Australia's Security in the Asian Century

STST-3002

Semester 1 2018  6 Units  In Person Delivery  Modified 27/06/2018

To print this course outline, use the "Syllabus" menu in the top left. Students do not need to login to Concourse.

Meeting Times

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial 1</td>
<td>Thursday 1-2</td>
<td>Hedley Bull Lecture Theatre 1</td>
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<tr>
<td>Tutorial 2</td>
<td>Thursday 2-3</td>
<td>Coombs SR B</td>
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<tr>
<td>Tutorial 3</td>
<td>Friday 12-1</td>
<td>Coombs SR C</td>
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<tr>
<td>Tutorial 4</td>
<td>Friday 1-2</td>
<td>Coombs SR C</td>
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<td>Tutorial 5</td>
<td>Friday 2-3</td>
<td>Coombs SR C</td>
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<td>Tutorial 6</td>
<td>Friday 3-4</td>
<td>Coombs SR C</td>
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<td>Tutorial 7</td>
<td>Friday 4-5</td>
<td>Coombs SR C</td>
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<td>Tutorial 8</td>
<td>Friday 11-12</td>
<td>Coombs SR E</td>
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<td>Tutorial 9</td>
<td>Friday 10-11</td>
<td>Coombs SR E</td>
</tr>
<tr>
<td>Tutorial 10</td>
<td>Thursday 3-4</td>
<td>Coombs SR B</td>
</tr>
</tbody>
</table>

Lecture

Thursday, 10:00 AM to 12:00 PM, China in the World Lecture Theatre

Contact Information

Lecturer: Prof Hugh White
Email: hugh.white@anu.edu.au
Office: HB 4.48
Description

Asia’s economic rise has benefited Australia immensely in commercial terms. From a security perspective, however, it presents a raft of potentially significant dilemmas. This course examines the immense promise and potential strategic pitfalls that confront Australia at the dawn of the so-called Asian century. Questions to be examined in this course include: might Australia be forced to make a choice between its leading trading partner China and its closest security ally the United States if and when strategic competition deepens between these two regional heavyweights? What alternative security arrangements might Australia seek as the relative strategic weight of its American ally declines in the face of Asia's rise? How might Australia compensate for the fact that it might no longer be able to maintain a clear military technological edge over many of its increasingly prosperous Southeast Asian neighbours? And will Australia be forced to cede ground in its own South Pacific sphere of influence as Asia’s great powers become increasingly interested and engaged in this part of the world?

Requisites

To enrol in this course you must have completed at least two STST courses.

Learning Outcomes

• To provide course members with a greater empirical understanding of the range of national security challenges confronting Australia at the dawn of the so-called ‘Asian century’, both through the material delivered in lectures, as well as via the reading material assigned.

• To provide course members with a series of analytical frameworks for better understanding the complexities of the national security challenges confronting Australia at the dawn of the Asian century.

• To assist course members with developing the skills required to clearly and confidently articulate their ideas regarding Australia's national security challenges in the Asian century through in-class discussions, a variety of written assessments and tutorial based activities.

Schedule

Week 1. 22 February : Introduction to the Course

• What do we mean by Australia’s security?
• What makes Australia secure?

Week 2. 1 March - Looking Back

• A brief history of Australia’s security policy.

Week 3. 8 March: Looking Forward

• What will be different in the Asian Century?

Week 4. 15 March: Building a strategic Policy

• What kinds of choices do we have to make, and how can we best understand those choices, and make them in a rigorous and disciplined fashion?

Week 5. 22 March: Neighbours - Indonesia and the Southwest Pacific
• What are Australia’s interests in Indonesia and the Southwest Pacific and what can we do about them?

Week 6. 29 March: Great Powers

• Can the region’s strongest powers live in peace? Might they threaten Australia? What can Australia do about it?

Semester Break

Week 7. 19 April: Alliances

• How do Australia’s alliances fit into our security policy?

Week 8. 3 May: Armed Forces - Debating Strategic Objectives

• What might we want Australia’s armed forces to be able to do over coming decades?

Week 9. 10 May: Armed Forces 2 - Choosing Capabilities

• What kinds of armed forces will Australia need over the next few decades to achieve its objectives?

Week 10. 17 May: Politics and Money in Australian Defence

• What do Australians think they want, and how much will they be willing to spend?

Week 11. 24 May: A Middle Power?

• What kind of country will Australia be in the Asian Century?

Materials

Assessment Overview

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td>1 - 3</td>
<td></td>
</tr>
<tr>
<td>Reading Journal</td>
<td>10%</td>
<td>1 - 3</td>
<td>Due 12:00pm Monday each week, starting Week 3. Submit to Turnitin on the Wattle page. 2 pages, dot points</td>
</tr>
<tr>
<td>Op-Ed</td>
<td>20%</td>
<td>1 - 3</td>
<td>Due 11:55pm Sunday 1 April. 800 words. Where feasible, marks will be returned within three weeks of the assessment deadline.</td>
</tr>
<tr>
<td>Research Essay</td>
<td>30%</td>
<td>1 - 3</td>
<td>Due 11:55pm Sunday 20 May 3000 words. Where feasible, marks will be returned within three weeks of the assessment deadline.</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>30%</td>
<td>1 - 3</td>
<td>TBA (first week exam period). 1500 words.</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>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Notes</td>
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<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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</tbody>
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### Assessment Items

**Tutorial participation (10%)**:  
Attendance at tutorials is required. The assessment is based on participation in the tutorials.

**Reading Journal (10%)**:  
Each week, before Monday at 12pm, students will electronically submit dot-point summaries of two of the weekly readings of no more than 1 page length each. Students will be expected to summarise two of the weekly readings for the key themes, content and arguments. These will be graded each week from 1-3 marks by the tutor, and together form 10% of your grade. Two sample reading journals for reference can be found on Wattle. No reading journals will be accepted after this without a valid extension such as a doctor’s certificate. These journals will serve as excellent preparation for the essay writing and take home exam.

**Op-Ed, 800 words (20%)**:  
Students will learn how to bridge the theory and policy worlds by seeking to take the latest academic research and present it in a way that is informative and engaging for the general public. Designed for publication in a major Australian newspaper.

