

## 1: Sandra L. Mckay

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National Academy of Sciences. It also applies these ideas to three cases of plagiarism by Chinese scientists reported in the journal *Science*. The author includes pertinent information from literature in language politics, studies in second language acquisition and second language writing, culture studies, and contemporary literature concerning the effects of technology on traditional Western concepts of intellectual property. The journal *Science* recently published "Scientific Misconduct: The title *On Being a Scientist: Responsible Conduct in Research* was embedded as an illustration in the columns of print running across the first page of the article. That title reproduced in *Science* from its cover page was the title of a pamphlet first produced in by the U. National Academy of Science. This pamphlet over , copies of which were distributed to U. They announced that in response to Chinese concerns about awareness or lack thereof of scientific misconduct in that country, *On Being a Scientist* was going to be published by the Chinese Academy of Sciences for distribution in China. For the last two years, I have been including this pamphlet as a required text in the composition classes of the university academic English program I direct. While [] it was gratifying that the Chinese Academy of Sciences also planned to employ it for their science students, I wondered how it would be presented in China. According to the *Science* article, copies in China will sell for a modest 80 cents apiece. Will students be asked to buy them and interpret the text on their own? Will Chinese teachers be asked to interpret the text for their students? Translating the text into the languages of China will surely be much easier than translating the Western concepts of knowledge, science, and ethics found in *On Being a Scientist OBS*. The interpretation and presentation of the text to international students here in the U. There is no question that the pamphlet is an elegant and concise compendium of the values underlying science in the West and of the behavioral expectations those values entail. Similarly, there is no question that university departments of science and engineering agree with the schema for practicing science laid out in the pamphlet. Training in the expressed principles, with regard to the treatment of data, allocation of credit, authorship practices, and scientific misconduct has been fundamental to the education of Western researchers, explicitly or implicitly, for over a century. However, because of the weakness of some of these traditions--or the difficulty of enforcing them in the exploding context of the globalization of science and communications--the National Academy of Sciences has found it necessary to explicitly formulate and disseminate these "rules of the game". Lafollette , in her book investigating scientific publishing, notes that while scientific conduct may have been considered a matter of "personal moral conduct" during the s, it came into focus as a public policy issue in the U. Plagiarism especially was a problem. Mawdsley , concurs, "The debate concerning the definition of plagiarism has intensified now that reputable scholars and academics have been charged with the offense" p. It does not have one definition, and it exists, not in law based on constitutional statute, as copyright does, but as institutional rules and regulations. These are based on Western academic conventions that are formulated and interpreted somewhat differently across institutions. For example, one university may include some notion of "intent" as part of the definition of plagiarism while others do not. Since *OBS* is published by the U. National Academy of Sciences, has been distributed to hundreds of thousands of young [] scientists in the United States, has gone into a second edition, and is being disseminated now in China, it is safe to assume that the definition of plagiarism found in it is considered valid by the elite scientific institutions in the United States. *OBS* clearly distinguishes plagiarism from "honest errors and errors caused through negligence," classifying it as an error of "deception. In a hypothetical case study, *OBS* describes a graduate school whose regulations define plagiarism as "the failure in a dissertation, essay, or other written exercise to acknowledge ideas, research, or language taken from others. Many teachers teach about plagiarism as though it represents law, but as a concept it is both broader and weaker than copyright. An author may plagiarize from government documents, which are not copyrightable, from work with expired copyright, or from work in the domain of

