Chinese Foreign and Security Policy

INTR-2012

Semester 2 2018  6 Units  In Person Delivery  Modified 19/07/2018

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

Meeting Times

Lectures: Tuesday, 2-4pm, Hedley Bull Centre Lecture Theatre 1

Tutorials: TBC

Please note that tutorial participation, marked on the basis of your tutorial attendance, reading journal and presentation, constitutes 20% of your overall assessment.

Contact Information

Dr Feng Zhang

Email: feng.zhang@anu.edu.au
Office: Room 2.09, Hedley Bull Centre
Phone: 02 6125 3341
Website: http://fengzhangmc.com (http://fengzhangmc.com)

Office hours: by appointment

Feng Zhang (PhD, LSE) is Fellow (Senior Lecturer) in the Department of International Relations at the Australian National University’s Coral Bell School of Asia Pacific Affairs. His research focuses on Chinese foreign and security policy, Asia-Pacific security relations (especially the South China Sea), and international relations theory.


He is also Adjunct Professor at the National Institute for South China Sea Studies in China, and has received visiting research fellowships from the East Asian Institute of the National University of Singapore and the Guangdong Institute of International Strategy in China. Prior to ANU, he taught at Tsinghua University in Beijing and Murdoch University in Perth.

He is a regular contributor to international media and policy forums including ChinaFile, East Asian Forum, Foreign Affairs, Financial Times, Foreign Policy, International Public Policy Review, The Paper, The Strategist, and The Straits Times. He can be reached via email at feng.zhang@anu.edu.au, via Twitter @fengzhangmc, and via his website at http://fengzhangmc.com.

Description

This course surveys the rise of China and its implications for Asian and international security. The course begins with an historical
overview of Chinese security policy with a particular emphasis upon key concepts of national identity, international status, and modernisation. It explores the domestic sources of China’s security policy, China’s security relations in the Asia Pacific, and particular case studies of crisis diplomacy such as the South China Sea, the Mekong River Delta, and the Himalayan-Tibetan Plateau.

## Objectives

The broad objectives of this course are to:

1. introduce you to the history of China's foreign policy so that you will be able to understand the trajectory of China's rise;
2. introduce you to leading theories of foreign policy so that you can begin to apply them to the China case or even challenge them with the China case;
3. enable you to explain China's foreign policy with historical knowledge and theoretical tools;
4. introduce you to the impact of China's rise on the outside world and enable you to have a critical and intelligent engagement with the scholarly and journalistic debates on China's rise.

## Learning Outcomes

Students who successfully complete this course should have:

1. A comprehensive knowledge of the evolution of China’s foreign relations and security policies;
2. A critical understanding of the key drivers of Chinese security policy behaviour in the Asia Pacific;
3. Deeper insights into regional foreign policy and security challenges from a Chinese perspective;
4. A developed capacity to present strong arguments in their written and oral work and to link relevant concepts and theories to actual practice skills (as developed through written assessments, in-class discussions and tutorial-based activities).

## Schedule

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Lecture 1</td>
<td>The historical context</td>
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<tr>
<td>24 July</td>
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<tr>
<td>No tutorial</td>
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<tr>
<td>Lecture 2</td>
<td>Theories of foreign policy</td>
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<tr>
<td>31 July</td>
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<tr>
<td>Tutorial 1</td>
<td>The historical context</td>
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<tr>
<td>Lecture 3</td>
<td>Chinese security policy during the Cold War</td>
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<td>7 August</td>
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<tr>
<td>Tutorial 2</td>
<td>theories of foreign policy</td>
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<tr>
<td>Short essay due: Thursday 9 August</td>
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<tr>
<td>Lecture 4</td>
<td>&quot;Peaceful rise&quot; in the post-Cold War world</td>
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<tr>
<td>14 August</td>
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<td>Tutorial 3</td>
<td>Chinese security policy during the Cold War</td>
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<td>Lecture 5</td>
<td>Chinese power and intentions</td>
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<td>21 August</td>
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<td>Tutorial 4: “Peaceful rise” in the post-Cold War world</td>
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<tr>
<th>Lecture 6</th>
<th>China-US relations</th>
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<tr>
<td>28 August</td>
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<td>Tutorial 5: Chinese power and intentions</td>
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<tr>
<th>Mid-semester break</th>
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<td>3-14 September</td>
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<tr>
<th>Lecture 7</th>
<th>Taiwan and cross-Strait relations</th>
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<tr>
<td>18 September</td>
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<tr>
<td>Tutorial 6: China-US relations</td>
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<tr>
<th>Lecture 8</th>
<th>Japan and East China Sea</th>
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<tr>
<td>25 September</td>
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<tr>
<td>Tutorial 7: Taiwan and cross-Strait relations</td>
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<tr>
<th>Research Essay due: Thursday 27 September</th>
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<tr>
<th>Lecture 9</th>
<th>North Korea nuclear weapons program</th>
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<tr>
<td>2 October</td>
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<tr>
<td>Tutorial 8: Japan and East China Sea</td>
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<tr>
<th>Lecture 10</th>
<th>The South China Sea</th>
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<tr>
<td>9 October</td>
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<tr>
<td>Tutorial 9: North Korea nuclear weapons program</td>
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<tr>
<th>Lecture 11</th>
<th>Australia and the South Pacific</th>
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<tr>
<td>16 October</td>
<td></td>
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<tr>
<td>Tutorial 10: The South China Sea</td>
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Materials