**Research essay, 3000 words (30%)**:  
Write a 3000 word essay. Detailed guidance on writing essays will be provided in tutorial 3. It is strongly advised that you attend these tutorials. Essays will be marked according to the students’ breadth and depth of research, ability to summarise the key literature, development of a clear and well substantiated argument, clarity of writing style and ability to meet key scholarly conventions such as referencing, spelling and grammar and word count. Your bibliography or footnotes are not included in the 3000 word limit for this assignment. All essays which receive below 50% or greater than 79% mark will be second marked by the course convener. Please select one of the following topics:
1] What is different about the Asian Century from the previous century? What do these differences mean for Australia’s security?

2] Here is a paragraph from the 2016 Defence White Paper

2.8 The United States will remain the pre-eminent global military power over the next two decades. It will continue to be Australia’s most important strategic partner through our long-standing alliance, and the active presence of the United States will continue to underpin the stability of our region. The global strategic and economic weight of the United States will be essential to the continued stability of the rules-based global order on which Australia relies for our security and prosperity. The world will continue to look to the United States for leadership in global security affairs and to lead military coalitions that support international security and the rules-based global order. The United States is committed to sustaining and advancing its military superiority in the 21st century, including through its Defense Innovation Initiative.

How far are the statements in the paragraph true? What difference does it make for Australia’s strategic policy whether they are true or not?

3] How are Australia’s core strategic interests affected by developments in the Southwest Pacific? How seriously are those interests under threats form what’s happening in the SWP today? What can and should Australia do about it?

4] Is Indonesia more a strategic liability or a strategic asset for Australia? How might this change over the next few decades?

5] What are the most important strategic risks Australia faces in the next few decades? What tasks should we want Australia’s defence forces to be able to perform to mitigate these risks? And how would they differ from the tasks we have set for the ADF in the past?

6] What kinds of capabilities does the ADF require to meets its tasks, and how much should Australia spend on defence?

7] What are the strengths and weaknesses of using a concentric hierarchy of strategic interests as the basis for Australian defence planning?

8] The only way to get Australia’s defence right is to have a balanced force with the flexibility to perform the full range of defence functions. Discuss.

9] Under what circumstances might Australia be forced to rethink its approach to nuclear weapons and extended deterrence? Use history to illustrate your answer.

10] Design your own question (in consultation with your tutor and subject to Prof. White’s prior approval).

Take home exam, 1500 words (30%):

The course finishes with a take home examination paper. The paper will consist of a choice of three 500 word essay questions • students will have 48 hours to complete all three questions. The exact scheduling of the exam will be confirmed at a later date. References and a bibliography will be expected, though they will not count towards the word length.

Important Notes on Assessment

Submission:

All assessments are to be submitted through TurnItIn. Only 1 submission per assessment is allowed (unless a resubmission is requested by the lecturer). Only 1 file can be uploaded per assessment item. Assessments will ‘open for submission’ one week (7 days) ahead of the due date. If for any reason you need to submit earlier than this, please email the lecturer for guidance.
No submission of assessment tasks after the due date will be permitted, unless an extension has been approved. If an assessment task is not submitted by the due date, a mark of 0 will be awarded.

It is strongly suggested that you do not leave your assignment submission until the last minute. Note below that extensions are not approved for computer malfunction, etc.

Feedback:

Generally, marked assessments will be returned three weeks (21 days) after the due date. The lecturer will let you know if this timeline will not be met. Feedback will be provided through written comments on Turnitin.

Students will be given feedback in the following forms in this course:

- Tutorial Participation: Students are encouraged to consult with the course tutor via a formal appointment or in another setting to safeguard student privacy on the quality of their verbal participation in their tutorial and to review their written comments for relevance and quality.
- Major Essay: Written comments will be provided by the tutor as facilitated by the TurnItIn System to which all student essays must be directed. Comments will be in accordance with the standards cited by the Course Expectations/Marking criteria listed below.
- Reading Journals: Students will find their reading journal grades on Wattle two weeks after submission. This will be provided by their tutor via Turnitin. Only a numerical grade is to be provided, rather than written feedback.
- Take Home Examinations: Final Examinations will be marked by the course tutors, with the results uploaded on Turnitin. Notes/marks will be entered where appropriate (and as benchmarks for essay quality). Exams will be stored in the course convenor's office for six months and any student wishing to discuss the exam can make an appointment with the convenor to do so.

Extensions:

Extension requests are made via email to the Assistant Course Convenor. Acceptable grounds for extension requests include illness and family crisis. If requesting an extension on medical grounds, please attach a medical certificate to your email. Extension requests will be refused for:

- work commitments (either professional or academic) that could have been anticipated
- poor time management
- computer malfunction / internet outage etc

Detailed Course Information

Course Content

For forty years Australia has been one of the world's most secure countries, but that hasn't always been so in the past, and it might not be so in the future. The Asian Century will present Australia with security challenges and issues rather different from those we have known before, and as a country we face some big choices about how we respond. This course aims to explore these choices by looking both at the region around us, and at what we can and should do about it. It will focus very much on contemporary policy questions, and on the Australian perspective. It will also tend to focus primary on more •traditional• conceptions of security. By the end of the course you should know a lot more about how Australia's security depends on our region, how far we can take it for granted, and what we can do about it.

Teaching Approach

The course will consist of eleven two-hour lectures, one per week starting in the third week of Semester 1, and ten compulsory one-hour tutorials starting in the fourth week of Semester 1. The lectures will be conducted in a rather more interactive and conversational style than is usual at undergraduate level, allowing plenty of scope for debate and discussion, so it will be important to have done the reading and to come prepared to talk! The tutorials will provide an important opportunity to explore issues in more detail in a smaller group, and to engage in additional activities assigned by the tutor. Again, we expect you to have carefully read and analysed the core readings before these sessions.
Tutorials

STST3002 consists of 11 compulsory one-hour tutorial sessions and tutorial topics each week will be the same as the lecture topics for that week. The times for tutorials are set out above. Tutorials are an integral part of STST3002 because they are where your course convener and tutors will provide course members with basic academic research, writing and presentation skills which are a prerequisite to do well in assignments. The tutorial in week three will cover the course assignments, examine each of the essay questions, and guide students on how to improve their academic research and writing skills. This tutorial will be led by the course convener. The final tutorial will also help prepare you for the final exam. The tutorials are also an important forum for discussion, where course members can learn how to express and enhance, both through preparatory reading and by sharing ideas, their knowledge of Asia-Pacific strategic issues.