"fair use" without breaking the law. Both plagiarism and copyright are closely related concepts that emerge out of cultural values that have formed attitudes and beliefs about intellectual property in the West. For the most part, those of us born and educated in the West have been taught to see these concepts as benign. We see the legal enforcement of copyright law and the institutional enforcement of rules concerning plagiarism as ways to ensure that individuals are rewarded for their work, or at least that their work is not stolen from them. We see our conventions of scholarly attribution as measures to ensure the integrity needed to form and uphold the scholarly consensus necessary for the production of knowledge. Cherished notions of Individual Rights and the Truth are at stake. It is no wonder that we respond to violations of these conventions with some emotion. Nevertheless, it is important to go beyond simplistic assertions about plagiarism as a moral issue, and examine it from other perspectives. It is an increasingly complex notion in the West, due to technological developments in writing and publishing. My examination of plagiarism has been provoked by the attitudes, frustrations, and questions of international students who do not perceive all the "rules of the game" formulated by our traditions as the only ones feasible or even sensible. It is important to realize that it is not only international students who question these conventions, but many scholars of law, language, technology and science within U. It is also important to point out that despite the stereotype of foreign students who plagiarize, plagiarizing goes on among U. Moreover, while [] students may be expelled or temporarily suspended for infractions of rules concerning plagiarism, faculty members are far less likely to be punished. What does it look like from the perspective of what we know about the "words" part of the "words and ideas" in the OBS definition of plagiarism--that is, what we know about language? Viewed from the perspective of our own studies of language politics, second language acquisition, second language writing, and culture studies, what we are required to teach about plagiarism is problematic. We should also be aware that traditional ideas about plagiarism and authorship are controversial among our colleagues who teach first language English composition. Finally, technological realities are fast overriding many traditional notions about intellectual property, including plagiarism. We need to be aware of the effects on our students of the expectations about language embedded in our teaching. The global politics of English language teaching have been explored by Phillipson , who scrutinizes the history of the spread of English and the often consequent devaluation of other languages and their cultures. He points out that a contributing factor to this is a belief of many English language teaching professionals that their work is not political. This "serves to disconnect culture from structure [emphasis his]. It assumes that educational concerns can be divorced from social, political, and economic realities" p. Teaching the conventions of writing in English is also a form of social instruction; and the conventions surrounding the notions of plagiarism and intellectual property have especially powerful economic and political ramifications. Ploman refers to copyright, for example, as "a legal mechanism for ordering socioeconomic and cultural life and a method to link the world of ideas to the world of commerce" p. Linguistic imperialism is present, writes Phillipson, "wherever English plays a major role in the education system of an underdeveloped country and transmits social values" p. The political struggle to maintain influence continues today in neo and post-colonialist contexts. The politics of teaching about plagiarism in ESL contexts in particular [] has also been analyzed by other English language professionals, notably Pennycook ; , and Scollon ; Scollon has pointed out how the idea of textual ownership clashes with the cultural construction of self among Chinese writers. It is important to note that none of these authors perceives a conspiracy among English language teachers to denigrate the cultures or languages of their students. The processes they describe are historical and structural ones in which we too are caught up. The world of science our students will enter has changed immensely, even within the last decade. Not only the scale of science has changed, but research processes as well. How are our students positioned in relation to the centers of research? How are they positioned to work on behalf of their own institutions and countries? How can we help them? One way is to present the conventions we teach as artifacts of changing systems, rather than as immutable moral laws. We need better rules relevant to new realities in science communication, and the young scientists we teach should be among those who help and create them, not simply be told what to do. National Academy of Sciences presumes to teach "all" scientists at "all stages of their scientific careers" through OBS. It is "meant to apply to all forms of research--whether in academic, industrial, or governmental

