

I seek refuge in God, from the rejected Satan  
In the Name of God, Most Gracious, Most Merciful

## **Research Ethics and Academic Freedom: A Case Study of the Nature Journal's Plagiarism Claim<sup>1</sup>**

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### **Abstract:**

**Objectives:** The objective of this study is to analyze the Nature Journal's plagiarism claim with respect to a published article. Given the widespread global publicity that the Nature's plagiarism claim has received, it is important to present a purely academic and non-political analysis of the targeted article. This study is of utmost importance because it deals with the code of academic conduct and research ethics upon which the foundation of every research and educational institution must be established.

**Methodology:** The methodology used in this article is qualitative content analysis of the two articles that the Nature's plagiarism claim is based on. The criteria used for the analysis of the Nature's plagiarism claim is the American Psychological Association's (APA) citation guide, a guide that is used by many scholarly journals, including many ISI journals. In addition, a second authoritative criteria for academic conduct has also been used which is consistent with the international norms of research ethics. In the absence of an established academic code of ethics among the Iranian higher education institutions (similar to those found in the globally reputable universities such as Harvard University, Massachusetts Institute of Technology, Stanford University, etc.), the most accepted code of ethics in Iran, namely, the Quran has been used to evaluate the issues of plagiarism, academic dishonesty, and corruption.

### **Findings:**

The study demonstrates 23 instances of plagiarism in the article authored by the present Minister of Science, Research, and Technology of Iran. The number of actual cases of plagiarism in the article authored by Kamran Daneshjoo and his co-author is more than what has been covered in this article.

**Key words:** Plagiarism, Research Ethics, Quran, Bible, Academic Conduct

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<sup>1</sup>Nature News, *Iranian ministers in plagiarism row*, <http://www.nature.com/news/2009/090930/full/461578a.html>, Retrieved October 8, 2009.

## Introduction:

The news of Iran's Ministers committing plagiarism was widely circulated in the global media networks, to the extent that, the most popular internet based online encyclopedia, namely, Wikipedia, published a page about **Kamran Daneshjoo** (in Persian: کامران دانشجو) who is a university professor currently serving as Iran's minister of Science, Research, and Technology [1]. Wikipedia is presently not filtered in Iran. Therefore, the specified news is public knowledge. In a section titled "Plagiarism," we find the following statement in the Wikipedia article on Kamran Daneshjoo [2]:

### Plagiarism

On September 22, 2009, Nature, the prominent British [scientific journal](#) reported that "large chunks of text, figures, and tables in a 2009 paper co-authored by Kamran Daneshjou, Iran's science minister, are identical to those of a 2002 paper published by South Korean researchers".<sup>[6]</sup> On September 25, 2009, Springer, the publisher that Daneshjou's paper was submitted to, retracts paper by Iran's science minister.<sup>[7]</sup> Iranian scientists said they intend to press for a plagiarism inquiry.<sup>[8]</sup>

The specific article that was authored by Daneshjou and his co-author, Majid Shahravi, is as follows [3]:

Kamran Daneshjou and Majid Shahravi, "Analysis of critical ricochet angle using two space discretization Methods," *Engineering with Computers* (2009) 25:191–206.

Nature claims that the authors of the above article (Daneshjou and Shahravi) have duplicated substantial portions of the text of their article from the following source [4]:

Woong Lee, Heon-Joo Lee and Hyunho Shin, "Ricochet of a tungsten heavy alloy long-rod projectile from deformable steel plates," *Journal of Physics D: Applied Physics*, Institute of Physics Publishing, 35 (2002) 2676–2686.

Per God's commandment in the Quran, we cannot accept any information unless we verify it for ourselves:

Text of the Quran <sup>2</sup>	Language
[١٧:٣٦] ولا تقف ما ليس لك به علم ان السمع والبصر والفؤاد كل اولئك كان عنه مسءولا	Arabic
[17:36] <b>You shall not accept any information, unless you verify it for yourself.</b> I have given you the hearing, the eyesight, and the brain, and you are responsible for using them.	English
[١٧:٣٦] هيچ خبری را نپذیر، مگر آنکه خودت درباره صحت آن تحقیق کنی. من به تو شنوایی، بینایی و عقل داده ام و تو مسئولی از آنها استفاده کنی.	Persian

In this study, God willing, I will **analyze** and **verify** the Nature journal's plagiarism claim with respect to the Kamran Daneshjou's article. For simplicity, I will use the following article identifications (ID) for the above two referenced articles:

Woong Lee's Article ID: **W**

Kamran Daneshjoo's Article ID: **D**

### **Motivation for Analyzing and Verifying the Nature's Plagiarism Claim:**

There are several reasons why I decided to write this article. The most important ones are as follows:

1. I believe in God and His scriptures that command us to be honest, truthful and to fight against corruption and dishonesty (Quran: 2:205, 3:75, 17:16, 5:108, 7:68, 8:73, 26:107, 26:125, 26:143, 26:162, 26:178, 26:193, 28:26, 28:83, 44:18, 82:11, and Bible: Luke, 16:10; Proverbs, 11:3, 12:5, 16:11, etc.). Thus, it is incumbent upon me, as a believer in God and His revelations, to stand firm against dishonesty, deceit, cheating, lying and corruption.
2. I owe much of my training in using proper citations from my graduate school advisor Professor Karen R. Polenski of Massachusetts Institute of Technology. I was working

<sup>2</sup> All of the verses of the Quran used in this study have been obtained from a Quran software application titled WINQT2. For further information please contact the Islamic Productions in Tucson Arizona, U.S.

with her under a grant from the Economic Development Administration to assess the U.S. infrastructure maintenance costs during 1984-86. While I was writing my research reports, Professor Polenski would edit the reports and place the following word next to every paragraph that did not have a reference or a citation: “**Source?**” When I came to Iran after residing about 26 years in the U.S., I was under a naïve assumption that people are by and large honest. Therefore, I trusted my students when they wanted to co-author articles with me. I would do my part of the research and writing and edit the parts written by my students as co-authors for validity, reliability, and grammatical accuracy. I rarely distrusted my students by going and checking their references until I was proven wrong. I was shocked to find out that some of my students had copied and pasted sections of their papers from the internet sources without giving any references. I decided not to co-author any other work with my students unless I was certain of their honesty and integrity. After I witnessed numerous cases of plagiarism and dishonesty, I decided to go through the hard work of completing all phases of researches, including, research design, literature review, data collection, data analysis, report writing, etc. without getting any help from any of my students. I am writing this article to send it to Sharif University faculty and students, so that they take the issue of academic honesty and integrity very seriously.

3. I received an E-Mail from Professor Marvasti of the Electrical Engineering Department, at Sharif University of Technology (sent on Tuesday, October 06, 2009 5:56 PM) with the subject: “Nature’s claim.” Portions of the text of that E-Mail reads as follows:



Ethical issues such as honesty, truthfulness and objectivity are the essence of religion. However, **we have downplayed the essence at the expense of more superficial matters. Without ethics, we cannot progress.**

The current row over the Nature article, in view of the significance of the journal in the global science community, requires special attention. **Whether or not the article is politically motivated, our academia should take action to clarify the issue. The assault is on the foundations of our academia** (emphasis is added).

As Vice Dean of Research at the Language Center of Sharif University of Technology, I thought Professor Marvasti's phrase "our academia should take action to clarify the issue," is directly targeting me. I felt deeply responsible to clarify this issue and share it with my colleagues. Typically, it is the responsibility of the language departments to assist the students and the faculty in writing matters, including issues dealing with plagiarism and research ethics.

4. Table 1 shows an article that was published at Sharif University of Technology's daily newspaper titled, "Minister of Science in Interview with Mehr: **Freedom of Thought in Universities is a Principle** (emphasis added)."

Table 1: Minister of Science's View Regarding Freedom of Thought

<p><b>Sharif University of Technology Newspaper, Saturday 18<sup>th</sup> of Mehr, 1388 (October 10, 2009), 9<sup>th</sup> Year, Issue 493</b></p>	
<p>Minister of Science in Interview with Mehr:</p> <p><b>Freedom of Thought in Universities is a Principle</b></p>	

My third motive for writing this article is to test the validity of the above statement made by the Minister of Science regarding freedom of thought in Iranian universities. The study presented here is non-political and purely academic. If I (as a free thinking academician) get demoted or fired by the university officials, and persecuted, imprisoned, tortured, killed, or my family is threatened by the government just because I analyzed an article for plagiarism (which is my responsibility to do so as Vice Dean of Research of Sharif University's language center), then it is evident that the above statement made by the Minister of Science is a sham and has no validity and those who support him must not

be trusted. However, if this article is tolerated by the university officials and the government, it indicates that there is still room for constructive criticism in Iran.

All academicians, regardless of their nationality and ethnic origins, belong to one family. The guiding principle of the family of academicians is the pursuit of truth. Thus, we should all strive to clarify issues of academic dishonesty, plagiarism, and violations of research ethics in order to preserve the integrity of our research and educational institutions.