Preliminary Reading

There is no essential preliminary reading for this course, but you are strongly encouraged to read the following before we start:


Lesson description

**Week 1**

**22 February**

**Introduction to the Course**

**Outline**

After a quick introduction to the course as a whole, we will start work by quickly reviewing the concept of security, and try to get clear what in this course we mean by ‘Australia’s security’. We will then consider different types of threat, and explore what determines how secure Australia is at any particular time, and introduce the idea of security or strategic interests. We will finish by asking what Australia’s security interests are, and how they might change in the Asian Century.

**Discussion Questions**

- What do we mean by ‘Australia’s Security’?
- What makes Australia ‘secure’ or ‘insecure’?
- What kinds of security threats should the government take most seriously?
- How would we compare the seriousness of, say, Bushfires, terrorism and major military attack as security threats?
- What features of Australia’s international setting help determine how secure we are?

**Essential Reading**

Rory Medcalf  *Towards a new Australian security* Speech delivered by Professor Rory Medcalf, Head of the National Security College, ANU, Canberra, 16 March 2015


Further Reading


Week 2

1 March

Looking Back

♦ A brief history of Australia’s security policy

Outline

History matters in the study of security both because it has something to tell us about the enduring factors that make us secure or insecure, and because our security policies are deeply shaped by what our predecessors have done before. So in this session we will take a very quick backward glance at how Australia has perceived threats to its security in the past, and what has been done about them.

Discussion Questions

♦ How secure has Australia been at different times since the First Fleet?
♦ How have changes in Australia’s international environment and domestic setting affected its security at different times? In other words, how have they affected its security interests?
♦ What have been the key ways in which Australia has tried to protect its interests and maintain its security?
♦ How has the ‘tyranny of distance’ – Australia’s size, its remoteness from Europe played, its proximity to Asia – shaped both security perceptions and policies?

Essential Reading


Further Reading:


Week 3

8 March

Looking Forward

Outline

The Asian Century is in the title of this course because most people believe that it will, among other things, fundamentally change Australia’s security situation. In this session we will explore what the Asian Century really amounts to, and why it should make so much difference to our security. Many of the issues we touch on here will be explored in more depth in later sessions, so this session will serve as a kind of warm-up and overview of the weeks ahead.

Discussion Questions

- What do we mean by the phrase ‘Asian Century’?
- What are they key underlying trends involved?
- What is driving these trends?
- What do they mean for Australia’s security?

Essential Reading


Chapter 1.


Further Reading


- pp. 15-19 – limits of hard power
- pp. 40-47 – global economy
- pp. 59-61 – potential for increased conflict
- pp. 76-78 – multiple strategic futures for East Asia
- pp. 98-106 – the role of the USA

Week 4

15 March

The Tools of Security Policy
• How can armed forces, diplomacy, aid and other policy instruments help make us secure?

Outline:

How can Australian governments shape Australia’s international environment to promote aspects that help our security and prevent developments that undermine it? There is quite a complex array of policy instruments available, including aid, trade, diplomacy and armed force. In the weeks that follow we will explore how Australia might bring a number of these to bear on specific problems and issues, but in this session we will look more broadly at how these instruments can be used, and how they can work – or not work - together and separately.

Discussion Questions:

• What is the purpose of Australia’s aid program?
• How can multilateral diplomacy – regional or global – help Australia’s security?
• Does bilateral diplomacy matter much anymore?
• What roles can armed force play in supporting Australia’s security?
• How does trade support security?
• Do economic or leadership sanctions work?

Essential Readings:


Further Reading


Week 5

22 March

The Southwest Pacific - Arc of Instability

• What are Australia’s interests in the Southwest Pacific and what can we do about them?

Outline:

The chain of small island states that run across our north from East Timor out into the Pacific has always loomed large in Australia’s security perceptions and policies. In this session we will explore the risks these countries pose and the opportunities they offer for Australian security policy in future. We will reflect on their internal dynamics and on the way these interact with wider regional developments, and consider what Australia’s interests are and what we can do to protect them.

Discussion Questions:

• Why do the islands to our north matter to Australia’s security?
How do trends and developments in these islands support or damage those interests? What can Australia do to protect and promote our security interests in these countries? What policy instruments can we use? How successful have our recent efforts been, in places like PNG, Fiji, Solomon islands and East Timor?

Essential Reading:


Further Reading


See also - other essays in Security Challenges Volume 8, Number 4 (Summer 2012)

Week 6

29 March

Indonesia – The Great Power Next Door

- Is Indonesia an asset, a liability, or both for Australia’s security?

Outline

Indonesia has a special place in Australia’s security universe because it is both the only country close to us which has the basic strategic potential to pose a direct threat to us, and likewise the only close neighbour that might have the capacity to help defend us. Both these aspects of Indonesia’s strategic importance to Australia are becoming more salient as Indonesia grows wealthier and stronger. This has big implications for our future relationship.

Discussion Questions

- How wealthy and strong might Indonesia become over the next few decades, and how will this affect the nature of the relationship?
- How likely is it that Indonesia might pose a security threat to Australia?
- How likely is it that Indonesia might become Australia’s ally?
- How might Canberra reduce the risks and expand the opportunities with Jakarta?

Essential Readings

Hanson, Fergus, Indonesia and Australia: Time for a Step Change, Sydney: The Lowy Institute for International Policy, 2012.


Week 7

19 April

America, China and the future of Australia

- Can the world’s two strongest powers live in peace? What can Australia do about it?

Outline

It is perhaps now becoming more widely accepted that Australia’s future security will depend more than anything else on whether the US and China can maintain a stable and peaceful relationship, or whether they get drawn into escalating strategic rivalry or even conflict. In this session we will explore the risks in the US-China relationship, the consequences for Australia, and what we can do about it.

