Strategic Studies

STST-8001

Semester 1 2014  12 Units  Modified 24/02/2014

To print this course outline, use the "Syllabus" menu in the top left.

Contact Information

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Description

This course offers an integrated treatment of the main features of the discipline of strategic studies. It is designed to help students develop strong analytical frameworks for understanding leading strategic issues and also to examine a number of these issues in depth. Specific contents include coverage of the nature of strategy, the relationship between strategy and security, the causes of war, grand strategy, air, land and maritime strategy, legal and ethical issues relating to the use of force, the role of violence in the international system, weapons of mass destruction, terrorism, international peacekeeping and stabilisation operations, and the impact of changing military technology.

Requisites

Required:

Incompatible:

Recommended:

Learning Outcomes

On satisfying the requirements for this course, students will have built a strong analytical framework for understanding the nature of strategy and investigating leading strategic ideas and issues from classical interstate conflicts to stabilization operations and small wars. They will have a keen understanding of different approaches to the use of force for the ends of policy (including political, historical, theoretical, geographical, and ethical standpoints). Students will have developed an understanding of how strategy is made in theory and practice and how it is shaped by culture, geography, law, technology, and the way in which organized violence is used. Students completing this course will have built strong academic foundations to aid them in other courses as they consider strategic issues in their future academic and professional careers.

Schedule

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<th>When</th>
<th>Topic</th>
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<tr>
<td>Week 1</td>
<td>Introduction: Strategy, War and Peace</td>
<td>Strategic studies is concerned with the use of armed force in international politics. It deals with the existential relationship between war and peace. It asks how government leaders can best prevent the outbreak of armed conflict and, if necessary, how</td>
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they can use armed force to protect the nation’s interest. Strategy, then, is best understood as the use or threat of the use of armed force for political purpose. The introductory session will identify some of the key terms and concepts in relation to strategy, war and peace. It will discuss the causes for war and peace in the international system. Moreover, the session will focus on the key question about the future of major armed conflict, specifically in the Asia-Pacific region. There is a scholarly debate as to whether major wars are a historical relict. While some point to the ‘end of history’ and argue that major wars between states are obsolete, others are not so sure. With major power shifts occurring in our own region, this question is particularly pertinent for Australia’s strategic policy.

Key Questions

- What is strategy? How has the concept of strategy evolved?
- What is war? Is war an inevitable part of international politics?
- What are causes of wars?
- Is major war more or less likely in the ‘Asian Century’?

Required Reading


Further Reading


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Modern strategic theory is still very much based on the works of ancient strategic thinkers. Arguably, Prussian military theorist
When

Thinkers:

Clausewitz and Sun Tzu

Clausewitz and Sun Tzu (544-496 BC) are the most prominent and influential. Clausewitz's *On War* is still the seminal work, identifying key principles of the nature, function and character of war, and the implication for strategy. While some have criticised his work as insufficient in the modern era, he is not only the most cited, but also the most misinterpreted classical strategist. His general observations about a theory of strategy and the difficulties of putting strategic theory into practice remain fundamental to understanding modern war and the use of armed force.

Sun Tzu's *The Art of War* is often regarded as presenting a distinctly Eastern way of strategic thought. Indeed, many writers relate modern Chinese military thinking to his ideas. Yet, a comparison between Clausewitz and Sun Tzu displays not only differences but also a remarkable similarity regarding key themes of strategy and the use of force. The session will discuss the key themes of these two strategists, identify differences and similarities, and discuss their relevance today.

Key Questions

- What are the key tenets of Clausewitz's and Sun Tzu's writings?
- What are the key differences and similarities in their work?
- Is there a distinct Eastern way of strategic thinking?
- What criticism is made of their work?
- What is their relevance today?

Essential Reading


Further Reading


Most states avoid the use of brute force to impose their will on others. Instead, they aim to use limited force (coercion) or the threat of the use of force (deterrence) to manage conflict and crisis. For example, NATO used coercive air power during the 1999 Kosovo campaign to try to stop Serbian atrocities against Kosovar civilians. Deterrence is another core concept of strategic interactions between states. Sun Tzu famously observed that to ‘subdue the enemy without fighting is the acme of skill.’ During the Cold War, a large body of academic literature emerged on the best strategies to deter a war between the two nuclear superpowers. In the post-Cold War period, deterrence has lost none of its relevance. How can a war between China and the US over Taiwan be avoided? How credible are US extended deterrence guarantees for its Asian allies in the face of a rising China? And what does this mean for Australia’s deterrent posture?