### **A Brief Literature Review**

In the business and management world, ethics has become one of the strongest news stories of the last two decades. Such giant international corporations as Enron, Tyco, WorldCom, Lehman Brothers, American Insurance Group (AIG), Bear Stearns, etc. have been linked to unethical business behaviors [5]. The consequence of the fall of some of these corporations have been catastrophic - \$63 billion at Enron, \$107 billion at WorldCom, etc. resulting in tens of thousands of employees to lose their jobs, hundreds of thousands of investors and shareholders to lose their money, and corporate reputations to be annihilated and completely destroyed.

In the academic and research fields we also witness a growing number of publications dedicated to research ethics over the past two decades, particularly in the healthcare field [6], [7], [8],[9], [10], [11],[12], [13]. According to Stewart and Edwards (2009, p. 27), “Ethical misconduct is a big crisis in science. No longer are misdeeds buried in Journals; they often make for international headlines.”[14]

### **The Research Methodology:**

The methodology used in this study is based on qualitative content analysis of both texts and figures in the two articles of **W** and **D** using the American Psychological Association’s (APA) citation guide. APA is a widely used citation guide in among scholarly journals.

In order to understand the APA's citation rules that will be used in this study, the following brief descriptions of the guidelines for short quotations, long quotations, and summary and paraphrasing is presented from Purdue University's Online Writing Lab [15]:

### ***Short Quotations***

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199). Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

### ***Long Quotations***

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

### ***Summary or Paraphrase***

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Therefore, using the above APA citation guide, in the following sections, a plagiarism analysis of the article **D** is presented.

### Plagiarism Analysis:

In this section, examples of texts and figures from the article **D** will be compared to the article **W** for plagiarism analysis:

**Example 1:** Table 2 shows a paragraph from the introductory sections of the articles **W** and **D**.

**Plagiarism Claim Analysis:** The paragraph in the article **D** is identical to the paragraph in the article **W**. This is a clear example of plagiarism, because, no quotation marks or text indentation have been used to identify the borrowed text. Also, no references have been made to the article **W**.

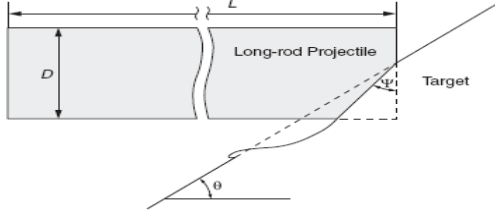
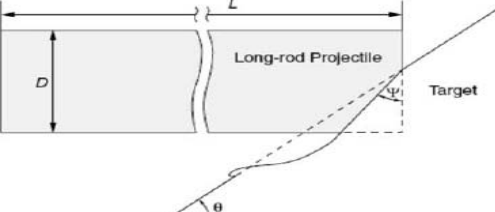
Table 2: A Paragraph from the Article Introductions

Article ID	Introduction	Page Number
W	<p>It is well known that a projectile impacting on a suitably inclined surface can bounce back from the surface or partially penetrate it (without perforating it and being stopped by it) along a curved trajectory on the impacted surface with a reduced velocity [1]. This phenomenon, known as ricochet, is controlled by such factors as properties of the materials constituting the projectiles and the impacted surfaces, impact velocity of the projectiles, and relative obliquity of the surfaces with respect to the impact path of the projectiles, etc [1].</p> <p>[1] Zukas J A 1990 <i>High Velocity Impact Dynamics</i> (New York: Wiley).</p>	2676
D	<p>It is well known that a projectile impacting on a suitably inclined surface can bounce back from the surface or partially penetrate it (without perforating it and being stopped by it) along a curved trajectory on the impacted surface with a reduced velocity [1]. This phenomenon, known as ricochet, is controlled by such factors as properties of the materials constituting the projectiles and the impacted surfaces, impact velocity of the projectiles, and relative obliquity of the surfaces with respect to the impact path of the projectiles, etc. [1].</p> <p>1. Zukas JA (1990) High velocity impact dynamics. A Wiley-Inter science Publication. Wiley, New York.</p>	191

**Example 2:** Table 3 shows the two identical figures labeled as Figure 1 in articles **W** and **D**.

**Plagiarism Claim Analysis:** These two figures are identical! Even the titles of the figures are identical! It is amazing to see the references to Tale (6) and Rosenberg et al (7) to be also identical, given the fact that the paper compositions should essentially be different! This is a clear example of plagiarism.

Table 3: Analysis of the Figures 1 Used in Articles W and D

Article ID	Figure	Page Number
W	 <p data-bbox="532 909 1057 955">Figure 1. Basic geometry used for simple two-dimensional analysis for ricochet of long-rod type projectiles by Tate [6] and Rosenberg et al [7].</p>	2676
<b>D</b>	 <p data-bbox="532 1224 1057 1270">Fig. 1 Basic geometry used for simple two-dimensional analysis for ricochet of long-rod type projectiles by Tate [6] and Rosenberg et al. [7]</p>	192

**Example 3:** Table 4 shows descriptions of the figures presented in the Table 3 above.

**Plagiarism Claim Analysis:** This is an obvious example of plagiarism. The explanation presented in **D** for Figure 1 is a replica of the article **W**. It is interesting to note that the only differences between the two explanations are the letters **h**, **qp** and **qt** used in the article **D**. These letters do not exist in the equation (1)!!! The article reviewers should have paid more attention as the use of the letters **h**, **qp** and **qt** instead of the letters  $\theta$ ,  $\rho p$  and  $\rho t$  (correctly used in **W**) makes no sense. Just based on this error alone, the article should not have been published!!!

Table 4: The Descriptions of the Figures Presented in Table 3

Article ID	Descriptions of the Figures	Page Number
W	<p>For the geometry shown in figure 1, it was predicted that ricochet of a projectile with a square cross section would occur if</p> $\tan^3\left(\frac{\pi}{2} - \theta\right) > \frac{2}{3} \frac{\rho_p v^2}{Y_p} \left(\frac{L}{D} + \frac{D}{L}\right) \left(1 + \sqrt{\frac{\rho_p}{\rho_t}}\right) \quad (1)$ <p>where <math>\theta</math> is the oblique angle, <math>\rho_p</math> and <math>\rho_t</math> are densities of the projectile and the target, respectively, <math>v</math> is the impact velocity, <math>Y_p</math> is the dynamic strength of the projectile and <math>L</math> and <math>D</math> are the length and diameter of the projectile, respectively.</p> <p>It is predicted from this expression that the higher projectile density, impact velocity and <math>L/D</math> ratio and lower rod strength will result in a lower ricochet angle.</p>	2676
D	<p>For the geometry shown in Fig. 1, it was predicted that ricochet of a projectile with a square cross section would occur if</p> $\tan^3\left(\frac{\pi}{2} - \theta\right) > \frac{2}{3} \frac{\rho_p v^2}{Y_p} \left(\frac{L}{D} + \frac{D}{L}\right) \left(1 + \sqrt{\frac{\rho_p}{\rho_t}}\right) \quad (1)$ <p>where <math>\theta</math> is the oblique angle, <math>\rho_p</math> and <math>\rho_t</math> are densities of the projectile and the target, respectively, <math>v</math> is the impact velocity, <math>Y_p</math> is the dynamic strength of the projectile and <math>L</math> and <math>D</math> are the length and diameter of the projectile, respectively. It is predicted from this expression that the higher projectile density, impact velocity and <math>L/D</math> ratio and lower rod strength will result in a lower ricochet angle.</p>	191

**Example 4:** Table 5 shows the figures 2 used in the articles W and D.

**Plagiarism Claim Analysis:** These two figures seem different. However, both the figure numbers and the titles of the figures are identical!

**Example 5:** Table 6 shows Figures 3 and 4 used in the articles W and D respectively.

**Plagiarism Claim Analysis:** These two figures are mirror images of each other. The titles of the Figures are identical!

**Example 6:** Table 7 shows descriptions of the figures presented in the Table 6 above.

**Plagiarism Claim Analysis:** This is an obvious example of plagiarism. The explanation presented in the article D for Figure 4 is identical to the explanation of the Figure 3 in the article W.

Table 5: The Figure 2 Used in W with the Figure 2 Used in D

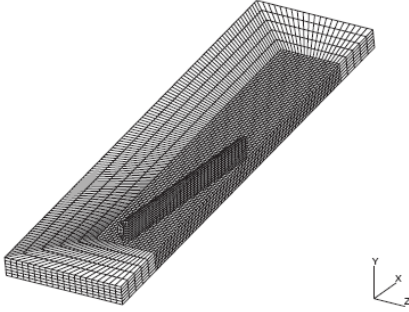
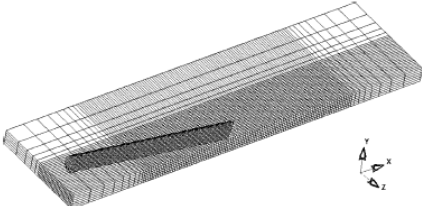
Article ID	Figure	Page Number
W	 <p data-bbox="589 642 997 678">Figure 2. Typical finite element mesh coordinate system used for the numerical study in this work.</p>	2678
D	 <p data-bbox="584 951 1013 987">Fig. 2 Typical Lagrangian finite element mesh coordinate system used for the numerical study in this work</p>	193

Table 6: The Figures 3 and 4 used in the articles W and D respectively.