Discussion Questions

- Is escalating strategic rivalry between the US and China a serious risk?
- Does Australia need to choose between its alliance with America and its close links with China? Might it need to in future?
- What would be the immediate consequences for Australia of war between the US and China? And longer-term?
- What can be done to minimise that risk, and how might Australia contribute?

Essential Reading


Further Reading:


Tow, William T., The eagle returns: resurgent US strategy in Southeast Asia and its policy implications, Canberra: Australian
Great and Powerful Friends

How do Australia’s alliances fit into our security policy?

Outline

Australia has always seen alliances and other kinds of strategic relationships as central to our thinking about our security. To some they have seemed a great boon, and to others a distinct liability. In this session we will explore how alliances might work as part of Australia’s security posture over the next few decades, looking not only at the US alliance but at other relationships as well.

Discussion Questions

- What exactly is an alliance? How many does Australia have, and with whom?
- How has the US alliance supported Australia’s security in the past? Will it keep working this way in future?
- Should Australia look for new alliances? With whom?
- Could Australia survive without a great and powerful ally like America?

Essential Reading


Further Reading


Beazley, Kim, ”Whither the San Francisco alliance system?”, Australian Journal of International Affairs, 52:2, pp. 325-368.


A Defence Force for the Asian Century

- What kind of armed forces Australia need over the next few decades?

Outline

In this session we will explore what kind of defence forces Australia might decide it needs in the Asian Century. As we have seen, armed force is not the only policy instrument available to governments, but it is in many ways the one that tells us most about how a country sees itself and its environment. As a country we need to decide what we want our armed forces to be able to do, and how much we are willing to spend on them. This involves some big choices,

Discussion Questions

- For forty years the defence of Australia itself from direct attack has been the foundation of our defence policy. Does this still make sense, and if so, defence from whom?
- What else might we want the ADF to be able to do, beyond the defence of Australia?
- Does the ADF need to be able to operate independently, or just to help our allies? Could Australia afford forces to defend itself independently?

Essential Reading


Further Reading:

Lyon, Rod, Strategic contours: the rise of Asia and Australian strategic policy, Canberra: Australian Strategic Policy Institute, 2012.


https://www.aspistrategist.org.au%2fhard-times%2f

Davies, Andrew, Asian military trends and their implications for Australia, Canberra: Australian Strategic Policy Institute, 2008.


Week 10

17 May

The Politics of Security

- What do Australians think they want?

Outline

All of the policy questions raised by the security challenges of the Asian Century must of course be addressed in a political context. The way we see our place in the region and what we decide to do about it depends a great deal on how the issues are presented and discussed at the political level, and how they are understood by the public at large. In this session we will explore the politics of security policy to see how these factors may influence the choices we make and the outcomes we can expect.

We will examine these issues using an interesting case study – Australia’s East Timor policy from 1975-1999. As you will see from the readings, there are a variety of views within the literature – these views are particularly divergent regarding the events of 1999 and the question of whether Australia ever desired East Timorese independence.

Discussion Questions

- How do questions of national security play into Australia’s wider domestic political scene?
- How much difference is there between the major political parties in their approaches to national security?
- How well-informed is the Australian public about national security questions?
- How hard would it be to create the political setting for major changes to Australia’s security policy?
- How did domestic political concerns influence Australia’s policy towards East Timor throughout 1998-1999?
- Should Australian strategic policy be influenced by popular opinion?

Essential Reading


Week 11

24 May

A Middle Power?

- What kind of country will Australia be in the Asian Century?

Outline
The way Australia thinks about national security helps to shape the kind of country we are. This week we will conclude the course by bringing together the different themes and issues to explore the question as to whether or not Australia will be or should aim to be a Middle Power in the Asian Century.

**Discussion Questions**

- What is a middle power, and how does it differ from a small power or a great power? Is Australia a middle power in Asia today?
- Could Australia choose to be a middle power in Asia over coming decades, if it wanted to?
- What would be required, and what would it cost?
- What are the implications of not being a middle power? Does it matter if we slip into the ranks of the small powers?

**Essential Readings**


**Further Reading:**


**Course Expectations**

**Marking**

In the absence of a rubric provided by the course convenor, assessments will be marked using the following rubric as a guide:

<table>
<thead>
<tr>
<th>High Distinction grade (HD) = 80% and above</th>
<th>Distinction grade (D) = 70% - 79%</th>
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</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>Research</td>
</tr>
<tr>
<td>Directly answers the question. Strikes an excellent balance between description and analysis of key issues. Arguments are backed up by quality evidence. Acknowledges and refutes possible counter-arguments to the case advanced. Displays an exceptional awareness of relevant concepts/issues/debates and is superbly positioned relative to those. Originality is a distinguishing characteristic.</td>
<td>Outstanding research effort that draws upon an excellent number and range of sources. Sources selected are of a uniformly high quality. Quantity, academic quality and style of sources is highly appropriate to the assignment task. The research is up-to-date and shows an awareness of key texts and arguments.</td>
</tr>
<tr>
<td>Directly answers the question. Strikes a good balance between description and analysis of key issues. Arguments are effectively backed up by sound evidence. Analysis may not be entirely original, but displays a superior grasp of relevant concepts/issues/debates and is well positioned relative to those. Demonstrates awareness of relevant conceptual and analytical frameworks. Advances a clear and consistent line of argument.</td>
<td>Draws upon a good number and range of sources. Research effort is wide and goes beyond material listed in the course guide. Quantity and academic quality of sources is appropriate to the assignment task.</td>
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<tr>
<td>Credit grade (C) = 60% - 69%</td>
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</tr>
<tr>
<td>Analysis</td>
<td>Research</td>
</tr>
<tr>
<td>Addresses the question. Balance between description and analysis favours the former. Evidence provided to support arguments is modest. Analysis is generally sound relative to key concepts/issues/debates. A line of argument is advanced, but not always in a particularly clear and consistent fashion.</td>
<td>Shows evidence of a fair research effort, though limited attempt to go beyond material listed in the course guide or that is otherwise easily accessible. Quantity and academic quality of sources is modest for the assignment task.</td>
</tr>
<tr>
<td>Pass grade (P) = 50% - 59%</td>
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<tr>
<td>Analysis</td>
<td>Research</td>
</tr>
<tr>
<td>Addresses the question but sometimes loses focus. Effort to deal with the key concepts/issues/debates is satisfactory, but inconsistent. Overly descriptive and little relevant analysis is provided. Evidence provided to support arguments is relatively weak. A line of argument is attempted, but not executed in a clear and consistent fashion.</td>
<td>Some evidence of research effort and basic understanding of materials and debates. Limited attempt is made to go beyond material listed in the course guide. Relies too heavily upon media sources and/or non-refereed sources, such as Wikipedia. Quantity and academic quality of sources is insufficient for the assignment task.</td>
</tr>
<tr>
<td>Fail grade (N) = 0-49%</td>
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</table>
Assessment criteria for N level work