settings--and to all scientific disciplines" preface. Modern science, it is explained, was born "in the latter half of the seventeenth century" p. This fact should be of interest to the Chinese. Thoughtfully, however, the Chinese had invented paper in A. The Business of the Science Business The cultural devaluation overt and covert in this kind of propaganda serves to pose Western--particularly, U. In the interest of world peace, we can only hope that scientists in India, Latin America, and Russia are alert enough to publish their national editions of OBS before our research institutions and federal agencies have to deal with them. These matters signify more than the facilitating of smooth channels along which scientists can sail their communications with each other [] in the disinterested pursuit of knowledge. Publication conventions, attribution of credit, authorship practices, and the ensuing web of copyright and patent restrictions deeply influence the already lopsided distribution of knowledge in favor of the western industrialized nations Altbach, ; Altbach, Arboleda, and Gopinathan, ; Barlow, ; Gibbs, ; Hamilton, ; Hansen, ; Ploman, The development of science and technology has become synonymous with economic prosperity. Our composition textbooks and guides such as OBS emphasize the importance of individual text ownership in the Romantic context of protecting the individual author. However, European notions about intellectual property were not originally driven by concern for individuals, but by concerns for the economic interests of publishers, following the rise of printing Altbach, ; Feather, Today, while some individuals still benefit from copyright law, most actual copyright is owned by publishers and other corporate entities Jaszi, Stealing Science Of the three cases of plagiarism reported in the Science article mentioned in the introduction, two concerned the wholesale appropriation of manuscripts. In one, a Chinese physicist sent an entire article that had been published by a Turkish scientist and an Italian scientist in an Italian journal to a Swiss journal, under his name. In the other, a Chinese physicist copied six papers written and published by a Chinese physicist in a different university in China, and submitted them to a U. Both these cases of plagiarism come under the "ideas" part of the "words and ideas" in the "OBS definition of plagiarism. Both are unambiguous cases of unethical behavior in the perception of members of any culture, even if the degree to which they are considered serious, and the degree of pressure motivating them, vary. It is the third case described in the Science article that is less clearcut and which represents an example of the "words" part of the definition that is problematic. A sequestering protein is a sequestering protein Pan Aihua, the Chinese principal author in the third case involved in the plagiarism investigations reported in Science, was from Peking University. Like many international students in U. Nevertheless, the Dutch editor is quoted as saying "it is not acceptable practice to copy text--not even small passages--from published materials without reference. So they copy what others have done and then fill in what is new. In fact, the Chinese scientists are correct in their assessment of the criteria for publishing in Western journals. Bloom, the editor of Science itself, is quoted in the Scientific American Gibbs, , p. Irrationally, some errors have a greater psychological effect on native speakers than others. If you have not mastered the spelling, syntax or semantics of another language you may indeed sound babyish or stupid or "inattentive. Even if we ignore the blatant arrogance "linguicism," according to Phillipson of equating the ability to use English with the ability to do science [2] , what are the Chinese supposed to do in a country in which there are few authentic English texts or fluent speakers of English? This conundrum is akin to the one described by Pennycook in which second language teachers reverse the usual criteria used in composition classes. Prejudice based on language makes it difficult for non-Anglophone scientists to publish.

### 2: The Pacific Rim | Download eBook PDF/EPUB

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### 3: Download Teaching Composition Around The Pacific Rim Politics And Pedagogy Multilingual Matters

*This book provides an in-depth analysis of current issues and approaches related to the teaching of English composition to students in and/or from Pacific Rim countries.*

Teaching about the Pacific Rim. At the turn of the century, then Secretary of State John Hay declared that the Mediterranean was the "ocean" of the past, the Atlantic the ocean of the present, and the Pacific the ocean of the future. The Pacific future is imminent. We hear daily reports of increased trade, immigration, and cultural exchange with Pacific Rim nations, especially those in the Asian sector. Focusing attention on this Pacific phenomenon is often a challenging task for educators in the United States. To a large extent, the United States has spent the last years looking across the Atlantic Ocean to Europe. We have been historically drawn there by ethnic and cultural heritages, political ties, and economic needs. However, the time has come to attend to the Pacific Rim. Although used interchangeably, "Rim" refers to those nations bordering on the Pacific while "Basin" includes all the island nations. These nations of the Pacific Rim have taken on increased global significance. Many of these countries are experiencing unprecedented growth in trade, finance, energy resource exploration, and migration. In the United States, we find examples of our connection to these changes in the foods we eat, articles we buy, children we teach, and changes in transportation and communications. There are three main reasons for emphasizing course content on the Asian Pacific Rim in the social studies curriculum of elementary and secondary schools: In , the United States trade balance shifted from the Atlantic to the Pacific. Statistics for the period show United States trade with major West European countries increased fourfold; trade with Pacific Rim countries averaged an eightfold increase during the same year period. In contrast to the trade surpluses of the s and s, the s signalled a period of alarming trade deficits for the United States. These trade figures have caused many in the United States to call for protectionist legislation. Some blame the Pacific Rim countries for American unemployment and point to unfair trade barriers. Economic interactions with Pacific Rim countries, however, are increasingly complex, attesting to our growing interdependence with their economies. The terms "import" and "export" no longer retain their standard definitions in the face of global manufacturing, assembling, and originating patterns. Economic interactions are multiplying in the world of finance. While Americans sleep, the dollar continues to be exchanged around the world. It appears that corn, soybeans, and porkbellies will now have this same hour vitality, since futures trading currently accommodates Pacific traders with sessions opening at 7: Surplus Pacific trade funds are being channeled back to the United States through the sale of United States Treasury notes. Clearly then, economic interactions across the Pacific form an intricate matrix that promises to grow even more complex. Introducing students to this global reality can help prepare them for life in the 21st century. Military and Political Importance of the Region. Currently, the United States Pacific fleet accounts for almost half of the United States naval strength. Japan is a staunch ally of the United States in the Pacific. Although relations with the government of the Philippines are strong, there is concern over present United States bases. These bases, housing an American force of 16,, will be reviewed in and expire in Opposition to these bases and general political unrest in the Philippines have raised questions over their future. The United States has fostered good political relations with many nations of the Asian Pacific by playing a role in their economic development. The United States has contributed technology, capital, and equipment while purchasing their manufactured goods. Free enterprise has worked to a large extent in the Asian Pacific, and capitalists there have a stake in maintaining noncommunist governments. The American presence in the Pacific has raised questions about nuclear power. In , New Zealand would not permit the U. Buchanan to visit because the Americans refused to state whether or not the ship was carrying nuclear weapons. The United States government has a long-standing policy of neither confirming nor denying such requests for information. Compliance with this request would have set a precedent and perhaps jeopardized United States bases in other countries. Immigration from the Asian Pacific Rim. Interconnections across the Pacific include the flow of capital, goods, cultural forms, and people. The flow of people among Asian nations and between these countries and the United States has dramatically accelerated. There are currently 5. The influx of Asian immigrants challenges teachers trying to

