

Step 3 is the coverage of the theoretically salient points from outline 2 above. Here some relevant data can be elicited from the students, then I supply the theoretical expertise.

A sequence like that outlined above means that I can use videos in the course to enhance rather than sacrifice its content and quality.

COURSE OBJECTIVES

In Anthropology 116W, students are to acquire the following understandings:

I. All cultures everywhere are worthy of study and all are complex or have complex parts. "In religion as in art, there are no simpler peoples. Human imaginative and emotional life is always and everywhere rich and complex" (Victor Turner).

II. Other cultures, even those very different in their technological simplicity or their philosophy may have something to teach us.

III. The parts (e.g., religion) of a culture are not a random agglomerate. They are interrelated and thus they must be studied in a functional or contextual perspective.

IV. Religious phenomena (e.g., trance, healing, mysticism, origins) have naturalistic, mechanistic, materialistic explanations without necessary recourse to supernatural beings. Religion is a product of the human brain and the human brain is a product of organic evolution.

V. No religion or its specific mythology has the monopoly on ultimate truth. All mythologies are true in the sense that they reflect the working of the human brain and express the philosophical principles by which their people live.

VI. Value judgments usually impede understanding and contextual analysis. While such judgments can be made in some areas of culture (e.g., efficiency of technology), they are virtually useless in the analysis of religious systems.

In addition, since Anthropology 116W is an Anthropology class, I want students to achieve a minimum grasp of how anthropological data is collected by engaging in an observation of their own (See Reading Assignment II).

Furthermore, since Anthropology 116 is a "W" course, I expect the students to show improvement in writing proficiency (specifically paragraph, short (2 page) essay, and medium (6 page) essay organization) during the course of the semester.

REQUIRED STUDENT ACTIVITIES

I require two 50 minute in class essay examinations administered approximately in Week 5 and Week 12 of the semester. The midterms are further described on page 1 of the enclosed syllabus.

A final theme, take-home is also assigned. Much of it relies on the two last videotapes which in turn match two of the assigned readings. (See Course Outline Topics J, K, and L; and Reading Assignments enclosed).

In addition, students must submit two papers. The stipulations for the papers are to be found on pages 3 and 4 of the enclosed syllabus. As you peruse them, however, please be aware of the following points.

1. Notice that the requirements for the papers are very carefully defined. I have learned the necessity for this from attending writing workshops in which it was made clear that students can no longer be turned loose with generalized topics. That has been my personal experience also.

2. Observe that Assignment I matches the "goals, criteria, and specifications" of General Education Area D and conforms to the integrative requirement for Area D as well. It also supports Course Objectives I and III.

3. The students are provided with a list of more than 50 groups well-studied anthropologically and organized by geographical area from which they may choose. They are allowed to deviate from the list, but only with my permission.

4. The first assignment of paper I is submitted very early in the semester and gives me a rough idea of the students whom I will be able to help in their writing and those who should be referred to English 160W or to EFL 110W.

5. Step 2 of Paper I (like Step 3 of Paper II) forces the students into the scholarly periodical literature. I find that unless forced to do otherwise, students will rely only on books and now, of course, on the Internet. I discourage use of the Internet because most of what they seem to find there is not useful.

6. Each of the steps is meticulously explained to the students, culminating in about 75 minutes of careful discussion of Step 4, and I offer plenty of opportunities to ask questions clarifying the assignments. Students are also allowed (and encouraged) to bring in preliminary drafts so I can see that they are on the wave-length of the course.

7. Paper II supports the course objective of helping the students understand how Anthropology data is collected.

8. I discourage students from choosing to observe very private, reclusive groups who have made it clear that they do not want visitors (e.g., Hassidic Jews) or those for which the student may not have the dermatological pre-requisites (e.g., Black Muslims, Rastafarians). I do not allow students to place themselves in physical danger in the course of their observations.

9. This assignment is accompanied by a discussion of the good manners of field work and the admonition not to impose upon the people who are gracious enough to share a small part of their religious lives. In this way I hope to support felicitous Town-Gown relationships. There is no requirement for interviewing, only observation as might be performed by any visitor to a church, mosque, temple, or other place of worship.