It is possible to fail courses in the Bell School. While your course conveners and tutors are prepared to work with you to ensure that you can pass your courses, please bear in mind the following guidance on the criteria for failure. If you have any questions about what is expected of you please ask your course convener. To avoid failure you should work diligently, submit assessment on time and ensure that you keep up-to-date with readings and guidance.

Grade Moderation:

The grades for this course may be moderated by faculty staff so that your final score may differ from your raw unmoderated score.

Expectations

A good piece of academic writing should directly address the question or topic. If you are answering a question, your assignment must have a clear argument and must present evidence to support that argument, as well as acknowledging possible counter-arguments and their strengths and weaknesses.

A good essay must be clearly structured. It must have an introduction setting out the topic to be addressed, the way it will be addressed (that is, the approach you have used and the way the essay is structured), and the argument (as appropriate) that you will present. You may wish to use subheadings in the essay to provide signposts to guide the reader through the essay. Each paragraph should discuss and develop a single idea or point that links to the essay’s overall argument. The material you use should be relevant to your answer and you should demonstrate its relevance to the question you are answering or the topic you are addressing.

Assessment items must comply with the University’s academic integrity requirements. Please refer to the Academic Integrity section of this guide for further information or visit:

http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism (http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism)

You are encouraged to consult the Academic Skills and Learning Centre (https://academicskills.anu.edu.au/) for assistance with essay writing techniques, particularly if you are concerned about your writing skills.

Submission

There is a common submission deadline across the College of Asia and the Pacific (including the Coral Bell School) of 11.55pm on the due date.

It is expected that all students in the Bell School will submit their assignments online in MS Word format through Turnitin. Turnitin is designed to help students improve their academic writing skills, particularly with regard to referencing and citation. It provides prompt, accurate and immediate feedback to students and academic staff about the originality of submitted assignments. The School’s guidelines regarding the use of Turnitin will be placed on your course’s Wattle site.

Under ANU policy, students who elect not to submit an assessment task through Turnitin are required to submit, alongside the assessment item itself, hard copies of all references included in the assessment item.
All assessment task submissions, regardless of mode of submission, require your agreement to the following declaration:

I declare that this work:

- upholds the principles of academic integrity, as defined in the ANU Policy: [Code of Practice for Student Academic Integrity](https://policies.anu.edu.au/ppl/index.htm);
- is original, except where collaboration (for example group work) has been authorised in writing by the course convener in the course outline and/or Wattle site;
- is produced for the purposes of this assessment task and has not been submitted for assessment in any other context, except where authorised in writing by the course convener;
- gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used;
- in no part involves copying, cheating, collusion, fabrication, plagiarism or recycling.

The University takes academic misconduct seriously and may take action under the [Academic Misconduct Rule 2015](http://www.anu.edu.au/about/governance/legislation/academic-misconduct-rule-2015).

Note that before submitting the final version you can submit a draft of your assignment through the [Turnitin practice site](https://services.anu.edu.au/training/turnitin-practice-site-for-students), which will give you the opportunity to check that any material you have used from published sources is appropriately referenced through the originality report. Note the practice site does not store your work on Turnitin’s Database, is confidential and is not connected to your course Wattle sites. Note once you have generated a report through the practice site, it takes another 24 hours to generate a new originality report.

Remember to upload your assignments to Turnitin in MS Word format. It is your responsibility to ensure that the final detail and formatting of the assignment are correct. Please note that the common submission deadline is 11.55pm and late penalties apply. So don’t leave it until the last minute!

You must ensure that you keep a copy of your submitted work, which can be readily accessed, until results for that course have been released. You should also ensure that you have an electronic backup of submitted work, as extensions will not be given for technical problems (e.g. the malfunction of a USB drive, or harddrive crash).

Assessment is anonymous where appropriate and possible. For privacy reasons, you should not include any information in assignments submitted via Turnitin that identify you, including your student number.

All assessment task submissions submitted via Turnitin require agreement to the following declaration by the student:

By checking this box I confirm that I have read and understood the information available relating to Turnitin and I am aware that unless I choose to optout from using Turnitin, I agree to submit my assignment to Turnitin for the purposes of text matching. I also agree to provide Turnitin with a perpetual, irrevocable licence (and right to sub licence) to store and use my assignment for the purposes of text matching. I also agree that my use of the Turnitin service is subject to agreeing to the Turnitin User Agreement.

**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 overlength (taking account of the +10% leeway) will be applied. For example, for a 2,000 word essay given a mark of 80:

- If it is 2,000 to 2,200 words it is within the limits (and the 80 will remain unchanged).
- If it is between 2,201 and 2,300 words it will be penalised 2% (and the 80 will become 78).
- If it is between 2,301 and 2,400 words it will be penalised 4% (and the 80 will become 76).
- If the assignment would have received a pass mark or higher but for the penalty, no further marks will be deducted once the assessment mark has reached 50.

The word length does not include your bibliography.
Examinations

The form of exam adopted in a particular course is at the discretion of the course lecturer, chosen from the following:

- **Closed book**: taken on campus, within a discrete timeframe (normally two or three hours). No books or other materials are allowed in the exam room.
- **Open book**: taken on campus, within a discrete timeframe (normally two or three hours). Students are permitted to bring books and some other materials into the exam room.
- **Take home**: You are given an exam question(s) which you take home on a set date. You are then required to submit typed answers within a set period of time (usually within a few days). Take-home exams must be submitted by the due date if they are to be accepted for assessment. Please note a take-home exam is not an essay and no requests for extensions will be considered.