cope with a wide variety of behaviors and learning styles. Yet, in some Asian cultures it is a deferential gesture, appropriate for a superior, such as a teacher. Emphasize the realities of social change. The Egyptians in the ancient times were not aware of the emerging Phoenicians, who, engrossed in commerce and trade, paid little attention to the rise of the Greeks and Romans, who in turn were ignorant of the Portuguese and the Spanish on the Iberian Peninsula. This lesson of history teaches us to open our eyes to the changes taking place right before us in the Pacific. Too often a discussion of the Pacific Rim revolves around economic issues rather than societal values. Frank Givney, President of the Pacific Basin Institute, argues that it is a mistake to cast the whole relationship in terms of business. For example, he urges us not to simply copy Japanese styles of management but to understand the Confucian and Buddhist cultures that have been the foundation of these skills. Comparing these values, and their relationship to the work force, provides an opportunity for American students to question their own patterns of behavior and examine societies that are organized quite differently. Use studies of modernization and change in Pacific societies to provide insights into global change. Today there are historical as well as temporal time zones in the Pacific, with nations in various stages of technological development. According to Gibney, the hallmarks of the Pacific Basin that have evolved over the past 25 years are the transistor, semiconductors, television, and the jet aircraft. These changes have propelled some countries on a course of modernization and in some cases, Westernization, that few could have predicted. Studying these changes is especially critical for American students facing a future with high-level technology and fast-paced change. Emphasize the diversity of Pacific Rim cultures. For example, various religions are practiced: Buddhism, Shintoism, Islam, Christianity, and others. Lifestyles range from the highly urbanized experiences of Tokyo, Singapore, and Hong Kong to rural communities without running water or other modern conveniences. Numerous languages prevail in this area. Point out the difference in temporal perspectives. In the United States, there is great value placed on the present, on quick returns, and on a relatively short attention span. The longer histories and cultural traditions of many Asian countries foster a longer range view and longer attention span. Delayed gratification and long-range planning are norms fostered through religious and social practices. The study of Asian Pacific practices different from our own can not only enhance our understanding of the people but also can foster a sense of appreciation for the social diversity found in the United States. World Affairs Council, Foreign Policy Association, West, Philip, and Thomas Jackson. Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

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*The Pacific Rim* are the lands around the rim of the Pacific Ocean. The Pacific Basin includes the Pacific Rim and the islands in the Pacific Ocean. The Pacific Rim roughly overlaps with the geologic Pacific Ring of Fire.

### 9: Martin King | School of Music | Washington State University

*Description: Considers both political and pedagogical issues related to the teaching of English composition to Asian/Pacific students. The possible consequences of imposing Western rhetoric are analyzed, and use of current approaches to the teaching of composition are examined in the context of the Pacific Rim.*

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