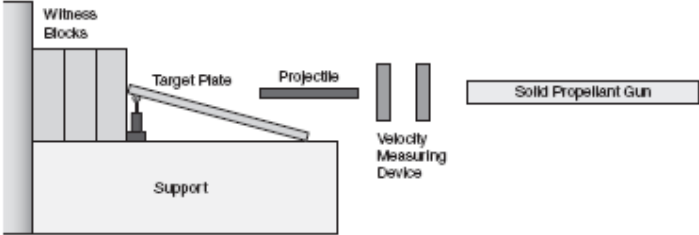
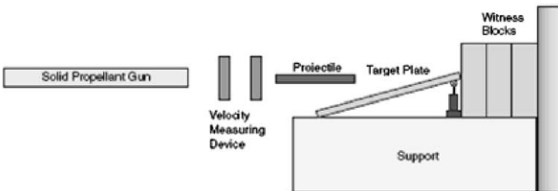
Article ID	Figure	Page Number
W	 <p data-bbox="448 1461 1133 1549"><b>Figure 3.</b> Schematic illustration of the experimental set-up for the observations of oblique impact of a long-rod projectile on a steel target plate performed in this study.</p>	2679
D	<p data-bbox="420 1591 594 1654">Fig. 4 Schematic illustration of the experimental set-up for the observations of oblique impact of long-rod projectile [36]</p> 	195

Table 7: The Descriptions of the Figures Presented in Table 6

Article ID	Descriptions of the Figures	Page Number
W	The experimental set-up shown in <a href="#">figure 3</a> consists of three witness blocks (38mm thick RHA class 4), an oblique target plate (6.25mm thick RHA class 4), a velocity-measuring device and a solid propellant gun.	2678
D	The experimental set-up shown in <a href="#">Fig. 4</a> consists of three witness blocks (38 mm thick RHA class 4), an oblique target plate (6.25 mm thick RHA class 4), a velocity-measuring device, and a solid propellant gun.	195

**Example 7:** Table 8 shows the Figures 4 and 5 used in the articles **W** and **D** respectively.

Table 8: Analysis of the Figure 4 Used in W with the Figure 5 Used in D

Article ID	Figure	Page Number
W	<p>Figure 4. Numerical results showing the behaviour of the WHA projectile and the RHA target when the oblique angle is 10° and the impact velocity is 1000 m s<sup>-1</sup>.</p>	2679
D	<p>Fig. 5 Numerical results showing the behavior of the WHA projectile and the RHA target when the oblique angle is 10° and the impact velocity is 1,000 m/s in Lagrange method</p>	196

**Plagiarism Claim Analysis:** These two figures are almost the mirror images of each other. The titles of the Figures are almost identical except for the phrase “in Lagrange method” added in the article D.

**Example 8:** Table 9 shows descriptions of the figures presented in the Table 8 above.

**Plagiarism Claim Analysis:** The explanation in **D** is almost identical to that of **W** except for the numbers of figures which have been changed in **D**. Again this is a clear case of plagiarism because no quotation marks or indentations have been used to identify the borrowed text, and the original article has not been referenced at all.

Table 9: Analysis of the Descriptions of the Figures Presented in Table 8

Article ID	Descriptions of the Figures	Page Number
W	Numerical results are graphically shown in <b>figures 4–6</b> in terms of the mesh deformation with the lapse of time to analyse the behaviour of the WHA projectile and the RHA target with thickness comparable to the projectile diameter during the oblique impact.	2678
<b>D</b>	Numerical results are graphically shown in <b>Figs. 5, 6, and 7</b> in terms of the mesh deformation with the lapse of time to analyze the behavior of the WHA projectile and the RHA target with thickness comparable to the projectile diameter during the oblique impact.	195

**Example 9:** Table 10 shows the Figures 5 and 6 used in the articles **W** and **D** respectively.

**Plagiarism Claim Analysis:** The two figures are essentially identical. Figure 6 in the article **D** is a mirror image of the Figure 5 in the article **W**. In the article **D**, instead of “t,” “Time” is used. Even the titles of the figures are almost the same. Once again, this is a clear example of plagiarism.

**Example 10:** Table 11 shows the descriptions of the figures shown in the Table 10 above.

**Plagiarism Claim Analysis:** This is indeed a very long section of the article **D** that has been copied from the article **W**. The only things different are the figure numbers and the word “Whilet” in the article **D**, which is a misspelling of the word “Whilst” shown in the article **W**.

Table 10: The Figure 5 Used in W with the Figure 6 Used in D

Article ID	Figures	Page Number
W	<p>Figure 5. Numerical results showing the behaviour of the WHA projectile and the RHA target for the case of critical ricochet (<math>\theta = 12^\circ</math> and <math>v = 1000 \text{ m/s}</math>).</p>	2680
D	<p>Fig. 6. Numerical results showing the behavior of the WHA projectile and the RHA target when the oblique angle is <math>12^\circ</math> and the impact velocity is <math>1,000 \text{ m/s}</math> in Lagrange method.</p>	196

Table 11: The Descriptions of the Figures Presented in Table 10

Article ID	Descriptions of the Figures	Page Number
W	<p>As shown in <b>figures 5(a)–(d)</b>, it initially pushes the impacted area of the target inward following impact since the target plate is <b>allowed to deform (bend)</b>. <b>Whilst</b> the head of the projectile tends to bounce back from the target due to the reaction force exerted from the contact area at the initial stage of the impact, its trailing portion (denoted as tail hereinafter) tends to penetrate into the target along an almost identical trajectory of the initial impact (<b>figure 5(e)</b>). Consequently, the front part ahead of the plastic hinge, which was bent and slid on the plate surface, bounces away whilst the rear part behind it penetrates into the deformed target forming a stretched section in the projectile and an impact crater in the target (<b>figures 5(f)</b> and <b>(g)</b>). Indeed, the relatively thin deformable target plays a significant role in yielding such phenomena. At the critical oblique angle, the tail also bounces away at a later time step before it completely perforates the target achieving critical ricochet (<b>figure 5(h)</b>).</p>	2679

Table 11: Continued.		
Article ID	Descriptions of the Figures	Page Number
<b>D</b>	<p>As shown in <b>Fig. 6a–d</b>, it initially pushes the impacted area of the target inward following impact since the target plate is <b>allowed</b>. <b>While</b> the head of the projectile tends to bounce back from the target due to the reaction force exerted from the contact area at the initial stage of the impact, its trailing portion (denoted as tail hereinafter) tends to penetrate into the target along an almost identical trajectory of the initial impact (<b>Fig. 6e</b>). Consequently, the front part ahead of the plastic hinge, which was bent and slid on the plate surface, bounces away while the rear part behind it penetrates into the deformed target forming a stretched section in the projectile and an impact crater in the target (<b>Fig. 6f, g</b>).</p> <p>Indeed, the relatively thin deformable target plays a significant role in yielding such phenomena. At the critical oblique angle, the tail also bounces away at a later time step before it completely perforates the target achieving critical ricochet (<b>Fig. 6h</b>).</p>	195

Also, while copying from the article **W**, the author(s) of the article **D** missed a crucial phrase “allowed to deform (bend)” and instead used “allowed” which makes their sentence incomplete and grammatically incorrect!!! Once again, this is a clear violation of the research ethics.

**Example 11:** Table 12 shows the Figures 5 and 6 used in the articles **W** and **D** respectively.

**Plagiarism Claim Analysis:** The two figures are essentially identical. Figure 7 in the article **D** is a mirror image of the Figure 6 in the article **W**. In the article **D**, instead of “t,” “Time” is used.

**Example 12:** Table 13 shows the Figures 7(b) and 9 used in the articles **W** and **D** respectively.

**Plagiarism Claim Analysis:** The two figures appear to be similar. However, a comparison of the explanations given in the articles **W** and **D** for the figures 7(b) and 9 respectively, demonstrate a clear example of plagiarism as shown in the Table 14 below.