It is an ANU requirement for all students to be available throughout the examination period (including Saturdays) to sit exams.

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*.


The full *Chicago Manual of Style* is available to ANU students via the following library links:

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


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 [School’s referencing guidelines here.](get_file?file_id=964)

Second Marking

Within the Bell School assignments which receive an initial grade of less than 50% [that is, a N or fail] may be 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.

Variations to Assessments

<table>
<thead>
<tr>
<th>Assessment variation</th>
<th>Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>When a Course Convenor approves a student to submit an assessment item after the due date without penalty due to exceptional circumstances beyond a student’s control which render the student unable to complete the assessment task by the due date (Clause 14 Procedure).</td>
</tr>
</tbody>
</table>
### Examples/eligibility
- medical reasons (student injury, illness or medical condition) of such significance that completion of the assessment task was not possible;
- family/personal reasons (family injury or illness, bereavement) of such significance that completion of the assessment task was not possible;
- employment related reasons: where a student’s employment status or employment arrangements change unexpectedly due to circumstances beyond their control of such significance

### How to apply
Applications for an extension must be made in writing to the Course Convenor (Procedure, clauses 10 and 11) and must be accompanied by documentation substantiating the case for an extension (Procedure, clause 12).

### When to apply
On or before the assessment due date. The only exception is where the student could not reasonably be expected to have applied by the appropriate date due to illness or other medical conditions.

### Sample supporting documentation
Medical certificate, letter from employer, letter of support from a counsellor.

### Example outcomes
A new deadline is approved for a particular assessment item. This does not include take home examinations.

### Key notes
- A new due date must not extend beyond the date for the return of the assessment item specified in the Course outline (Procedure, clause 16) unless there are exceptional circumstances.
- Extensions of take home examinations are not permitted (Policy, clause 28).
- Where an extension is granted on medical grounds and is on the basis of a non-chronic condition, an extension of the due date for an assessment task is normally limited to the number of days (calculated to the nearest business day) the student is suffering from the medical condition as indicated on the medical certificate (Procedure, clause 17).
- The request must be considered by the Course Convenor within five working days. Notification of the outcome is provided via email to the student within three working days of the decision (Procedure, Clause 13 and 18).
- If an extension is not approved the Course Convenor must provide reasons for his or her decision (Procedure, clause 22).
- Where the student gains an unfair advantage as a result of the extension of the assessment due date, an alternative assessment task is set (Procedure, clause 19).
- Where the extension of the due date for an assessment task has been granted and the deadline for the submission of final results cannot be met, an interim grade of DA (Deferred Assessment) is published (Procedure, clause 20).
- Where a student can demonstrate ongoing or further exceptional circumstances, an additional extension may be approved (Procedure, clause 24).
- Interim grades are converted to an NCN after six months if they have not been resolved to a final grade (Procedure, clause 21).

### Assessment variation
**Late Submission and Penalties**

### Description
When an assessment item is submitted after the due date

### Relevant ANU Policies/Procedures

### Examples/eligibility
Submitting an assessment item without an approved extension

### How to apply
Check that late submission is allowed for the assessment item by checking the course outline. If it is allowed, proceed by submitting the assessment as directed by the course outline, Wattle site, or course convenor.

### When to apply
NA
Example outcomes

- An assignment is due on a Monday. The course outline allows for late submission with penalty. A student submits two days later on the Wednesday. A 10% penalty is applied for two working days (or part thereof).
- No late submission is allowed and the due date for an assessment has passed. The student may consider if the meet the requirements to apply for Special Consideration

Key notes

- All assignments in the College of Asia and the Pacific are due by 11.55pm on the due date.
- No late submission will be accepted once the exam period has begun without an approved extension.
- It is within the power of a course convenor to determine that late submission without an extension will not be allowed for a piece of assessment (Policy clause 23). If the course convenor determines late submission of assessment task is not accepted, this information will be included in the course outline.
- Late submission of assessment tasks without an extension (if allowed) are penalised at the rate of 5% of the possible marks available per working day or part thereof (Procedure, clause 7).
- Late submission of assessment tasks is not accepted after the due date has been exceeded by 10 working days, or on or after the date specified in the Course Study Guide for the return of the assessment item (whichever of these two dates is earlier) (Policy, clause 24).
- Late submission is never accepted for take-home examinations (Policy, clauses 25 and 28).

Assessment variation

Special Consideration ([http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration](http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration))

Description

The process by which an examiner takes extenuating circumstances into consideration during the marking of an assessment item.

Relevant ANU Policies/Procedures


Examples/eligibility

Examples of extenuating circumstances are:

- an unexpected illness or exacerbation of an existing illness
- the illness/death of a family member
- trauma
- being a victim of crime
- misadventure

How to apply

Applications are completed using the [special consideration eForm, via ISIS ([https://isis.anu.edu.au/](https://isis.anu.edu.au/))]

When to apply

An application form must be completed and lodged online within three business days of the original due date of the assessment task. Applications will not be accepted after three business days unless serious illness or misadventure prevented you from submitting the form within this period.

Sample supporting documentation

- documents/certificates from health professionals (a medical certificate is only valid if it attests to your illness at the time claimed). A template ([http://www.anu.edu.au/files/resource/Application_for_Special_Consideration_Supporting_Documentation_Form.pdf](http://www.anu.edu.au/files/resource/Application_for_Special_Consideration_Supporting_Documentation_Form.pdf)) is available and should be used if possible.
- letters of support from an ANU Disability Adviser
- letters of support from an ANU staff member
- a police report
- a death certificate
| Example outcomes                                                                umbing content in the image. |
|---------------------------------------------------------------------------------|--------------------------|
| • If the application is considered incomplete you will be notified via email.  |
| • If the application is considered complete the outcome may be one of the following: |
| a. no consideration granted                                                                 |
| b. adjustment to individual assessment item result                                  |
| c. adjustment to course result                                                        |
| d. additional supplementary assessment                                               |
| e. referral to support services                                                       |
| • If you require an extension to the due date of your assessment do not apply for special consideration. |