**Key Questions**

- What is coercion?
- What is the difference between compellence and deterrence?
- How do we know if deterrence works?
- What are key contemporary challenges to deterrence in Asia?
- What does this imply for Australia’s deterrent posture?

**Essential Reading**


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<td><strong>Further Reading</strong></td>
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A formidable challenge for strategy is to convert political goals into military objectives which then guide military operations. The session looks at the evolution of warfare on land, in the air and at sea. It will also examine the task of defining how military operations contribute to the ends of strategy. Modern land warfare emerged during the First World War with the appearance of mechanization and massed indirect fires (especially artillery). The Second World War then fully demonstrated how modern land warfare could be applied; as evident in the German Wehrmacht’s *Blitzkrieg* operations and the Soviet Union *Deep Operations Theory*. Post-Vietnam, the US Army rediscovered some of the premises of the latter doctrinal approach in developing its *AirLand Battle* concept that still underlies combined arms operations today.

The importance of airpower has been a constant feature in the strategic debate. Italian air power theorist Giulio Douhet argued after the First World War that the use of airpower, and specifically bombing from the air, could cause such destruction as to break the will of an enemy population. From it developed the idea of strategic bombing, which underwent a number of transformations throughout the 20th century but remained the core idea most closely associated with air power. Yet, wars have consistently demonstrated that airpower alone is not sufficient to winning the war. In terms of seapower, Alfred Thayer Mahan and Julian Corbett were two of the most influential thinkers on maritime strategy. While Mahan focused on the importance of the decisive battle at sea, Corbett developed a more comprehensive view of seapower and of the command of the sea which is arguably more relevant today. The session will discuss how their ideas are applicable to 21st Century Asia where the potential for major power conflict is predominantly in the maritime domain.

**Key Questions**

- How can we translate political goals into military objectives?
- What are the key theories related to land, air and sea power?
- What is their relevance in today’s strategic environment?
- What is Australia’s maritime strategy?

**Essential Reading**


**Further Reading**
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Week 5 Strategy, Geography and Culture: Inescapable or Obsolete?

"Know a country’s geography and you can soon enough know its foreign policy." This statement by French General Napoleon Bonaparte highlights the importance of geography for strategy. For example, Australia’s particular geostrategic location has critically shaped its strategic and defence policy. As a sparsely populated continent at the outer rim of the Asia-Pacific, its defence policy has been centred on the defence of its northern approaches. However, the impact of geography on strategy should never be too deterministic; some analysts argue that modern technology and globalisation makes geography as a driver of modern defence policy largely obsolete.

Geography has also played an important part in defining a nation’s strategic culture, i.e. the historical and societal factors which shape a country’s attitudes towards the use of armed force. For example, in the context of the US-led military operations in Afghanistan and Iraq there was discussion about a distinct ‘American Way of War’. Some pointed to a US preference for high-technology warfare while others were more sceptical about the utility of such an approach to explaining American strategic conduct. The session will discuss the relevance of geography as a dimension of strategy and its relationship with strategic culture. Special attention will be paid to the place of geography in Australia’s defence policy and the emerging geopolitics in the Asia-Pacific.

Key Questions

- What are the key concepts related to geography and strategy?
- How do land powers differ from maritime powers?
- In what sense is geography an enduring dimension of strategy? What are the implications for Australia’s defence policy?
- Is strategic culture a useful concept to explain the strategic performance of countries?
- What are the characteristics of Australia’s strategic culture?

Essential Reading


Further Reading

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Military technology has always had an important impact on strategy. For example, in the eyes of many analysts the advent of nuclear weapons rendered major war between nuclear powers almost unthinkable given their destructive nature. Advances in conventional weapons in combination with modern information technology led some to argue after the recent US-led wars in Iraq and Afghanistan that the world was witnessing another ‘revolution in military affairs’ (RMA), transforming the nature and character of war. However, while technological breakthroughs certainly have changed the character of war, they have done little to change the enduring nature of war and strategy. The session will discuss the enduring debate about the relationship between strategy and technology. The pros and cons of the RMA concept will be analysed; with a view to determining the implications for Australia’s defence strategy.