GRADING POLICY

Please see Page 1 of the enclosed syllabus.

READING ASSIGNMENTS

I no longer use textbooks in any of my classes because I consider them dumbed-down, monotonal, uninspiring rip-offs of students. How many of we intellectuals recommend textbooks to our friends or keep them on our bedside table to read for excitement and pleasure? I assign a collection of essays Magic, Witchcraft, and Religion edited by Lehman and Myers. All of these essays are real papers or articles written by real anthropologists for real scholarly journals or for delivery at real scholarly meetings. I also assign a beautifully written essay by Clifford Geertz: "Religion as a cultural System" which serves not only as a model of the anthropological approach (See Course Outline Topic B, and Course Objectives I, II, IV, V, and VI.) but as an example of superb writing.

In addition, I assign two descriptions of religious systems. Salvation on Sand Mountain by Dennis Covington, and Tradition in a Rootless World by Lynn Davidman. Both books are real books, favorably evaluated in The New York Times Book Review. These correlate with two video-tapes—Holy Ghost people and In Her Own Time, respectfully (See Course Outline Topics J, K, and L; and Course Objectives II, III, V, VI).

SCHEDULE

I have included an approximate schedule as a part of the Course Outline. (See above)

ANTHROPOLOGY 116W
(Formerly 150W)
Anthropology of Religion

NECESSARY INFORMATION

SPRING, 1998

INSTRUCTOR: Dr. or Ms. Story

OFFICE: Leon Peters Building, room 252
Extension 8-4899

OFFICE HOURS: MW 1015-1215
F 1015-1115

And By Appointment. (See also enclosed locations. You may meet with me outside the classroom before or after any of my classes):

Anth 107	-	0810-0900	SS	104	MWF
Anth 150W	-	0910-1000	SS	111	MWF
Anth 170	-	1110-1225	PB	102	TTH
Anth 102	-	1245-1400	PB	102	TTH

REQUIRED READINGS: **Magic, Witchcraft, and Religion**, edited by Arthur Lehman and James Myers
Salvation on Sand Mountain by Dennis Covington
Tradition in a Rootless World by Lynn Davidman

WRITING ASSIGNMENTS:

There will be two midterms, each worth 100 points, one final theme worth 100 points, and one 12 page and one 10 page paper, each worth 200 points. The midterm exams consist of three essay questions. Between 65% and 75% of the exam material will be drawn from the lecture and the remainder from the assigned reading. A make-up exam will be administered on the final exam day appropriate to this class.

Grades will be assigned by points, not on a curve or by natural groupings.

630 - 700 = A or CR
560 - 629 = B or CR
490 - 559 = C or CR - This grade or better must be achieved to meet the
420 - 489 = D or NC upper division writing requirement.
Below 420 = F

Please notice the following extremely important points:

1. All assignments in the course must be completed. You may not just accumulate 490 points and earn a C or Credit. A missing midterm, paper, or final theme will result in an F.