Table 12: The Figures 6 and 7 Used in the Articles W and D Respectively

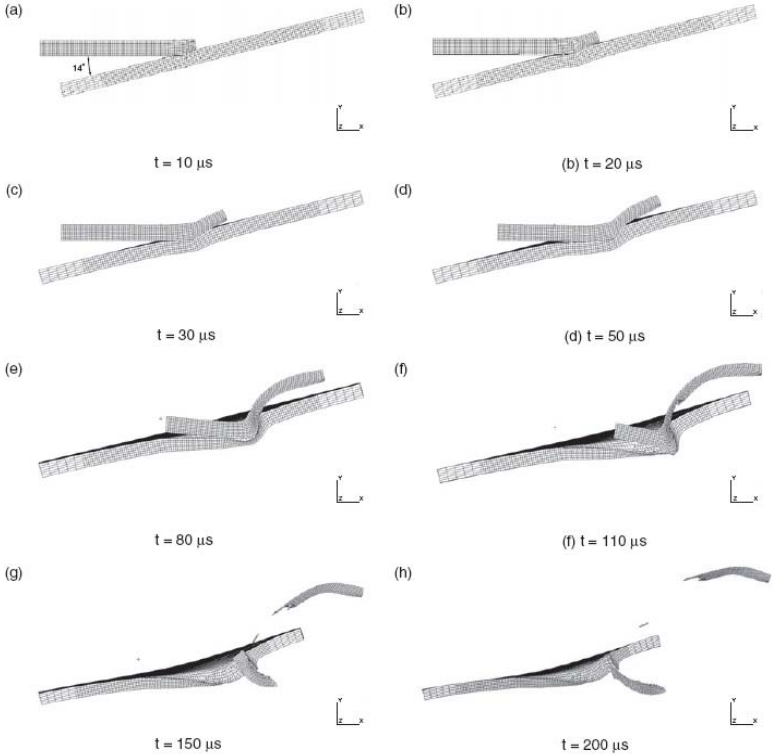
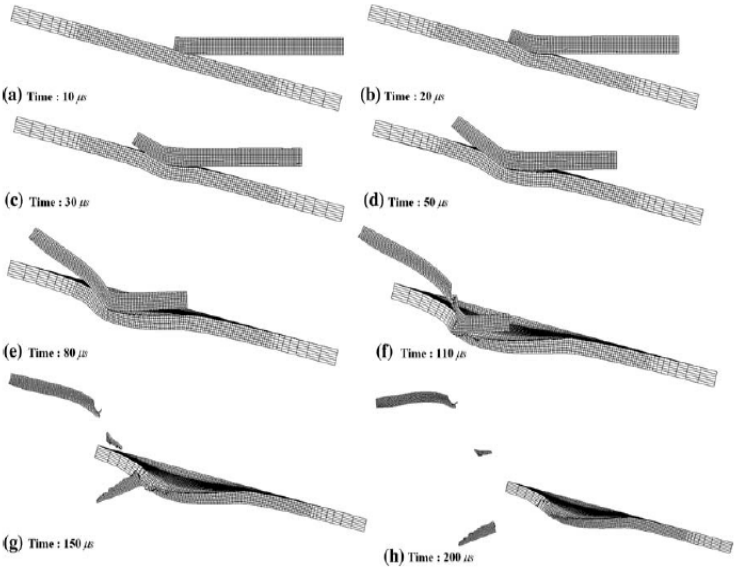
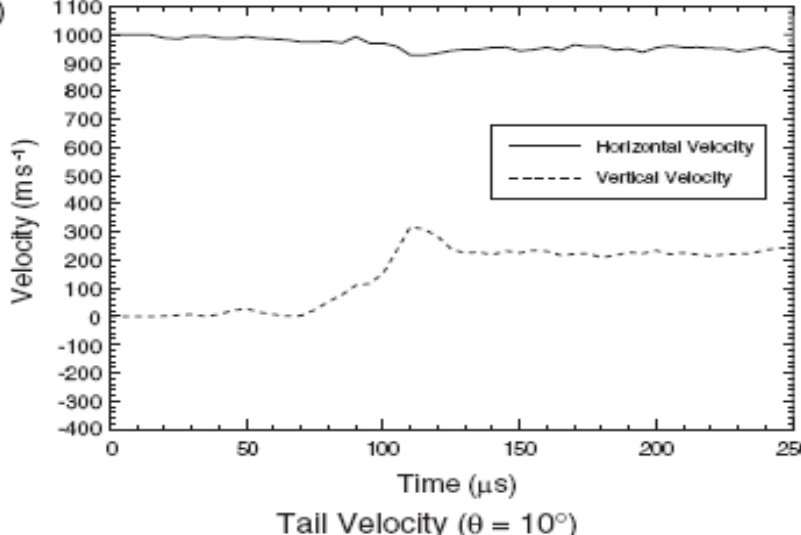
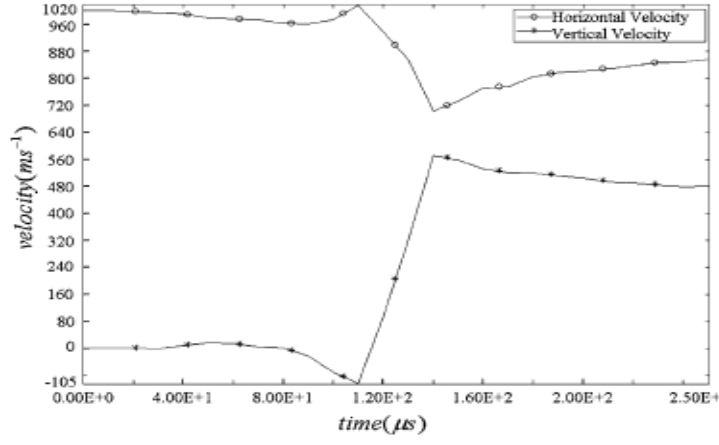
Article ID	Descriptions of the Figures	Page Number
W	 <p>(a) <math>t = 10 \mu\text{s}</math></p> <p>(b) <math>t = 20 \mu\text{s}</math></p> <p>(c) <math>t = 30 \mu\text{s}</math></p> <p>(d) <math>t = 50 \mu\text{s}</math></p> <p>(e) <math>t = 80 \mu\text{s}</math></p> <p>(f) <math>t = 110 \mu\text{s}</math></p> <p>(g) <math>t = 150 \mu\text{s}</math></p> <p>(h) <math>t = 200 \mu\text{s}</math></p> <p>Figure 6. Numerical results showing the oblique impact process which leads to projectile segmentation and target perforation (<math>\theta = 14^\circ</math> and <math>v = 1000 \text{ m s}^{-1}</math>).</p>	2681
D	 <p>(a) Time : <math>10 \mu\text{s}</math></p> <p>(b) Time : <math>20 \mu\text{s}</math></p> <p>(c) Time : <math>30 \mu\text{s}</math></p> <p>(d) Time : <math>50 \mu\text{s}</math></p> <p>(e) Time : <math>80 \mu\text{s}</math></p> <p>(f) Time : <math>110 \mu\text{s}</math></p> <p>(g) Time : <math>150 \mu\text{s}</math></p> <p>(h) Time : <math>200 \mu\text{s}</math></p> <p>Fig. 7 Numerical results showing the behavior of the WHA projectile and the RHA target when the oblique angle is <math>14^\circ</math> and the impact velocity is <math>1,000 \text{ m/s}</math> in Lagrange method</p>	197

Table 13: The Figures 7(b) and the Figure 9 Used in the Articles W and D Respectively

Article ID	Figures	Page Number
W	<p>(b)</p>  <p>Tail Velocity (<math>\theta = 10^\circ</math>)</p>	2682
D	 <p>Fig. 9 Projectile tail horizontal and vertical velocity (<math>\theta = 10^\circ</math>)</p>	198

**Example 13:** Table 14 shows the descriptions of the figures shown in the Table 13 above.

**Plagiarism Claim Analysis:** A very long section of the article **D** has been copied from the article **W**. The only things that are different are the figure numbers and the letter **h** used in the article **D** instead of  $\theta$ . Also the degree sign ( $10^\circ$ ) is missing in the article **D**. Once again, this is a clear violation of the research ethics.

Table 14: The Descriptions of the Figures Presented in Table 13 above.

Article ID	Descriptions of the Figures	Page Number
W	For this purpose, post-impact changes in the horizontal (along the $x$ -direction) and vertical (along the $y$ -direction) velocities of head and tail of the projectile have been monitored during the numerical calculations and the results are plotted in figure 7. Before impact, the head and the tail move at the same initial velocity of $1000\text{ms}^{-1}$ and there is no vertical velocity term. For the case with relatively low oblique angle, e.g. $\theta = 10^\circ$ , as shown in <b>figures 7(a) and (b)</b> , the horizontal velocities of the head and the tail of the projectile after impact are kept almost identical, implying no significant axial strain, which prevents the projectile segmentation.	2680
D	For this purpose, post-impact changes in the horizontal (along the $x$ -direction) and vertical (along the $y$ -direction) velocities of head and tail of the projectile have been monitored during the numerical calculations and the results are plotted in <b>Figs. 8, 9, 10, 11, 12, and 13</b> . Before impact, the head and the tail move at the same initial velocity of $1,000\text{ m s}^{-1}$ and there is no vertical velocity term. For the case with relatively low oblique angle, e.g., $h = 10^\circ$ , as shown in <b>Figs. 8 and 9</b> , the horizontal velocities of the head and the tail of the projectile after impact are kept almost identical, implying no significant axial strain, which prevents the projectile segmentation.	197

**Example 14:** Table 15 shows the Figures 7(d) and 11 used in the articles **W** and **D** respectively.

**Plagiarism Claim Analysis:** The two figures appear to be similar. However, a comparison of the explanations given in the articles **W** and **D** for the figures 7(d) and 11 respectively, demonstrate a clear example of plagiarism as shown in the Table 16 below.

**Example 15:** Table 16 shows the descriptions of the figures shown in the Table 15 above.

**Plagiarism Claim Analysis:** A very long section of the article **D** has been copied from the article **W**. The only things that are different are the figure numbers and the letter **h** used in the article **D** instead of  $\theta$ . Also the degree sign ( $12^\circ$ ) is missing in the article **D**. In addition, instead of  $800\text{ms}^{-1}$ ,  $750\text{ m s}^{-1}$  is used in the article **D**. Once again, this is a clear violation of the research ethics because no quotation marks or indentations or references are used for the borrowed text.