Key Questions

- What is the relationship between strategy and technology?
- Is technology driving strategy?
- Has modern technology changed the nature and character of war?
- What are the features of a RMA?
- Are we in the midst of a RMA? How useful is the concept?
- What does this mean for Australian defence strategy?

Essential Reading


Further Reading


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<td>7</td>
<td>Nuclear Weapons, Arms Control and Disarmament</td>
<td>Sometimes called the 'absolute weapon', nuclear weapons have a special status in international security. Their impact on strategic relations between states is also hotly debated. For example, US strategist Bernard Brodie famously remarked that the sole purpose of strategy in the nuclear age was no longer how to win wars but how to avert it. Others maintained that nuclear weapons still had a role to play on the battlefield. Since the end of the Cold War, the nuclear issue has lost none of its significance. On the contrary, the emergence of new nuclear powers such as India, Pakistan, North Korea and (potentially) Iran raises the problem of how to manage nuclear multipolarity. It also complicates efforts to control and abolish those weapons. As the Asia-Pacific region experiences significant power shifts, the questions of Asia's nuclear order and possible 'arms races' will become more relevant. The session will discuss the evolution of nuclear strategy, the theory and practice of arms control and disarmament, and the related challenges for the Asia-Pacific region.</td>
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Key Questions

- To what extent did the arrival of nuclear weapons revolutionise strategic thinking?
What are the key debates surrounding nuclear weapons?
What are the theoretical premises of arms control and disarmament?

- What does the record of arms control and disarmament tell us about the usefulness of these concepts? Is there an arms race in Asia?
- What is Asia's nuclear future?

**Essential Reading**


**Further Reading**


Avis Bohlen, 'The rise and fall of arms control,' *Survival*, 45:3 (Autumn 2003), pp. 7-34.


Most decisions to use force in the international system are governed by moral, ethical, and legal questions. For most scholars, the paradigm for addressing the ethical problems of war and warfare is ‘Just War Theory’. Developed by medieval theological scholars such as Grotius, it enumerates a number of principles and demands for war to be just, such as a just cause, a rightful authority, and proportionality in the use of violence. These principles guided the evolution of international law applying to the use of force in the past century. Predominantly, legal arguments are divided into two main areas – when it is legally permissible to go to war (jus ad bellum) and what it is permissible to do within war (jus in bello). The session discusses the ‘just war’ concept and its relationship with international law. Moreover, the emerging norm of ‘humanitarian intervention’ is debated in the context of the recent conflicts in Libya and Syria.

Key Questions

- What are the basic ideas underlying ‘just war’ theory? When is it ‘right’ to fight?
- What are key developments and dilemmas with regard to international law on the use of force?
Can the use of force ever be justified on ethical grounds? Is there such a thing as a ‘just war’?

How did the norm of ‘humanitarian intervention’ evolve and what is its future?

Why did Western nations intervene in Libya but not in Syria?

Essential Reading


Further Reading

*UN Charter* at http://www.un.org/aboutun/charter/


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<td>Week 9</td>
<td>Unconventional Warfare</td>
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Unconventional warfare has never been the exclusive preserve of nation states. Indeed, currently most wars are internal wars fought between different, often ethnic groups. An insurgency (or guerrilla warfare) is a particular kind of violent conflict fought between insurgents and the government for the control within a state. It is as much a battle to win over the population as it is about the direct use of military force to weaken the opponent. Counterinsurgency campaigns are thus often distinctly different in their operational approaches from those of conventional wars. Given their protracted nature, Western powers have repeatedly struggled to prevail in these ‘small wars’, as evidenced by the French experience in Algeria and Indochina, and the United States in Vietnam. The current NATO-led International Security Assistance Force (ISAF) in Afghanistan has also presented major...
challenges for the Western allies fighting this unconventional war. The session will identify the key tenets of unconventional wars. It will look at some historical case studies and ask to what degree the lessons of these conflicts are relevant for understanding today’s wars in Afghanistan and Iraq.

Key Questions

- What is guerrilla warfare?
- What are the basic tenets of counterinsurgency theory?
- How do insurgencies and counterinsurgencies relate to strategy?
- Why have Western nations found it so difficult to deal with insurgencies?