<table>
<thead>
<tr>
<th>Key notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Certified copies of documents to be provided during the initial application process are not initially required. However, the University reserves the right to require applicants to provide original documentation subsequently. Any document submitted may be audited and is subject to verification from the issuing body.</td>
</tr>
<tr>
<td>• Documentation must be in English. Where the original documentation is not in English, an official translation must be provided (<a href="http://www.anu.edu.au/students/program-administration/program-management/document-certification-and-translation">http://www.anu.edu.au/students/program-administration/program-management/document-certification-and-translation</a>). Students should attach copies of the original documentation and the English translation of these documents.</td>
</tr>
<tr>
<td>• The granting of a request for special consideration is not guaranteed and is at the discretion of the relevant ANU College.</td>
</tr>
<tr>
<td>• Your application will be considered by the course convener of the affected course; adjustments to mark/grades will be made at the convenors discretion taking into account the following at a minimum:</td>
</tr>
<tr>
<td>a. a student’s overall performance and attendance</td>
</tr>
<tr>
<td>b. the severity of the event or condition and its impact on performance</td>
</tr>
<tr>
<td>c. academic standing status</td>
</tr>
<tr>
<td>d. history of previous applications for special consideration</td>
</tr>
<tr>
<td>• The Course Convener will send an email notification to the applicant advising whether their special consideration application is accepted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment variation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Examination or Assessment arrangements for students from language backgrounds other than English</strong> (<a href="http://www.anu.edu.au/students/program-administration/assessments-exams/assessment-arrangements-for-students-from-language">http://www.anu.edu.au/students/program-administration/assessments-exams/assessment-arrangements-for-students-from-language</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from linguistically diverse backgrounds (including Indigenous Australians), may be eligible for additional time in assessment items or other special arrangements or concessions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevant ANU Policies/Procedures</th>
</tr>
</thead>
</table>
### Examples/eligibility

**Eligibility:**

- have been educated in a country where English is not the first language and you speak a language other than English at home; or
- were born outside Australia; arrived in Australia up to 10 years prior to the date of application; and you speak a language other than English at home; or
- were born in Australia but have lived permanently in a country where English is not the first language and you speak a language other than English at home;

As well as meeting one of the requirements above you must also:

- be in your first 12 months of enrolment, either full-time or part-time; and
- demonstrate a mix of both linguistic and cultural factors, which disadvantage you in timed assessment tasks such as exams or tests conducted in English (not required for students admitted under the Indigenous Alternative Entry Scheme); and
- have evidence that you are undertaking formal English language training courses or are engaged in activities that can be expected would improve English language skills

### How to apply

Complete the form: [Special Assessment Arrangements for Students from Language Background Other Than English - Form.pdf](http://www.anu.edu.au/files/resource/Special%20Assessment%20Arrangements%20Form.pdf)

### When to apply

For Final exams: by the census date

For all other assessments or non-semester courses the form must be submitted before 10% of the teaching period has elapsed.

### Sample supporting documentation

None required

### Example outcomes

Special examination arrangements may include:

- up to one-third additional time for either reading or writing
- access to an appropriate approved dictionary.

### Key notes

You will be notified in writing by the relevant ANU College Student Admin Office once an outcome has been assessed by the Associate Dean (Education).

Notification to the student will be at least two weeks before the scheduled examination/assessment task of the outcome of the request for concessions.

### Assessment variation

[Deferred Examinations](http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations)

### Description

The sitting of an examination at a time other than the scheduled time/date owing to extenuating circumstances (unpredictable and unavoidable)

### Relevant ANU Policies/Procedures

- [Student Assessment (Coursework) Policy](https://policies.anu.edu.au/ppl/document/ANUP_004603) (clauses 46-54)
- [Student Assessment (Coursework) Procedure](https://policies.anu.edu.au/ppl/document/ANUP_004604) (clauses 36 – 49)
### Examples/eligibility
- an unexpected serious illness or exacerbation of an existing serious illness
- the illness/death of a family member
- trauma
- misadventure
- being a victim of crime
- where it is impractical to attend the scheduled examination due to compulsory commitments such as: A compulsory commitment arising from being a member of the armed forces, jury duty and relevant educational purpose (e.g., commencement of northern hemisphere course).
- unavoidable religious obligations
- registered elite athlete

### How to apply
Applications are completed using the deferred examination eForm via ISIS [https://isis.anu.edu.au/](https://isis.anu.edu.au/)

### When to apply
An application form must be completed and lodged within three business days of the original examination date. Applications will not be accepted after three days unless serious illness or misadventure prevented you from submitting the form within this period. If any key information is missing you will receive an email requesting the information and you will have 5 working days to provide it before your application is deemed incomplete (Procedure, clause 37b)

### Sample supporting documentation
- documents/certificates from health professionals (a medical certificate is only valid if it attests to your illness at the time claimed)
- letters of support from an ANU Disability Adviser
- letters of support from an ANU staff member
- a police report
- a death certificate.

### Example outcomes
You may be approved for an examination at a later date.

### Key notes
If the application is incomplete you will be advised via email (Procedure, clause 38).

You are notified of the outcome within three working days of the decision being made and if approved are advised of the location and time of the deferred examination (Procedure, clause 42 and 44).

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special consideration for the marking of the examination.

The following illnesses or events are not regarded as severe enough to warrant a deferred examination (Procedure, clause 41c):
- Mild illness – a cold, mild virus, illness in days preceding examination date, sore throat, cramping, mild gastrointestinal infections, feeling out of sorts etc. on the day of the examination.
- Unexpected event causing loss of a few hours of dedicated time close to the examination – minor accident.
- An interruption to study during the semester.
- Misreading or misunderstanding the published examination timetable (unless the Registrar is satisfied that there is an administrative issue with the timetable).
- Examination frequency – two examinations on the same day; examinations on successive days; an inconvenient or onerous examination timetable.
- Routine activities – demands of employment, family or friend problems such as relationship tension, adjustment to university life, demands of academic life, need for financial support, demands of sporting, social and extra-curricular activities, travel arrangements which conflict with the exam timetable.
- Examination anxiety or other associated academic work.
- Other instances of minor illness or minor circumstance that are not listed as appropriate grounds earlier in this section.