Table 15: The Figures 7(d) and 11 used in the articles W and D respectively.

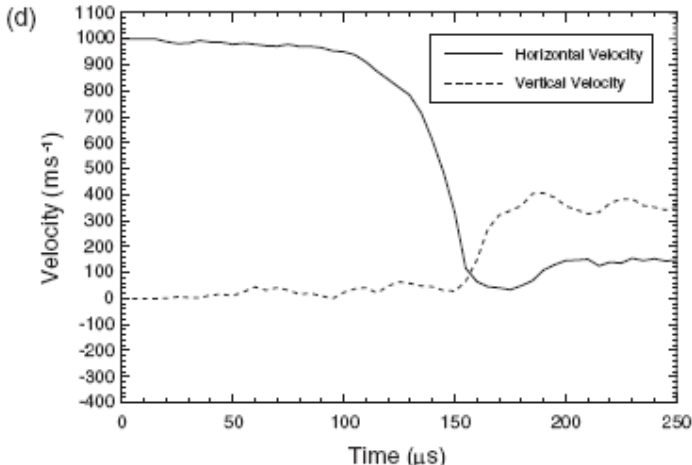
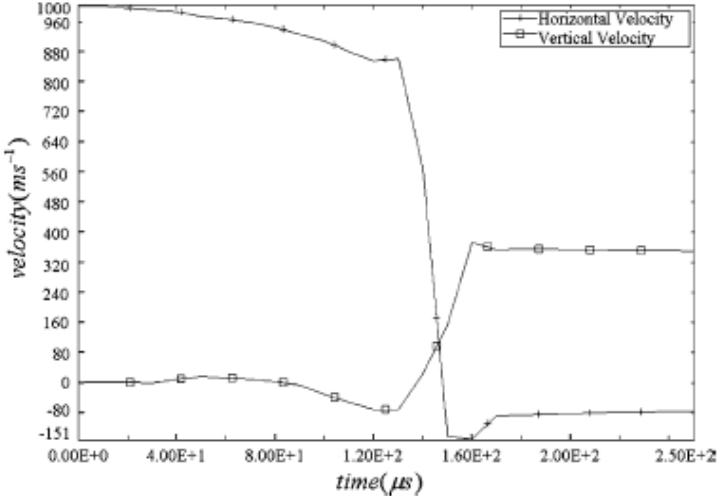
Article ID	Figures	Page Number
W		2682
D	 <p data-bbox="438 1367 1120 1398"><b>Fig. 11</b> Projectile tail horizontal and vertical velocity (<math>\theta = 12^\circ</math>)</p>	198

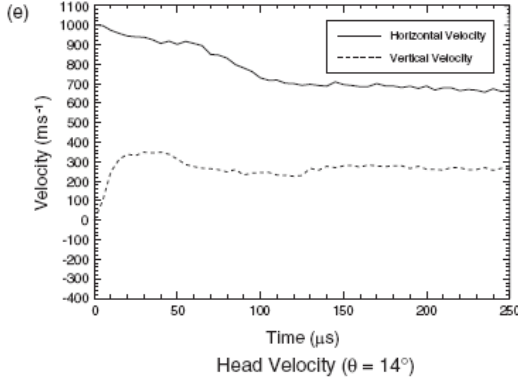
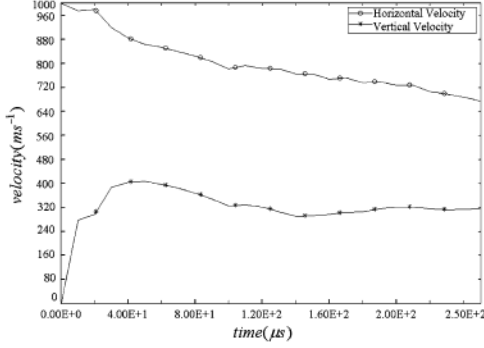
Table 16: Analysis of the Descriptions of the Figures Presented in Table 15

Article ID	Descriptions of the Figures	Page Number
W	<p>However, where critical ricochet was achieved (<math>\theta = 12^\circ</math> for the case considered herein), as shown in <a href="#">figure 7(c)</a>, the decrease in the horizontal velocity of the head with respect to time is more pronounced than in the previous case, indicating that the progress of the head is hindered more. In particular, as shown in <a href="#">figure 7(d)</a>, the horizontal velocity of the tail decreases to almost 0 from about <a href="#">140 μs</a>, producing a velocity difference between the head and the tail of about <a href="#">800ms<sup>-1</sup></a>.</p>	2681

Table 16: Continued		
Article ID	Descriptions of the Figures	Page Number
<b>D</b>	However, where critical ricochet was achieved ( $h = 12$ for the case considered herein), as shown in <b>Fig. 10</b> , the decrease in the horizontal velocity of the head with respect to time is more pronounced than in the previous case, indicating that the progress of the head is hindered more. In particular, as shown in <b>Fig. 11</b> , the horizontal velocity of the tail decreases to almost 0 from about 140 <b>ls</b> , producing a velocity difference between the head and the tail of about <b>750 m s<sup>-1</sup></b> .	198

**Example 16:** Table 17 shows the Figures 7(e) and 12 used in the articles **W** and **D** respectively.

Table 17: Analysis of the Figure 7(e) Used in W with the Figure 12 Used in D

Article ID	Figures	Page Number
<b>W</b>		2682
<b>D</b>	 <p>Fig. 12 Projectile head horizontal and vertical velocity (<math>\theta = 14^\circ</math>)</p>	198

**Plagiarism Claim Analysis:** The two figures appear to be similar. However, a comparison of the explanations given in the articles **W** and **D** for the figures 7(e) and 12 respectively, demonstrate a clear example of plagiarism as shown in the Table 18 below.

**Example 17:** Table 18 shows the descriptions of the figures shown in the Table 17 above.

**Plagiarism Claim Analysis:** The only things that are different are the figure numbers and the letter **h** used in the article **D** instead of  $\theta$ . Also the degree sign ( $14^\circ$ ) is missing in the article **D**. This constitutes another clear example of plagiarism, as no quotation marks and text indentations have been used, and no references have been made to the article **W**.

Table 18: Analysis of the Descriptions of the Figures Presented in Table 17

Article ID	Descriptions of the Figures	Page Number
W	A similar trend is obtained when the target oblique angle is further increased, e.g. $\theta = 14^\circ$ , as shown in <a href="#">figures 7(e) and (f)</a> whilst two apparent differences are noticed.	2681
D	A similar trend is obtained when the target oblique angle is further increased, e.g., $h = 14$ , as shown in <a href="#">Figs. 12 and 13</a> , while two apparent differences are noticed.	199

**Example 18:** Table 19 shows two texts selected from the articles **W** and **D**.

**Plagiarism Claim Analysis:** The two paragraphs are identical in text, except for the figure numbers. Once again, this is another conspicuous example of plagiarism.

Table 19: A Paragraph from the Articles' Summary and Conclusion

Article ID	Text	Page Number
W	The ricochet angles calculated for S-7 tool steel were plotted as a function of the impact velocity in <a href="#">figure 11</a> . Numerical results have been curve-fitted using first-order exponential decay function as in the case of RHA. It can be seen that a higher ricochet angle is predicted for a given impact velocity if the target strength is increased.	2685
D	The ricochet angles calculated for S-7 tool steel were plotted as a function of the impact velocity in <a href="#">Fig. 24</a> . Numerical results have been curve-fitted using first-order exponential decay function as in the case of RHA. It can be seen that a higher ricochet angle is predicted for a given impact velocity if the target strength is increased.	204

**Example 19:** Table 20 shows a paragraph from the articles **W** and **D**.

Table 20: Selected Texts from the Articles **W** and **D**

Article ID	Text	Page Number
W	<p><u>4.3</u>. <i>Effects of the target strength</i></p> <p>Whilst the RHA has been widely used as a primary armour material over decades, in some cases, stronger material such as high hardness armour (HHA) has also been adopted, though its use is limited due to lower toughness.</p>	2685
D	<p><u>4.6</u> Effects of the target strength</p> <p>While the RHA has been widely used as a primary armor material over decades, in some cases, stronger material such as high-hardness armor (HHA) has also been adopted, though its use is limited due to lower toughness.</p>	204

**Plagiarism Claim Analysis:** The two paragraphs are identical in text. The only difference is the paragraph numbers (4.3 in **W** and 4.6 in **D**) and a single dash that has been added to the phrase “high-hardness,” in **D**. This is another clear example of plagiarism. The irony is that even the summary and conclusions in **D** have not been spared from plagiarism!

**Example 20:** Table 21 shows another paragraph from the articles’ summary and conclusions.

**Plagiarism Claim Analysis:** The two paragraphs are identical in text, except for the phrase “with supplementary experiments,” that has been removed in **D** and instead the letter “s” has been added to the end of the word “method.” Again, this is yet another glaring example of plagiarism.

**Example 21:** Table 22 shows a sentence from the articles’ summary and conclusions.

**Plagiarism Claim Analysis:** The two sentences are exact matches. Again, this is yet another vivid example of plagiarism.