Essential Reading


Further Reading


Civil-military relations between government, citizens and the armed forces are a core influence on the theory and practice of strategy. The essence of a state is that it holds the monopoly over violence, both internally and externally. To deal with external threats, the government creates armed forces that by their nature and size are generally able to exercise far greater physical violence and power than any other group in the state. Throughout history, this has raised the question for governments and populations alike of who ‘guards the guardians.’ Even in countries where social conventions and traditions make the risk of outright coup very low, the relationship between politicians and the military is seldom without tension. If strategy is the link between military means and political purpose, it should be neither the exclusive domain of politicians nor military officers. But the commonly accepted notion of the primacy of politics in theory is often contrasted in practice with a widespread expectation that politicians should not second-guess or ‘micro-manage’ their military commanders. The session will examine the theory and practice of civil-military relations.
Key Questions

- What are different theoretical approaches to ‘guarding the guardians’?
- How is the ‘primacy of politics’ maintained in the practice of military operations?
- When should politicians involve themselves in military operations, and when not? What is the best way of doing so?
- Should civilians advise the government on military affairs?

Essential Reading


Further Reading


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**Assessment Overview**

**Summary**

<table>
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<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Book Review</td>
<td>30%</td>
<td></td>
<td>3000 words due by Monday 8th April.</td>
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<tr>
<td>Essay</td>
<td>35%</td>
<td></td>
<td>3000 words. Due by 20th May.</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
<td></td>
<td>Three hours duration. Date to be decided.</td>
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**Grading Scale**

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
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<th>Grade</th>
<th>Range</th>
<th>Notes</th>
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<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, which demonstrates comprehensive understanding of the subject matter, mastery of relevant skills, sophisticated or original critical and conceptual analysis, and outstanding quality in clarity, precision and presentation of work.</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, which demonstrates a thorough knowledge and understanding of the subject matter, proficiency in relevant skills, and analytical and conceptual ability of a high order.</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, which displays a good understanding of the subject matter and a sound grasp of relevant skills.</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, which displays an adequate understanding of most of the subject matter and a sufficient grasp of relevant skills.</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work which is incomplete or displays an inadequate understanding of the subject matter or an inadequate grasp of relevant skills.</td>
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**Assessment Items**

**Article reviews**

It is essential for students to familiarise themselves with the key readings for each session. At the beginning of each tutorial, students should submit a review, in hard copy to your tutor, of one of that week's readings. You will not be graded on this review, but you will be given it back on the day of the final exam and can refer to it there. Therefore it's in your interests to keep submitting these reviews every week. The brief reviews should focus on three issues:

1. Situating the author in his or her time, background and ideological mindset;
2. Identifying the key themes/arguments of the article; and
(3) Providing your own analysis/thoughts on the article?

Some time will be devoted in tutorials to discussing any question you may have on this assignment.

Book reviews

One key aim of the course is to critically engage with the key literature in the field. Book reviews are a very good method to do so. Students will be required to write one (1) review article comparing and contrasting three (3) books from the following list:


The review article should be 3,000 words in length. It should situate (1) the author(s) in his specific context; (2) put the books into the broader context of the relevant debates; (3) compare the methods and values displayed; and (4) discuss the key arguments made, noting their strengths and weaknesses. The tutorials will be used to prepare students for this assignment.

Essay

A key component of scholarly work is to write academic essays. Students will be asked to write a 3,000 word essay. Students will be presented with five essay topics and asked to pick the one they prefer. The tutorials will provide detailed advice on how to choose an essay topic, construct an argument and avoid common mistakes. Students are required to develop an essay plan and
discuss it well in advance of the essay deadline. Four weeks before the deadline students are required to provide the tutor with a 2-page essay plan which consists of (1) the key question(s); (2) working assumptions; (3) essay structure; and (4) key literature used.

**Approaching the Essay Question**

Take time to get a good understanding of what the essay question requires. Concentrate on those issues which are directly relevant to the essay question. If your essay ends up covering a general topic but not answering the specific question you may find that your mark is not as good as it could be. This does not mean that you need to provide a decisive 'all or nothing' answer. In weighing the evidence you may find yourself coming down on more than one side. This is perfectly acceptable. But do make sure that your response is supported by the evidence you have provided. It is a good idea at the outset of your essay to explain what you understand the question requires of you and how you propose to answer it.

Remember, above all, stick to the question! The essay is about your argument in response to the question.