2. Please remember that this is a content as well as a writing class. The content is data and theory drawn from the Anthropology of religion and you will be expected to understand it as well as to write about it at the college level. Anthropology 2 is the pre-requisite for this course, and while I do not enforce it, those who have no background in Anthropology should be particularly careful to be attentive, to ask questions, enlist my help in making their notes understandable. Racism and ethnocentrism are incompatible with the basic stance of Anthropology and thus adherence to these views will affect your grade negatively.
3. Papers must be typed, double-spaced. They must employ an inclusive citation style and should employ American Anthropologist style. The work may be edited, provided the editing is clear; I am not interested in pretty copy. **IT MUST BE PROOFREAD.** Please remember that in a "W" class I am obligated to evaluate your writing and to reflect that evaluation in the grade. Therefore, if I discern extensive errors of grammar, punctuation, or spelling, I will award a Form+Content grade.
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4. **PLEASE BE SURE THAT YOU UNDERSTAND UNIVERSITY POLICY IN RESPECT TO CR-NC GRADING, AND WITHDRAWALS FROM CLASSES. THESE POLICIES ARE MANDATORY AND MAY NOT BE ABROGATED AT THE WHIM OF EITHER THE INSTRUCTOR OR THE STUDENT.**
5. Incomplete grades will be awarded to students who: (a) have completed 2/3 of the course satisfactorily in respect to both grades and attendance, (b) are the victims of unforeseen emergencies, and (c) do me the courtesy of keeping me informed by phone or other messages about their status in the class. The Department office extension is 278-3002, my phone number is listed, and I have answering machines both at home and on the campus, and the department has an answering machine.
6. Regular attendance is intellectually and ethically mandatory. Habitual tardiness is not acceptable. I will take roll regularly and reserve the right to consider attendance and punctuality as a factor in determining your grade.
7. If you are at all concerned about the confidentiality of your grade on your term papers or final theme, please supply me with an envelope in which to enclose your work. Put your name on any corner of the envelope. If you want it mailed, self-address and stamp it.
8. **I DO NOT ACCEPT LATE PAPERS.**
9. I reserve the right to make changes in the Syllabus at any time.
10. The lectures in Anthropology 150W contain original, compilation, and derivative works which are Copyright ©1998 by Sydney R. Story. All rights are reserved by the author. Transcription by any means and subsequent sale of this copyrighted lecture for profit-making purposes is strictly forbidden. Fair-use reproduction of your transcribed notes is limited to personal use, and shared not-for-profit use. Any unauthorized reproduction of the lecture material by any means may subject the actor and republisher to legal action.

For your first paper in Anthropology 150W, you will select a non-literate or peasant group and immerse yourself in its culture, particularly its religion.

- STEP 1** - Choose a group, write a 1 page description of the group and why you selected it. **(February 6)**
- STEP 2** - Read one article (must be from the scholarly periodical literature) about the group - preferably its religion and write a 2 page thoughtful summary of the material that article contained. Include your sense for whether or not the article will be useful to you. Be sure to paginate and to supply the full citation for the article. **(February 20)**
- STEP 3** - Write a 2 page background paper about your group e.g., what environment does it inhabit, how does it make its living, what are relevant features of its contact situation or its history, what is the group famous for, what are the noticeable features of its culture other than its religious system? Be sure to paginate, and to supply the citations correctly. **(March 13)**
- STEP 4** - Write 6 pages about the most important religious event in your group and relate that event to two other areas of the culture. Be sure to paginate and to supply the citations correctly. **(April 15)**
- STEP 5** - Conclude by reflecting in 1 - 1-1/2 pages upon the group you learned about. **(April 15)**

NOTE: Everything above is to be typed, double-spaced, with conventional margins.

For your second paper in Anthropology 150W, you will observe a religious group (one not your own) on 3 separate occasions.

- STEP 1** - Write a one page statement specifying the religious group you chose to observe and why you selected it. It would be helpful if you would locate the group in relation to your own religious tradition. However, please be aware that your religious beliefs or lack thereof are a purely private matter, and any statement you make about them is completely voluntary. (March 20)
- STEP 2A** - Specify which dates and events you intend to observe. (March 20)
- B** - Specify which dates and events you observed. (May 4)
- STEP 3** - Read an article (from the scholarly periodical literature) about the group you selected and write a 2 page paper summarizing and reflecting upon its contents. Be sure to paginate, and to supply the citations correctly. (April 22)
- STEP 4** - Write a 2 page description (description only) of an event you observed. Be sure to paginate. (April 29)
- STEP 5** - Interpret the descriptive material from your 3 observations using any of the required readings: Geertz, Lehman and Meyers, Davidman, Covington (4 pages). (May 13)
- STEP 6** - Conclude by reflecting upon your observational and interpretative experience (1 page). (May 13)

NOTE: Everything above is to be typed, double-spaced, with conventional margins.