Table 21: A Paragraph from the Articles' Summary and Conclusion

Article ID	Summary and Conclusions	Page Number
W	Ricochet of a WHA long-rod projectile impacting on oblique, steel target plates with finite thickness was investigated numerically using a full, three-dimensional, explicit finite element method <b>with supplementary experiments.</b>	2685
D	Ricochet of a WHA long-rod projectile impacting on oblique, steel target plates with finite thickness was investigated numerically using two full, three-dimensional, explicit finite element methods.	204

Table 22: A Sentence from the Article Summary and Conclusion

Article ID	Summary and Conclusions	Page Number
W	Effects of the impact velocities of the projectiles and the hardness of the plates on the critical ricochet angle were considered.	2685
D	Effects of the impact velocities of the projectiles and the hardness of the plates on the critical ricochet angle were considered.	204

**Example 22:** Table 23 shows a paragraph from the articles' summary and conclusions.

**Plagiarism Claim Analysis:** The two paragraphs are identical except for the words highlighted in **D** that have been added (e.g., Lagrangian analysis, SPH, and). Again, this is yet another glaring example of plagiarism.

Table 23: A Paragraph from the Article Summary and Conclusion

Article ID	Summary and Conclusions	Page Number
W	Critical ricochet angles were also derived from the numerical analysis. For the cases considered herein, the numerical study predicted that the critical oblique angle of the target plates required for ricochet of long-rod type projectiles rises with lower projectile velocity and the prediction was shown to be reliable by experimental results.	2685
D	Critical ricochet angles were also derived from the <b>SPH</b> numerical analysis <b>and Lagrangian analysis.</b> For the cases considered herein, the numerical study predicted that the critical oblique angle of the target plates required for ricochet of long-rod type projectiles rises with lower projectile velocity and the prediction was shown to be reliable by experimental results.	204

**Example 23:** Table 24 shows another paragraph from the articles' summary and conclusions.

**Plagiarism Claim Analysis:** The two paragraphs are identical. The remarkable fact is that this paragraph is the last paragraph in the article **W**! Not even the last sentence of the article **W** has been spared from plagiarism!!!

Table 24: A Paragraph from the Articles' Summary and Conclusion

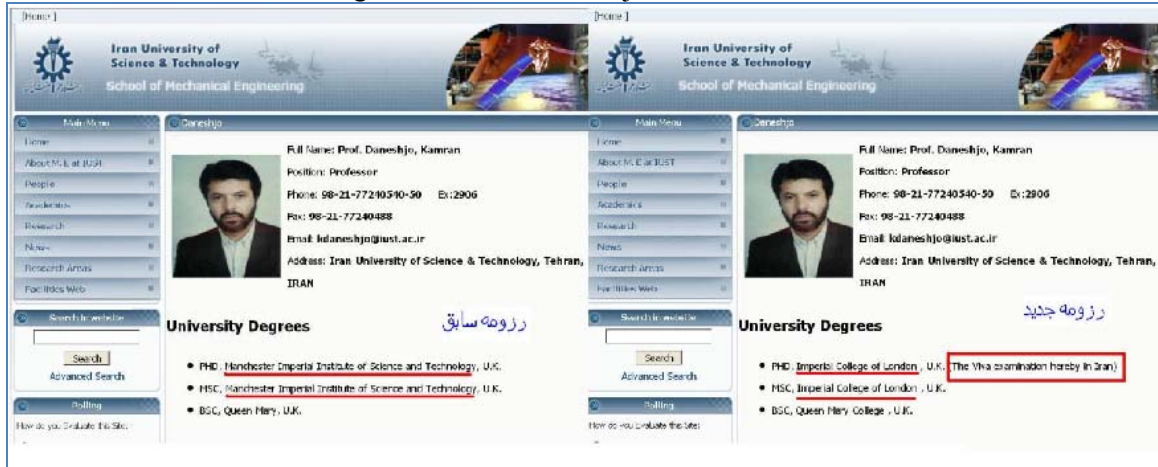
Article ID	Summary and Conclusions	Page Number
W	When the target hardness was considered, the numerical results predicted that a higher ricochet angle can be obtained by employing harder target materials for a given impact velocity, which was appreciable at lower velocities in particular.	2685
D	When the target hardness was considered, the numerical results predicted that a higher ricochet angle can be obtained by employing harder target materials for a given impact velocity, which was appreciable at lower velocities in particular.	205

The above examples of plagiarism are by no means exhaustive. Due to time and space limitations, many other instances of plagiarism in the article **D** have not been discussed in this study. It is also possible that I have made errors in my presentation of the various tables and texts given the fact that this article has been written in a span of about three days. I urge my colleagues to correct me if they find any erroneous statements or conclusions in this study. However, based on the 23 demonstrated examples of plagiarism, it is evident that Kamran Daneshjoo and his co-author have vastly violated academic and research codes of ethics.

Unfortunately, the above article is not the only accusation rendered against Kamran Daneshjoo. Figure 1 and Table 25, which are based on the Wikipedia sources; indicate that Kamran Daneshjoo has also altered his resume in his web-site.

In an intriguing article titled, "How to Teach Research Ethics: Two scientists – neither bioethicists – describe the best course they've ever taught," which was published in *The Scientist* (Feb 2008, p. 27), the authors of the article, Stewart and Edwards, have the following words to share with the global academic community [16]:

Figure 1: Kamran Dashejoo's Web Sites



Source: Obtained from a link referenced in Wikipedia, the Free Encyclopedia, *Kamran Daneshjoo*, [http://en.wikipedia.org/wiki/Kamran\\_Daneshjoo](http://en.wikipedia.org/wiki/Kamran_Daneshjoo), Retrieved October 8, 2009. The referenced link is <http://i25.tinypic.com/2r6lcyg.jpg>, Retrieved October 8, 2009.

Table 25: Kamran Daneshjoo's Former and Present Web Pages

University Degrees in the Former Webpage	University Degrees in the Present Webpage
<p><b>PHD:</b> Manchester Imperial Institute of Science and Technology, UK.</p> <p><b>MSC:</b> Manchester Imperial Institute of Science and Technology, UK.</p> <p><b>BSC:</b> Queen Mary, UK.</p>	<p><b>PHD:</b> Imperial College of London, UK.</p> <p><b>MSC:</b> Imperial College of London, UK.</p> <p><b>BSC:</b> Queen Mary College, UK.</p>

Source: Obtained from a link referenced in Wikipedia, the Free Encyclopedia, *Kamran Daneshjoo*, [http://en.wikipedia.org/wiki/Kamran\\_Daneshjoo](http://en.wikipedia.org/wiki/Kamran_Daneshjoo), Retrieved October 10, 2009. The referenced link is <http://i25.tinypic.com/2r6lcyg.jpg>, Retrieved October 8, 2009.

Both of us, independently, have been "victims" of research misconduct – plagiarism as well as fabricated data. One day, while venting about these experiences, we agreed to co-teach a very practical graduate course on research ethics: "Research Ethics for the Life Sciences." The hope was that we could ward off future problems for us, our profession, and, ultimately, society. **Ethical misconduct is a big crisis in science. No longer are misdeeds buried in Journals; they often make for international headlines.** (Emphasis added)

Indeed, as Figure 2 shows, Iranian ministers' plagiarism news has made international headlines!

Figure 2: Iranian ministers' plagiarism news is making international headlines



## Plagiarism, Cheating, and Corruption in God's Scriptures:

Now that we have proven beyond the shadow of a doubt that Kamran Daneshjoo and his co-author have committed vast amounts of plagiarism and cheating, let us study God's scriptures and see how the Omniscient and Omnipresent God deals with the cheaters and corruptors. In the Quran, cheating is a very serious offense. So serious that an entire chapter (Sura) 83 of the Quran is named "Cheaters" (*Al-Mutaffifeen*). In the first verse of the chapter (Sura) 83 in the Quran, we read:

Text of the Quran	Language
وَيْلٌ لِّلْمُطَفِّفِينَ [٨٣:١]	Arabic
[83:1] Woe to the cheaters.	English
وای بر متقلبان. [٨٣:١]	Persian

In the Quran, plagiarism and cheating is discussed, and those who plagiarize and cheat are treated very harshly. Not even the Prophet Mohammad is an exception.

Text of the Quran	Language
[٦٩:٤٤] وَلَوْ تَقَوَّلَ عَلَيْنَا بَعْضَ الْأَقَاوِيلِ [٦٩:٤٥] لَأَخَذْنَا مِنْهُ بِالْيَمِينِ [٦٩:٤٦] ثُمَّ لَقَطَعْنَا مِنْهُ الْوَتِينَ [٦٩:٤٧] فَمَا مِنْكُمْ مِنْ أَحَدٍ عَنْهُ حَاجِزِينَ	Arabic
[69:44] Had he uttered any other teachings. [69:45] We would have punished him. [69:46] We would have stopped the revelations to him. [69:47] None of you could have helped him.	English
[٦٩:٤٤] اگر او از هر تعلیمات دیگری سخن گفته بود. [٦٩:٤٥] ما او را تنبیه کرده بودیم. [٦٩:٤٦] ما آیات را بر او متوقف کرده بودیم. [٦٩:٤٧] هیچ یک از شما نمی توانست به او کمک کند.	Persian

In the Quran, those who have fabricated sayings (*Hadiths*) and attributed them to Prophet Mohammad are strongly condemned.