**Course Expectations**

**Student Responsibility**

a. Student feedback on and formal evaluation of subject

All courses will be evaluated using the Student Experience of Learning and Teaching surveys, administered by Statistical Services at the ANU. These surveys will be offered online, and students will be notified by email to their ANU address when the surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully.

b. Enrolment

It is the student’s responsibility to ensure that they are correctly enrolled in each subject and that the subjects are correct for their course of study. Students should confirm their subject enrolment details online, and carefully check the census date for each course to enable course changes without penalty.

c. Attendance

Regular attendance at lectures, seminars and tutorials is expected and will provide the foundation for students to achieve the learning objectives of programs and courses.

d. Email

All information updates from the program and the School, and most University communication is made through email using the ANU student email address, which is studentnumber@anu.edu.au (eg u1234567@anu.edu.au).

Lecturers use the news forum in Wattle to make announcements to the whole class, and these messages are sent to your ANU email account. You can choose to receive these Wattle messages singly or as a daily digest (the default setting).

You must regularly access messages sent to your ANU email account. If you wish to forward your ANU email to another address please go to http://anumail.anu.edu.au, then go to Options, Settings and use the Mail Forwarding box at the bottom of that page.

Announcements made through email and on the Wattle course site are deemed to be made to the whole class.

**Assignment submission**

To meet the learning outcomes for your course, you do not need to achieve a pass in each piece of assessment, but you must submit all pieces of assessment in the course guide in order to pass each course.

All written work needs to:

1. Be formatted in 12-point font, 1.5 or double-spaced, and page numbers and the student u-number included in either the
2. Be saved in one document, including cover sheet and references
3. Be saved as a MS Word document.
4. All assignments must be submitted online through Turnitin, www.turnitin.com, and all work is screened using Turnitin's Originality Reports.
   ◦ Students are able to view the reports on their drafts before final submission, to improve their academic writing practice.
   ◦ The Turnitin Course ID and password for this course are in the Assessment Items section of this course outline.
   ◦ Students should register for Turnitin with their u number.
5. Marked assignments will be returned electronically.
6. Where online assessment is not technically possible or as justified to the Associate Dean (Education) on the basis of the teaching model being employed, students shall submit assignments in hard copy as well as or instead of an electronic copy with a covering sheet and an academic integrity declaration in line with the Policy: Code of Practice for Student Academic Integrity.

Word Length

You must observe the prescribed word length for all assignments. A variation in word length of 10% above or below the stated word length is acceptable (e.g. for a 2,000 word essay, a count of between 1,800 and 2,200 words). Note that writing more words rarely, if ever, results in a better mark.

A penalty of 2% for each 5% (or part thereof) of the original word limit that an assignment is over length (taking account of the +10% leeway) will be applied. For example, for a 2000 word essay given a mark of 80:

- If it is 2,000 to 2,199 words it is within the limits (and the 80 will remain unchanged).
- If it is between 2,200 and 2,299 words it will be penalised 2% (and the 80 will become 78).
- If it is between 2,300 and 2,399 words it will be penalised 4% (and the 80 will become 76).
- No further points will be deducted once the assessment mark has reached 50.

The word length does not include your bibliography or footnotes, but it does include endnotes and in-text references.

Late submission penalties

All assignments are due by 11.59pm on the due date. The time is recorded centrally by Turnitin. Please note that, although the common submission deadline is 11.59pm, late penalties apply from midnight (i.e. one minute later). Therefore, please allow adequate time for submission.

Unless you have an extension before the due date, assignments submitted late will receive a 5% deduction for each day late (including weekends).

Since one purpose of exams is to test your ability to develop arguments and analyse problems in a short and prescribed time frame, take-home exams submitted late will receive a 10% deduction for each hour late. Exams submitted more than 10 hours late will receive a mark of 0.

Extensions

Please note the following rules when considering extensions-

- All extension requests must be sent to your course convenor by email. Written confirmation must be received from the course convenor that an extension has been granted.
- Extensions will not be granted retrospectively, except in medical emergencies or on the advice of the Disability Services Centre.
- Extensions will be granted only for medical conditions, serious accident, bereavement (or similarly compelling reasons) or on the advice of the Disability Services Centre. Extensions on medical grounds require a medical certificate.
- Extensions will normally not be granted because of conflicts with other study commitments, work commitments, holidays, family gatherings, competing assessment deadlines, sporting commitments or commitments to student organisations.
- Even when an extension has been granted, assignments will normally not be accepted beyond the date when the assessment on that question/topic has been returned to other students enrolled in the course. If you are unable to submit assessment by that time, alternative assessment may be set by the course coordinator.
If you have been given a long extension for an assessment you may be asked to produce an assessment on a different topic if assignments on the original topic have been marked and returned to the other students.