CALENDAR, SPRING, 1998

ANTHROPOLOGY 150W

DUE DATES

February 6	Paper I, Step 1
February 20	Paper I, Step 2
February 27	Midterm I
March 13	Paper I, Step 3
March 20	Paper II, Step 1 & Step 2A
April 1	Midterm II
April 15	Paper I, Steps 4 & 5
April 22	Paper II, Step 3
April 29	Paper II, Step 4
May 4	Paper II, Step 2B
May 4	Final Theme Issued
May 13	Paper II, Steps 5 & 6
May 18 by 10:00 a.m.	Final Theme

ANTHROPOLOGY 150W**Reading Assignment**

MIDTERM I	February 27	Lehman and Myers - to page 208 Geertz - article from class Covington - prologue and chapters 1-3 to page 64 Davidman - chapters 1 and 2 to page 49
MIDTERM II	April 1	Lehman and Myers - page 208-421 Covington - chapters 4 and 5 to page 111 Davidman - chapters 3 and 4 to page 108
FOR FINAL THEME		Covington - chapters 6-11 Davidman - chapters 5-8

DEPARTMENT OF ANTHROPOLOGY
CALIFORNIA STATE UNIVERSITY, FRESNO

MEMORANDUM

TO: All Students

SUBJECT: Courses Taken to Meet Upper Division Writing Requirement.

The following is a list of seven criteria for approval of courses which students may take to satisfy the Upper Division Writing Requirement:

1. The successful completion of English 1 shall be a prerequisite for admission to the course.
2. Assignments in the course shall include at least 5000 words of expository writing, spread over at least five papers.
3. At least one of the papers shall be written in class.
4. Each paper submitted to the instructor shall be returned to the student before the next paper is due.
5. Each paper, when it is returned, shall be accompanied by the instructor's constructive evaluation of not only the content, but also the quality of writing.
6. The instructor shall hold conferences with individual students and/or small groups of students to discuss their writing with them.
7. To fulfill the Upper Division Writing Requirement, a student must receive a grade of C or CR or better in the course.
8. To fulfill the Upper Division Writing Requirement the student must have completed 60 units.

STUDENT RIGHTS AND RESPONSIBILITIES. At California State University, Fresno, students enjoy the rights and privileges of adults in our society. Nevertheless, as in society at large, rights and freedoms are supported by a framework of responsible conduct, without which the rights and freedoms of all may suffer. Thus, the exercise of student rights and privileges entails the use of responsible judgment, conformity to the law, and respect for the rights, interests, and values of others.

ACADEMIC FREEDOM. Students and faculty must be free to pursue truth as well as personal and intellectual development. A necessary condition for such pursuit is an acceptance of the spirit of inquiry and an appreciation for diverse ideas, viewpoints, cultures, and life-styles. This condition must exist in both the classroom and the overall campus environment.

While the University gives great weight to the responsibility of preserving academic freedom, it does so within the context of respect for law and the reasoned consideration of others. Academic freedom and freedom of speech are intended to protect the expression and exploration of ideas; they do not protect conduct that is unlawful, disruptive of the classroom environment, or disruptive of the University itself.

CLASSROOM CONDUCT. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. All members of the academic community should demonstrate respect for the classroom environment. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live.

Faculty have a responsibility in the classroom to respect student diversity and diversity of viewpoint, but they also have the primary responsibility to maintain the orderliness and integrity of the learning environment. Students have the right to express ideas unpopular with the class or contrary to those of the instructor. However, students also have a responsibility to respect the learning environment and the integrity of others in the classroom setting. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