Text of the Quran	Language
[٤٥:٧] وَيَلُ لِكُلِّ أَفَّاكٍ أَثِيمٍ [٤٥:٨] يَسْمَعُ آيَاتِ اللَّهِ تُتْلَىٰ عَلَيْهِ ثُمَّ يَصِرُ مُسْتَكْبِرًا كَأَن لَّمْ يَسْمَعْهَا فَبَشْرَهُ بِعَذَابٍ أَلِيمٍ	Arabic
[45:7] <b>Woe to every fabricator, guilty.</b> [45:8] The one who hears GOD's revelations recited to him, then insists arrogantly on his way, as if he never heard them. Promise him a painful retribution.	English
[٤٥:٧] وای بر هر جعل کننده، گناهکار. [٤٥:٨] کسی که آیات خدا را که بر او خوانده می شود، می شنود، سپس متکبرانه در راه خود پافشاری می کند، گویی که هرگز آنها را نشنیده است. به او مجازات دردناکی وعده بده.	Persian

To prove that the Prophet Mohammad did not cheat, fabricate, or plagiarized from other books when delivering God's revelations, the Quran calls everyone for a challenge:

Text of the Quran	Language
[١٠:٣٨] أَمْ يَقُولُونَ افْتَرَاهُ قُلْ فَأْتُوا بِسُورَةٍ مِثْلِهِ وَادْعُوا مَنِ اسْتَدْعَيْتُمْ مِنْ دُونِ اللَّهِ إِنْ كُنْتُمْ صَادِقِينَ	Arabic
[10:38] If they say, "He fabricated it," say, "Then produce one sura like these, and invite whomever you wish, other than GOD, if you are truthful".	English
[١٠:٣٨] اگر بگویند: "او این را جعل کرده است،" بگو: "پس یک سوره مانند اینها ارائه دهید و غیر از خدا، هر که را می خواهید، دعوت کنید، اگر راست می گویند."	Persian

In other words, if the Prophet Mohammad would have committed plagiarism, cheating, mis-quoting of God's revelations, fabricating them, and distorting His commandments, he would have been fired by His Boss, the Almighty GOD. Anyone who thinks that he/she is an exception and can disregard God's revelations and ignore His commandments with impunity, he/she does not believe in God and the Day of Judgment. If someone believes that his/her status and position in government or society is above that of the Prophet Mohammad who brought the Quran with God's leave, and thus, he/she can disregard God's revelations, that person is not regarded as a Muslim and a believer (Quran, 3:32, 4:59, 5:92, 8:1, 8:20, 24:54, 47:33, 58:13, 64:12, etc.).

According to the Quran, everyone is equal before God's commandments. All prophets and messengers of God have come to establish justice and equality before God's commandments. Indeed, the only difference between people in Islam is their levels of righteousness (Quran, 49:13).

Text of the Quran	Language
<p>[٥٧:٢٥] لَقَدْ أَرْسَلْنَا رُسُلَنَا بِالْبَيِّنَاتِ وَأَنْزَلْنَا مَعَهُمُ الْكِتَابَ وَالْمِيزَانَ لِيَقُومَ النَّاسُ بِالْقِسْطِ وَأَنْزَلْنَا الْحَدِيدَ فِيهِ بَأْسٌ شَدِيدٌ وَمَنْفَعٌ لِلنَّاسِ وَلِيَعْلَمَ اللَّهُ مَنْ يَنْصُرُهُ وَرُسُلَهُ بِالْغَيْبِ</p>	Arabic
<p>[57:25] We sent our messengers supported by clear proofs, and we sent down to them the scripture and the law, that the people may uphold justice. And we sent down the iron, wherein there is strength, and many benefits for the people. All this in order for GOD to distinguish those who would support Him and His messengers, on faith. GOD is Powerful, Almighty.</p>	English
<p>[٥٧:٢٥] ما رسولان خود را فرستادیم و با مدرک های روشن آنها را پشتیبانی کردیم، و برایشان کتاب آسمانی و قانون نازل کردیم، تا مردم عدالت را برقرار کنند. و آهن را پایین فرستادیم، که در آن استحکام، و منافع بسیاری برای مردم است. تمام اینها بخاطر آنست که خدا کسانی را که از روی اعتقاد، از او و رسولانش پشتیبانی می کنند مشخص نماید. خداست قدرتمند، قادر متعال.</p>	Persian

One of the provisions of justice is equality before the law. In other word, Prophet Mohammad could not have said to people not to lie and cheat, and yet, he himself committed

lying and cheating. Thus, the universal principles of research ethics which includes academic honesty, truthfulness, etc. must be applied to everyone who claims to be an academician regardless of his/her status and position in society. The same punitive measures that are imposed on a freshman college student, when he/she cheats and commits plagiarism, must be equally imposed upon the most distinguished professor when he/she does the same.

If the universal principles of research ethics are only partially applied, our higher education institutions will cease to have legitimacy and credibility. Students will ignore our pleas to uphold academic ethics. If someone uses another person's ideas or writings and mixes with his/her own without giving due reference(s), he/she is confounding the truth with falsehood, which is strictly forbidden in the Quran:

Text of the Quran	Language
<p>[۲:۴۲] وَلَا تَلْبِسُوا الْحَقَّ بِالْبَاطِلِ وَتَكْتُمُوا الْحَقَّ وَأَنْتُمْ تَعْلَمُونَ  [۳:۷۱] يَا أَهْلَ الْكِتَابِ لِمَ تَلْبِسُونَ الْحَقَّ بِالْبَاطِلِ وَتَكْتُمُونَ الْحَقَّ وَأَنْتُمْ تَعْلَمُونَ</p>	Arabic
<p>[2:42] Do not confound the truth with falsehood, nor shall you conceal the truth, knowingly.  [3:71] O followers of the scripture, why do you confound the truth with falsehood, and conceal the truth, knowingly?</p>	English
<p>[۲:۴۲] حق را با باطل در هم نیامیزید و دانسته حقیقت را پنهان نکنید.  [۳:۷۱] ای پیروان کتاب آسمانی، چرا حق را با باطل درهم می آمیزید و دانسته حقیقت را پنهان می کنید؟</p>	Persian

Similarly, in the bible we read [17]:

**“The LORD hates cheating, but he delights in honesty.”** (Bible, Proverbs 11:1)

**"The plans of the righteous are just, but the advice of the wicked is deceitful."** (Bible, Proverbs, 12:5)

"Honesty guides good people; **dishonesty destroys treacherous people.**"  
(Bible, Proverbs, 11:3)

The cheaters cannot be trusted since they are not honest. According to the bible, if someone is dishonest with small responsibility, he/she will be dishonest with larger responsibility [18]:

"Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much." (Bible, Luke, 16:10)

Therefore, if Kamran Daneshjoo cannot be trusted with writing an article, can we expect him to be honest when he is occupying a much more responsible position of Iran's Minister of Science, Research, and Technology?

Recently one of my students in my research method's course admitted in front of the entire class that he had cheated in all his exams. According to him "ethical principles are tradable," and that the academic codes of ethics that are promoted and monitored in the western countries are not applicable in Iran!!! When I recited to him verses from the Quran urging the believers to be honest and not to cheat, his response was: "Quran is insufficient and cannot solve our problems!"

The Quran is not a book about "ancient people." It is a living messenger. The Quran teaches us numerous valuable ethical lessons. For example, there shall be no compulsion in religion (2:256, 25:57, 73:19, 74:55, 76:29, 78:39, 80:12, 81:28), never surrender to oppression and tyranny (Quran, 2:191, 2:193, 2:217, 4:76, 8:39, 22:60), always uphold justice (Quran, 3:18, 3:21, 4:127, 4:135, 5:8, 5:42, 6:152, 7:29, 11:85, 17:35, 26:182, 49:9, 55:9, 57:25, 60:8), never cheat or plagiarize (Quran, 2:42, 3:71, 47:7-8, 69:44-47, 83:1, etc.), always be honest and truthful (Quran, 3:17, 9:43, 9:119, 19:54, 29:3, 33:24, etc.), etc. etc. Are these principles "old," and "outdated"?!?! I asked the self-admitted plagiarist to drop my class, because I felt that he was a liability to our academic culture. Students were surprised by my tough stance against the self-admitted plagiarist. They were questioning my reactions, given the fact that the Minister of Science, Research, and Technology himself had committed plagiarism with impunity.