### Assessment variation
[ Diversity and Inclusion Educational Access Plan](http://www.anu.edu.au/students/health-wellbeing/diversity-inclusion/initial-consultation)
<table>
<thead>
<tr>
<th>Description</th>
<th>Students who have a disability, medical condition or who are recognised primary carers of a person with a disability may be eligible to register to access reasonable adjustments.</th>
</tr>
</thead>
</table>
| Examples/eligibility | The definition of disability is based on the Disability Discrimination Act (DDA) 1992 and includes:  
- deafness and hearing impairment  
- blindness and vision impairment  
- physical disability  
- specific learning disability  
- psychiatric disability  
- acquired brain injury  
- chronic medical conditions  
- temporary disability (e.g. broken limb, affected mobility, or short term medical conditions). |
| How to apply | Make an appointment with the Access and Inclusion office (http://www.anu.edu.au/students/health-wellbeing/diversity-inclusion/initial-consultation) |
| When to apply | On commencement at ANU or as soon as possible after a disability, medical condition, or carers responsibility is identified. |
| Sample supporting documentation | Relevant supporting documentation such as opinions from medical experts that describe the nature of the disability or medical condition and the extent to which that disability may impact on the student’s ability to undertake their studies. |
| Example outcomes | An Educational Access plan that communicates and ensures reasonable adjustments to assisting students to participate fully in their program of study by minimising the impact of disability and disadvantage on learning such as:  
- Course materials in alternative formats  
- Note-taking services  
- Additional library services  
- Special exam arrangements  
- Physical access adjustments  
- Additional software |
| Key notes | Please see the Access and Inclusion office (http://www.anu.edu.au/students/contacts/access-inclusion) for further details.  
Once you have a plan in place, any adjustments required will be communicated to your Course convenors. |

**Contacts**

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Assessment topics and submission dates

Courses are assessed through a variety of means, including tutorial participation and presentations, essays, exams and a range of creative assessment techniques.

Assignment topics, submission dates and course convenors’ special requirements will be detailed in the specific course guidelines.

There is a common College submission deadline of 11.55pm on the due date for all assessment.

Presentation

All written assignments submitted for Bell School courses must be:

- Accompanied by a completed cover sheet. The cover sheet is available on each course’s Wattle site;
- Formatted in 12-point font, 1.5 or double-spaced and for A4-size paper;
- Formatted to include page numbers in either the header or footer, and adequate margins for comments;
- Saved in one document, which includes your cover sheet and, if required, references; and
- Saved as a MS Word document.

Academic and Personal Support

If you experience academic or personal problems you are welcome to discuss these with any member of the academic staff, the Associate Dean (Student Experience), (cap.student@anu.edu.au (mailto:cap.student@anu.edu.au)), or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/) (including the
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 (http://www.anu.edu.au/directories/university-glossary) at the ANU Policy Library (https://policies.anu.edu.au/ppl/index.htm) which also contains a section on Legislation (http://www.anu.edu.au/about/governance/legislation/) (Statutes, Rules and Orders).

Key legislation:

- Coursework Awards Rule 2016 (No. 2) (http://www.anu.edu.au/about/governance/legislation/coursework-awards-rule-2016-no-2)

Key policies and procedures include:

- Policy - Student Assessment (Coursework) (https://policies.anu.edu.au/ppl/document/ANUP_004603)
- Procedure - Student academic study load and progression (https://policies.anu.edu.au/ppl/document/ANUP_006805)
- Student complaint resolution (https://policies.anu.edu.au/ppl/document/ANUP_000540)

Guideline:


Academic Integrity

It is the responsibility of each individual student to:

- Ensure they are familiar with ANU policy for academic integrity (see Academic Misconduct Rule 2015 (https://www.legislation.gov.au/Details/F2015L02025))
- Ensure work submitted for assessment is original and has not been submitted elsewhere
- Ensure appropriate acknowledgement and citation is given to the work of others
- To declare an understanding of, and compliance with, the principle of academic integrity when submitting assessment items

For information on academic honesty and integrity please refer to http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

For assistance through free drop in sessions, individual appointments (https://academicskills.anu.edu.au/user?destination=userappt), workshops and self-help resources please see the Academic Skills and Learning Centre (http://www.anu.edu.au/students/contacts/academic-skills-learning-centre)

Assessment Requirements

The ANU utilises Turnitin, a text-matching service designed to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University’s approach to managing Academic Integrity.

Useful resources:

- Turnitin practice site (https://services.anu.edu.au/training/turnitin-practice-site-for-students) - a space to practice and learn separate from your course sites. Any uploads do not contribute the Turnitin database. You can access a Turnitin report through the practice site to assist you with improving your citation and referencing.
Students may choose not to submit assessment items through Turnitin. In this instance the student will need to discuss this with the Course Convenor prior to Week 3 (for standard Semesters), or the first week for non-standard sessions. The Course Convenor will arrange an alternate means of submission (such as creating an individual Wattle Assignment to upload the assessment). In addition to the assessment item itself the will be required to submit hard copies of all referenced source items included in the assessment item.

For additional information regarding Turnitin please visit the ANU Online website.

**Student Appeals and Complaints**

If you are concerned about a mark that you have been awarded you should approach the course convener to discuss the reasons for the mark being awarded.

Beyond this, you have the right to seek a review of your final result in a course. However, you should first raise any questions or concerns about the overall result of a course with your course convenor. See the ANU College of Asia and the Pacific policy on assessment review and appeals for guidance: [http://asiapacific.anu.edu.au/students/student-centre/appeals-and-complaints](http://asiapacific.anu.edu.au/students/student-centre/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 Evaluation of Learning and Teaching (SELT) 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. Most student evaluations are conducted during the last three weeks of the teaching period through to the end of exams. Results are not released to teaching staff until student results are released.


**Support for Students**

The University offers a number of support services for students. Information on these is available online from [http://www.anu.edu.au/students/healthwellbeing](http://www.anu.edu.au/students/healthwellbeing).

**Library**

- Information about the library can be found at [http://anulib.anu.edu.au](http://anulib.anu.edu.au)
- For free courses offered by the Library please see: [http://anulib.anu.edu.au/research-learn](http://anulib.anu.edu.au/research-learn)