PROCEDURES

- A. Faculty have both a professional responsibility and the legal authority to maintain order in the instructional setting. The instructor shall determine the time and manner in which a student may ask questions or express ideas or points of view in the instructional setting.
- B. Student behavior disruptive of the instructional setting shall not be tolerated. Disruptive conduct includes speech and behavior that are clearly disrespectful of either the instructor or other students. Such conduct includes, but is not limited to, physically or verbally abusive conduct, interruptions, failure to adhere to the instructor's rules or instructions, vulgar or obscene language, slurs and other forms of intimidation.
- C. Faculty are responsible for informing the department chair and School Dean about any incident of disruptive classroom behavior. Faculty are strongly advised to keep records of dates, times, names of all those present, and details of disruptive incidents.
- D. If, in the judgment of the instructor, the student conduct is seriously disruptive of the instructional setting, the instructor should immediately inform the Vice President and Dean of Student Affairs and file a Disruptive Classroom Incident Report. (Report forms are available from Offices of School Deans and the Student Affairs Office.) After discussion with the faculty member, the Vice President and Dean of Student Affairs shall investigate and determine whether or not to initiate formal disciplinary action under Executive Order 148.
- E. Faculty may direct a student who is being disruptive to leave the class. If the student refuses to leave after being requested to do so, the instructor may summon University Police to remove the student.
- F. Removal of a student from class, either voluntarily or involuntarily, is a serious step and not one to be taken lightly. Any time a student is removed from class, either voluntarily or involuntarily, the instructor should (1) inform the Vice President and Dean of Student Affairs and (2) file a Disruptive Classroom Incident Report. The student shall be permitted to return to the class unless the Vice President and Dean of Student Affairs determines otherwise after discussing the matter with the faculty member. As appropriate, the Vice President and Dean of Student Affairs may (1) require the student to provide oral or written assurance that there will be no further disruptive behavior as a condition for the student to return to class; (2) initiate formal disciplinary action pursuant to Executive Order 148; or (3) order immediate suspension of the student pursuant to Executive Order 148 (see H. below).
- G. The Vice President and Dean of Student Affairs shall keep the instructor and student informed of the status of the disciplinary proceedings, especially with regard to the student's attendance at further class sessions.
- H. Pursuant to Executive Order 148, the President may order the "immediate suspension" of any student for the interim period pending a hearing whenever it is determined that such action is "required in order to protect lives or property and to ensure the maintenance of order." If, in the instructor's judgment, immediate suspension is warranted or necessary, he/she shall contact the Vice President and Dean of Student Affairs immediately. A student so suspended must be provided an opportunity for a speedy hearing pursuant to Executive Order 148 with respect to the immediate suspension.
- I. For further information consult especially the California Code of Regulations (Title 5) Sections 41301-41304, the California Education Code Section 66017, and CSU Executive Order 148.

POLICY AND PROCEDURES ON CHEATING & PLAGIARISM

PREAMBLE

PHILOSOPHY: Honesty and integrity are two of the most important values of the University in its pursuit and dissemination of truth and knowledge. Faculty and students share the responsibility for maintaining the probity of the educational experience and preserving high standards of excellence. Academic dishonesty—cheating and plagiarism—is unacceptable behavior morally, ethically and legally; and it cannot be justified or tolerated. To do otherwise undermines the ideals and purposes of higher education and severs the bonds of respect and trust between teacher, student and society. Cheating and plagiarism compromise the process of fair and equitable evaluation of all students' academic performance and erode the quality and value of degrees conferred by the University. Students engaging in such practices are denying themselves the benefit of an instructor's accurate assessment and feedback, thereby hindering their academic and personal development. Moreover, intellectual dishonesty reinforces the false idea that success in life, personally and professionally, can come to those who deviate from community norms and who lack the requisite expertise in their chosen careers.

A) Academic Work and Grading

Faculty expect students to maintain honesty and integrity in their academic performance. On the other hand, students expect faculty to maintain integrity and fair play in the performance of their teaching and grading responsibilities. Students are expected to be familiar with University policies on cheating and plagiarism which can be found in the University's General Catalog and Schedule of Courses. Instructors shall include a statement in their syllabus on intellectual honesty and integrity as it relates to the University's policies on cheating and plagiarism.

Since proven cheating/plagiarism can result in severe penalties and consequences, students are expected to clarify with their instructors whether or not certain actions would or would not be acceptable behavior in taking examinations, writing papers, doing homework, and performing other activities pertaining to any given class and/or laboratory. If a student observes one or more students cheating and/or plagiarizing, it would be proper for the student to confront those students directly and/or to notify the instructor so that the instructor could take appropriate action.

B) Definitions

1. Cheating

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. This would include forging official forms (e.g., grade sheets) and documents (e.g., transcripts). [See Appendix A: Examples of Cheating.]

2. Plagiarism

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. [See Appendix B: Examples of Plagiarism.]

C) Procedures

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the above definitions, one of the following options shall be exercised.