There is no essential textbook for this course. However, students are strongly advised to read a general introduction to China's foreign relations in order to acquire a basic understanding of the major themes and issues. I especially recommend the following book:


Other recommended books include:

- Stuart Harris, *China's Foreign Policy* (Polity Press, 2014).

Students new to Chinese foreign policy might consult these reference books:


Students unfamiliar with Chinese history and politics should also consult one of the following books:


General References:


Yong Deng and Fei-ling Wang, eds., *China Rising: Power and Motivation in Chinese Foreign Policy* (Lanham, Maryland: Roman & Littlefield, 2005).


Rosemary Foot and Andrew Walter, *China, the United States, and Global Order* (Cambridge University Press, 2011).


Stuart Harris, *China’s Foreign Policy* (Polity Press, 2014).


Audiovisual Materials

Richard Baum, *The Fall and Rise of China, Parts 1-4* (Chantilly, VA: The Teaching Company, 2010). This is an excellent DVD collection of lectures on modern Chinese history and politics given by one of the world's authorities on Chinese politics.

Journals
Important journals for the study of China’s foreign policy

China: An International Journal
China Journal
China Quarterly
Chinese Journal of International Politics
China Security
Journal of Contemporary China
Issues and Studies
Modern China

Area studies journals with China content

Asian Survey
East Asian Policy
Journal of American-East Asian Relations
Journal of Asian Studies
Journal of East Asian Affairs
International Relations of the Asia Pacific
Modern Asian Studies
Pacific Affairs
Pacific Focus
Pacific Review
Third World Quarterly

International relations journals with China content

Adelphi Papers
American Political Science Review
European Journal of International Relations
Foreign Affairs
Foreign Policy
International Affairs
International Organizations
International Politics
International Security
### Online Resources

- **Chinese Foreign Policy Database at the Wilson Center:**
  
  http://digitalarchive.wilsoncenter.org/theme/chinese-foreign-policy-database

- **History of China’s Foreign Relations:**
  
  http://www.chinaforeignrelations.net/

- **China Brief:**
  
  http://www.jamestown.org/programs/chinabrief/

- **China Leadership Monitor:**
  
  http://www.hoover.org/publications/china-leadership-monitor

- **China Digital Times:**
  
  http://chinadigitaltimes.net/

- **China Beat:**
  
  http://www.thechinabeat.org/

- **PRC Central Government Portal:**
  
  http://www.gov.cn/

### ✔ Assessment Overview

#### Summary

<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>20%</td>
<td>In class. Including three components: attendance (5%), reading journal (5%), presentation (10%).</td>
<td></td>
</tr>
<tr>
<td>Short essay</td>
<td>20%</td>
<td>Topics 1-3</td>
<td>1,000 words, due by 11.55pm, 9 August</td>
</tr>
<tr>
<td>Type</td>
<td>Weight</td>
<td>Learning Outcome</td>
<td>Notes</td>
</tr>
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<tr>
<td>Research essay</td>
<td>30%</td>
<td>Topics 4-7</td>
<td>2,500 words, due by 11.55pm, 27 September</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>All topics</td>
<td>2,500 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Take-home exam, 9am-11.55pm, 3 November</td>
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</tbody>
</table>

### Grading Scale

According to the ANU policy on assessment ([https://policies.anu.edu.au/ppl/document/ANUP_004603](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>
</tr>
</thead>
<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

#### Tutorial participation

There are three criteria for evaluating tutorial participation: your tutorial attendance, reading journal, and presentation and contribution to class discussion.

**Tutorial attendance: 5%**

Your tutor will record your attendance.