## The Plight of Cheaters, Plagiarists, and Corruptors:

According to the numerous verses in the Quran, the truth eventually shall prevail and falsehood shall vanish:

Text of the Quran	Language
<p>[۸:۸] لِيُحِقَّ الْحَقَّ وَيُبْطِلَ الْبَطِيلَ وَلَوْ كَرِهَ الْمُجْرِمُونَ  [۱۰:۳۲] فَذَلِكُمُ اللَّهُ رَبُّكُمْ الْحَقُّ فَمَاذَا بَعْدَ الْحَقِّ إِلَّا الضَّلَالُ فَأَنَّى تُصْرَفُونَ  [۱۳:۱۷] أَنْزَلَ مِنَ السَّمَاءِ مَاءً فَسَالَتْ أَوْدِيَهُ بِقَدَرِهَا فَاحْتَمَلَ السَّيْلُ زَبَدًا رَابِيًا وَمِمَّا يُوقِدُونَ عَلَيْهِ فِي النَّارِ ابْتِغَاءَ حُلِيِّهِ أَوْ مَتَعٍ زَبَدٌ مِثْلَهُ كَذَلِكَ يَضْرِبُ اللَّهُ الْحَقَّ وَالْبَطِيلَ فَأَمَّا الزُّبَدُ فَيَذْهَبُ جُفَاءً وَأَمَّا مَا يَنْفَعُ النَّاسَ فَيَمْكُثُ فِي الْأَرْضِ كَذَلِكَ يَضْرِبُ اللَّهُ الْأَمْثَلَ  [۱۷:۸۱] وَقُلْ جَاءَ الْحَقُّ وَزَهَقَ الْبَطِيلُ إِنَّ الْبَطِيلَ كَانَ زَهُوقًا</p>	Arabic
<p>[8:8] For He has decreed that <b><u>the truth shall prevail, and the falsehood shall vanish, in spite of the evildoers.</u></b>  [10:32] Such is GOD, your rightful Lord. <b><u>What is there after the truth, except falsehood? How could you disregard all this?</u></b></p> <p style="text-align: center;"><b>The Truth vs. Falsehood</b></p> <p>[13:17] He sends down water from the sky, causing the valleys to overflow, then the rapids produce abundant foam. Similarly, when they use fire to refine metals for their jewelry or equipment, foam is produced. GOD thus cites analogies for the truth and falsehood. <b><u>As for the foam, it goes to waste, while that which benefits the people stays close to the ground.</u></b> GOD thus cites the analogies.  [17:81] Proclaim, "<b><u>The truth has prevailed, and falsehood has vanished; falsehood will inevitably vanish</u></b>".</p>	English
<p>[۸:۸] زیرا او مقرر کرده است که <b>حقیقت پیروز شود و باطل از میان برود، برخلاف خواسته مجرمان.</b>  [۱۰:۳۲] چنین است خدا، پروردگار حقیقی شما. <b>پس از حقیقت چیست، جز باطل؟ چگونه می توانید تمام اینها را نادیده بگیرید؟</b></p> <p style="text-align: center;"><b>قیاس حق و ناحق</b></p> <p>[۱۳:۱۷] او از آسمان آب فرو می فرستد تا وادی ها لبریز شوند، سپس جریان تند آب کف فراوانی ایجاد می کند. مشابه آن، وقتی از آتش برای پالایش فلزات جهت لوازم و جواهراتشان استفاده می کنند، کف ایجاد می شود. خدا این چنین برای مقایسه حق و باطل مثال می زند. <b><u>و اما کف از بین می رود، در حالی که آنچه به نفع مردم است در سطح زمین باقی می ماند. خدا این چنین با مثال زدن مقایسه می کند.</u></b></p> <p>[۱۷:۸۱] اعلام کن "<b><u>حق چیره شده است و باطل از میان رفته است؛ باطل قطعا از مین خواهد رفت.</u></b>"</p>	Persian

Those who support the falsehood also have the same destiny as those who commit the falsehood. Unfortunately, it is a brutal fact of history that anytime a Warner went to a community to call people to uphold the truth and justice, those who disbelieved, took the side of the falsehood and tried to neutralize their messenger. Subsequently, God punished them:

Text of the Quran	Language
<p>[١٨:٥٦] وَمَا نُرْسِلُ الْمُرْسَلِينَ إِلَّا مَبَشِّرِينَ وَمُنذِرِينَ وَيُجَادِلُ الَّذِينَ كَفَرُوا بِالْبَطْلِ لِيُدْحِضُوا بِهِ الْحَقَّ وَاتَّخَذُوا آيَاتِي وَمَا أُنذِرُوا هُزُوًا</p> <p>[٤٠:٥] كَذَّبَتْ قَبْلَهُمْ قَوْمُ نُوحٍ وَالْأَحْزَابُ مِنْ بَعْدِهِمْ وَهَمَّتْ كُلُّ أُمَّةٍ بِرَسُولِهِمْ لِيَأْخُذُوهُ وَجَادَلُوا بِالْبَطْلِ لِيُدْحِضُوا بِهِ الْحَقَّ فَأَخَذْتَهُمْ فَكَيْفَ كَانَ عِقَابِ</p>	Arabic
<p>[18:56] We only send the messengers as simply deliverers of good news, as well as warners. <b>Those who disbelieve argue with falsehood to defeat the truth, and they take My proofs and warnings in vain.</b></p> <p>[40:5] Disbelieving before them were the people of Noah, and many other opponents after them. <b>Every community persecuted their messenger to neutralize him. And they argued with falsehood, to defeat the truth. Consequently, I punished them; how terrible was My retribution!</b></p>	English
<p>[١٨:٥٦] ما رسولان را جز به عنوان بشارت دهنده و هشداردهنده نمی فرستیم. کسانی که ایمان نمی آورند، به باطل مجادله می کنند تا حقیقت را مغلوب کنند و آنها مدرک ها و هشدارهای مرا بیهوده می گیرند.</p> <p>[٤٠:٥] پیش از آنها قوم نوح از کافران بودند و بسیاری مخالفان دیگر پس از آنها. هر جامعه ای رسول خود را مورد اذیت و آزار قرار داد تا او را خنثی کند. و آنها با سخنان باطل مجادله کردند تا حقیقت را مغلوب کنند. در نتیجه، من آنها را تنبیه کردم؛ چه سهمناک بود عذاب من!</p>	Persian

It is God's Divine Plan to support the truth against the falsehood and those who ally themselves with the corruptors, cheaters, and plagiarizers will be inevitably defeated:

Text of the Quran	Language
<p>[٢١:١٨] بَلْ نَقْذِفُ بِالْحَقِّ عَلَى الْبَاطِلِ فَيَدْمَغُهُ فَإِذَا هُوَ زَاهِقٌ وَلَكُمُ الْوَيْلُ مِمَّا تَصِفُونَ</p>	Arabic
<p>[21:18] <b>Instead, it is our plan to support the truth against falsehood, in order to defeat it. Woe to you for the utterances you utter.</b></p>	English
<p>[٢١:١٨] در عوض، نقشه ما این است که از حق حمایت کنیم تا باطل را شکست دهیم. وای بر شما برای سخنانی که بر زبان می آورید.</p>	Persian

I am warning the people of Iran, that unless they uphold God’s commandments, a terrible corruption and downgrading of their living standards will inevitably occur. Even the government sponsored media and newspapers are reporting widespread corruption in the banking system, the stock market, higher education institutions, the healthcare system, the housing and construction sector, etc. etc. The vast corruption in the country is a precursor to an eminent disaster:

Text of the Quran	Language
<p>[۸:۷۳] وَالَّذِينَ كَفَرُوا بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ إِلَّا تَفْعَلُوهُ تَكُنْ فِتْنَةٌ فِي الْأَرْضِ وَفَسَادٌ كَبِيرٌ</p> <p>[۱۷:۱۶] وَإِذَا أَرَدْنَا أَنْ نُهْلِكَ قَرْيَةً أَمَرْنَا مُتْرَفِيهَا فَفَسَقُوا فِيهَا فَحَقَّ عَلَيْهَا الْقَوْلُ فَدَمَّرْنَاهَا تَدْمِيرًا</p>	Arabic
<p>[8:73] Those who disbelieved are allies of one another. Unless you keep these commandments, there will be chaos on earth, and terrible CORRUPTION.</p> <p>[17:16] If we are to annihilate any community, we let the leaders commit vast CORRUPTION therein. Once they deserve retribution, we annihilate it completely.</p>	English
<p>[۸:۷۳] کافران یاران یکدیگرند. تا زمانی که این احکام را رعایت نکنید، در روی زمین هرج و مرج و فساد و وحشتناک خواهد بود.</p> <p>[۱۷:۱۶] و چون بخواهیم جامعه ای را از میان برداریم، رهبران آن را به حال خود رها می کنیم تا در آن به شدت فساد کنند. پس هنگامی که سزاوار مجازات شوند، به کلی آن را نابود می کنیم.</p>	Persian

Those who have the knowledge of the scriptures know this to be true. People of Iran will need to wake up and stand for truth and justice and refrain from supporting dishonesty, deceit, cheating, and corruption. Beware of the Almighty’s curse [19]!

“You are under a curse, for your whole nation has been **cheating** me. (Bible, Malachi 3:9)”

**All Praises are due to the Almighty GOD, Lord of the universe.**

## Conclusion:

In this paper I have analyzed and verified the Nature journal's plagiarism claim of an article authored by Iran's present Minister of Science, Research, and Technology. I demonstrated 23 examples of plagiarism in the article authored by Kamran Daneshjoo and his co-author. According to God's scriptures, cheating, plagiarism, dishonesty, deceit, and corruption are condemned. Those who believe in God must not ally themselves with corruptors and cheaters. Instead, they must stand firm promoting and defending truthfulness, honesty, and justice.

Future researchers must be directed on the works of other high ranking public officials to identify any other instances of dishonesty and corruption.

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