1. Informal Option

a) Faculty-Student Conference

The instructor may choose to handle the alleged instance of cheating or plagiarism directly with the student. First, the instructor shall present the student with the charge and the evidence. If the student admits to the wrongdoing, the next step is for the instructor to propose a penalty (i.e., usually involving a grade; but also retaking a test or rewriting a paper are possibilities).

b) Grading

The instructor has the prerogative of assigning a grade of "0" or "F" for the test/paper and an "F" for the entire course. If the student accepts the penalty, the conference is considered completed to the satisfaction of both parties. In the event that no mutually agreeable settlement is reached between the parties regarding admission of guilt and acceptance of the proposed penalty, the formal option described in section 2 below under procedures shall be followed. The instructor must inform the student that he/she should remain in the course – completing all assignments and taking all tests to accommodate the student's option to appeal the instructor's grade.

2. Formal Option

The faculty member immediately concerned will consult with the Department Chair as soon as possible, but normally no later than one week after the alleged incident occurred and/or was discovered, describing the nature of the incident and presenting supporting evidence. The chair will conduct an investigation; and on the basis of the evidence and as a result of consultation with the faculty member, the incident will then be categorized as "cheating" or as "plagiarism."

The Department Chair will schedule a hearing as soon as possible -- normally, this should be no later than two weeks after the alleged incident occurred and/or was discovered. Those present at the hearing will include the faculty member and the student charged. Also, a faculty/staff member or student of the student's choice may attend to act as an advisor. There is no provision for legal counsel to represent either party; attorneys may not participate in academic and non-academic student disciplinary proceedings. In a case where two or more students are involved, the Chair will schedule a group hearing unless one or more students request separate hearings or the Chair believes separate hearings would be necessary or appropriate. The Department Chair will conduct the hearing and has the authority to negotiate a settlement between or among the principals, if agreeable to all parties. (For example, a different test might be constructed and administered, an essay might be rewritten, or a disinterested third party might be asked to grade the test/paper.) It should be remembered that the burden of responsibility is upon the instructor to provide evidence during the meeting that the student did cheat or plagiarize.

c) Grading

If, as a result of the hearing, it is clear to the Department Chair that the faculty member provided a preponderance of evidence and the student's response is insufficient to offset the charge of "cheating" or "plagiarism" to the extent that he or she may be excused, the student will be informed in writing of academic sanctions to be imposed. The instructor has the prerogative to assign a grade of "0" or "F" for the test/paper and "F" for the entire course. If the student does not acknowledge guilt, or acknowledges guilt but is not willing to accept the penalty, the student has the right to appeal the decision to the Student Academic Petitions Committee in accordance with the Policy & Procedures for Reviewing and Appealing an Assigned Grade. If a failing grade for the entire course is assigned, the instructor must inform the student that he/she should remain in the course – completing all assignments, and taking all tests to accommodate the student's option to appeal the instructor's grade and to allow for the time required by the appeal process to render a final decision. On the other hand, if the evidence does not support the charge, the Chair will so notify the student in writing and will request the instructor to record the appropriate grade. If the faculty member disagrees with the Chair's decision, the faculty member may appeal the decision to the Student Academic Petitions Committee. If the alleged cheating and/or plagiarism occurred at the end of the semester, the faculty member shall submit a grade of "I", rather than an "F" or other letter grade, which will stand until the allegation has been resolved by due process as described above and in accordance with the Policy & Procedures for Reviewing and Appealing an Assigned Grade.

D) Protection of Rights

Nothing in this policy statement is intended to deny students who come within its scope full access to due process, including the right to be informed of the charges against him or her, to be informed of the nature of the evidence supporting such charges, to have a meeting at which time statements and evidence in his or her own behalf may be submitted and to appeal any decision resulting from such meeting through appropriate university channels.

The student has the right to appeal the faculty member's grade or other action and Department Chair's decision to uphold the grade or other action to the Student Academic Petitions Committee. A copy of the Policy & Procedures for Reviewing and Appealing an Assigned Grade may be obtained from the Office of Advising Services. In addition, the Policy is located in the Academic Policy Manual, Item 207, in each academic department office and in the Library.