**Reading Journal: 5%**

Each week, you must produce a short summary of the main arguments and key points made in each of the TWO ‘Required Readings’ assigned. In cases where I have assigned more than two required readings, choose two from them for your journal. You should produce no more than one page of text per reading.

Reading journals must be submitted during the weekly tutorial, and late journals will not be accepted (unless approved by your tutor with reasons and supporting evidence). Please clearly mark the top of each page with your name and Student ID number. The journal is designed to assist you in understanding the course materials and preparing for the essays and exam.

Reading journals are marked on the basis of ‘pass’ or ‘fail’. Those who have submitted journals the quality of which the tutor judges to be adequate will receive a ‘pass’ grade and be given the whole 5% allocated to this assignment item. Those who fail to submit or submit journals that clearly fail in quality will receive a ‘fail’ grade and 0% in the marks.

**Tutorial Presentation: 10%**
Each student will be asked to give a tutorial presentation on one of the subjects discussed in the course. Every member of the tutorial group must select a topic from the weekly lecture topics and give a presentation on that topic. They should register their names on the Wattle tutorial presentation schedule or through the first tutorial. Maximum two presenters in one tutorial.

In tutorial presentation, you can choose one of the study questions for the week provided in the course guide, or you may come up with your own question. If the latter, please discuss with your tutor the feasibility of your own question.

Each presentation should be no longer than 8 minutes. After the presentation, you should lead a discussion around 7 minutes or so among your fellow students. To achieve this, you should have a number of leading questions prepared. These may reflect your readings on the subject, your presentation material, or your own ideas and views.

In most tutorials there will be two presenters. You must get in touch with the other presenter to discuss your questions and avoid overlap.

You should NOT read from a prepared text. Instead, you should speak to the key points of your presentation.

You are required to use PowerPoint and send it to your tutor one day before your presentation, with about 8 PPT slides for an 8-minute presentation (too many slides would make your presentation ineffective).

If both presenters agree, a joint presentation (15-20 minutes) can be made to the class. Alternatively, the two students may also consider non-conventional forms of conducting presentations. This may include role plays; debating opposing views; or other ways of stimulating effective discussions.

The aim of the presentation (and the criteria according to which your presentation is assessed) is to elucidate, and critically assess the key issues of the topic, the main arguments on the issues and, through raising insightful questions, stimulate discussion among other members of the group. Do not simply summarise the readings, and do not simply answer the questions listed for tutorial discussion.

<table>
<thead>
<tr>
<th>Tutorial Presentation Assessment item</th>
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</thead>
<tbody>
<tr>
<td>Identification of key arguments and issues on the topic</td>
</tr>
<tr>
<td>Conceptual/theoretical analysis: identify and explain the concept or theory used in analyzing the issue and evaluate the usefulness of the concept or theory in understanding</td>
</tr>
<tr>
<td>Presentation structure</td>
</tr>
<tr>
<td>Promotion of relevant thinking and questions that can lead and stimulate the following discussion</td>
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</tbody>
</table>

If for some reason you cannot make a scheduled presentation, you must contact the lecturer and tutor immediately, and justify your absence with supporting evidence (e.g., a medical certificate).

**Short essay**

The short essay gives you an opportunity to test your understanding of course materials for the first three topics. Write an essay of 1,000 words to answer one of the following questions:

1. Do traditional China's foreign relations before the 19th century have any relevance for understanding contemporary Chinese foreign policy?
2. What is the impact of the so-called 'century of humiliation' on modern Chinese foreign policy?
Research essay

The research essay is a detailed piece of work that comprehensively answers the essay question of your choice. Write 2,500 words to answer one of the following questions:

1. Why did China promote the "peaceful rise/development" foreign policy discourse?
2. Is it possible to pin down China's strategic intentions?
3. Why has China-US strategic competition intensified?
4. Is China going to use force to achieve reunification with Taiwan?

Final exam

Take-home exam as noted above.

Assessment Feedback

Students will be given feedback in the following form during this course:

- Verbal feedback on contribution to the tutorial discussion
- Verbal feedback on tutorial presentations at the end of that tutorial
- Written comments on essays
- Any other feedback students may seek from appointments with the tutor and lecturer

Detailed Course Information

Each week's readings are split into essential and recommended reading. Students are expected to have read all the required texts for that week, and preferably also one or two of the recommended texts. The reading lists are not exhaustive. For essays students will need to consult the recommended readings and search for additional relevant works on their own. When reading students are encouraged to consider the following questions:

- What are the foundations of this author's argument?
- What are author's sources and how strongly do the sources support the argument?
- What is the motivation of the author of this work?
- Who is the author and how does that influence their argument?
- Do you agree with the work, and why is that the case?
- How has this work altered your own thinking on the matter?