All requests for an extension beyond the first day of the exam period must be addressed to the Director of Studies.

No assignments will be accepted once the exam period has begun unless the Director of Studies has granted an extension.

**Special Examination**

A special examination is one held on a different day than the original exam. Special examinations may only be granted under exceptional circumstances. For example, if you are in hospital, or otherwise so incapacitated that you cannot attend the examination room. You can apply for a special exam via the form found at: [http://www.anu.edu.au/sas/forms/special_exam.pdf](http://www.anu.edu.au/sas/forms/special_exam.pdf).

If you are merely unwell on or before the exam date, you should sit the exam and then submit a request for special consideration from the course authority.

**Special Consideration**

You may request special consideration if you consider that your academic performance may have been affected by circumstances during preparation for the examination or during the period of taking the examination. You must submit an application for special consideration form ([http://www.anu.edu.au/sas/examinations/application_for_special_consideration.pdf](http://www.anu.edu.au/sas/examinations/application_for_special_consideration.pdf)), along with the appropriate evidence.

Requests for special consideration of this kind will be addressed by the Board of Studies in the context of the student’s overall performance where: (i) strong supporting documentation is provided; and (ii) evidence is clear that the illness or other cause has resulted in a course or program result other than might have normally been expected.

Please note that requests for special consideration for a course do not lead to the re-graded of individual pieces of assessment (essay, exam, etc.) but rather the overall grade for the course.

In accordance with ANU policy, the granting of a request for special examination or consideration is not automatic.

**Supporting Documentation**

Original supporting documentation from any relevant independent person (or authority) must be included with the form, for example:

- documents/certificates from health professionals*
- letters of support from an ANU Disability Advisor
- a police report
- a death certificate

*Where relevant, a medical certificate is only valid if it attests to your illness *at the time claimed*. It is therefore important that you see a doctor when you are ill, not after recovery.

**Referencing**

You will need to use references in your assignments. This may include exams, depending on the course convenor’s instructions.

Unless otherwise specified, you should use in-text/author-date referencing or footnotes, using the Chicago system. Details of the Chicago system can be found online in the *Chicago Manual of Style* [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). The full Chicago Manual of Style is available to ANU students through the following library link: [http://library.anu.edu.au/record=b2501323](http://library.anu.edu.au/record=b2501323).

When you use in-text references or footnotes you should also include a bibliography.

You may use endnotes to provide definitions or additional information that is relevant, but not essential, to the argument presented in the text. However, endnotes should not be used as a means of including additional substantive content. Endnotes will be included in the word count.

For more information see the IPS Coursework Guidelines, which can be found at [https://anu.campusconcourse.com/get_file?file_id=4](https://anu.campusconcourse.com/get_file?file_id=4).
Second Marking

Within IPS all assignments which receive an initial grade of less than 50% [that is, a N or fail] are double-marked. Marks of 80% and over [High Distinction] are awarded sparingly and represent work of the highest quality. In some cases these assignments will also be double-marked.

ANU Policies

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/

Key policies include:

- Code of Practice for Student Academic Integrity
- Academic Progress
- Assessment of Student Learning
- Assessment Review and Appeals
- Course Assessment: Consultation and Finalisation
- Student Feedback on Teaching and Learning

Library

- Information about the library can be found at http://anulib.anu.edu.au.
- Opening hours can be accessed at http://anulib.anu.edu.au/about/open/.
- For free courses in Information Skills and Computer Skills see http://ilp.anu.edu.au.

Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU's student support services links to which can be found at http://students.anu.edu.au/, including:

- the Counselling Centre at http://www.anu.edu.au/counsel/;

Academic Honesty

Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Honesty:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic honesty both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic honesty on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.
All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the **Discipline Rules** of the ANU ([http://about.anu.edu.au/__documents/rules/disciplinerules.pdf](http://about.anu.edu.au/__documents/rules/disciplinerules.pdf)).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at [http://academichonesty.anu.edu.au/](http://academichonesty.anu.edu.au/)

**Student Appeals and Complaints**

Students who want to lodge an appeal or make a complaint associated with delivery this course should consult the ANU College of Asia and the Pacific CAP process described here: [http://asiapacific.anu.edu.au/students/appeals-and-complaints](http://asiapacific.anu.edu.au/students/appeals-and-complaints).

**Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.