Lecture One: The Historical Context

This first lecture introduces you to the historical context of China’s foreign relations. It is split into two parts. Part I is a general introduction of China and some of the salient features of traditional China’s foreign relations during its long imperial era (221 B.C. – A.D. 1911). Part II introduces you to China’s so-called “century of humiliation”—China’s checkered experience in its struggle with modern international relations. It covers the period from the decline and collapse of the last imperial dynasty—the Qing dynasty—in the mid-nineteenth century to the founding of the People’s Republic of China in 1949.

Learning outcomes

On successful completion of this topic you should be able to:

1. Understand the most important scholarly interpretations of traditional China’s foreign relations and their problems, particularly with regard to John K. Fairbank’s “Chinese world order” and “tribute system” thesis;
2. Consider whether imperial China had left any notable legacy on contemporary China’s foreign relations;
3. Understand what the “century of humiliation” refers to and what it means for generations of Chinese in the twentieth century;
4. Appreciate how China’s struggle with the modern world has shaped Chinese perceptions of foreign policy and international relations.

Essential reading


Recommended reading


Study questions

1. What is the so-called “tribute system”? 
2. What does Fairbank mean by the “Chinese world order”? What are the problems with his framework?
3. Do traditional China’s foreign relations have any relevance for our understanding of contemporary China’s foreign policy?
4. What is the so-called “century of humiliation”? 
5. What lessons had the Chinese learned from China’s troubled experience with the modern world?
6. What were the most important foreign policy legacies of modern China for the PRC?

Lecture Two: Theories of Foreign Policy

This lecture introduces you to theories of foreign policy with an expectation that you will be able to apply or even challenge these theories in the case of China’s foreign policy that we will be discussing in the following lectures and tutorials. It discusses what
foreign policy is, why it is a particularly complex object of study, and what mainstream theories are available for understanding the foreign policies of states.

Learning outcomes

On successful completion of this topic you should be able to:

1. Realize the existence of Foreign Policy Analysis (FPA) as a subfield of International Relations (IR);
2. Understand the nature and complexity of foreign policy;
3. Be familiar with major theories of foreign policy;
4. Apply these theories to the China case in the following lectures and discussions.

Essential reading


Recommended reading


Study questions

1. Is foreign policy the same as international politics? If not, what are the differences?
2. What are the main theories of foreign policy? What are their strengths and weaknesses?
3. What are the major theoretical questions of Chinese foreign policy studies?

Lecture Three: Chinese Security Policy During the Cold War: 1949-89

This lecture discusses the foreign relations of the People’s Republic of China during the Cold War. It focuses on two pivotal strategic decisions: the creation and then the decline and collapse of the Sino-Soviet alliance, and the shift away from a formal alliance with the Soviet Union to a tacit anti-Soviet alliance with the United States. We will also discuss the Korean War, the Sino-Indian border war of 1962, China’s involvement in the Vietnam War, and Deng Xiaoping’s “reform and opening up” policy.

Learning outcomes
On successful completion of this topic you should be able to:

1. Understand the reasons for China’s decision to ally with the Soviet Union;
2. Understand the causes of the Korean War and why China decided to enter the war;
3. Trace the deterioration of Sino-Soviet relations and explain the collapse of the alliance;
4. Understand the important political and strategic backgrounds to the Sino-U.S. rapprochement;
5. Explain the Sino-U.S. rapprochement.

Essential reading


Recommended reading

1. Garver, *China’s Quest*, chapters 1-16.


Study questions

1. Why did China decide to “lean to one side” and ally with the Soviet Union?
2. Why did China enter the Korean War?
3. Why did the Sino-Soviet alliance break down?
5. Was geopolitics (thus structural factors in international politics) the most important reason for China’s decision to improve relations with the United States?


This lecture first introduces you to the continuity and change in China’s foreign policy following the tumultuous events of the 1989 Tiananmen crackdown and the end of the Cold War. In particular, we will examine China’s new foreign policy principles and strategies in the 1990s. Second, we will discuss a new strategic orientation of Chinese foreign policy during the Hu Jintao administration. Chinese officials and scholars began to promote the concept of “peaceful rise”, which was subsequently changed to “peaceful development”, around 2005. Was this China’s reassurance strategy toward the outside world? We will discuss Chinese foreign policy in the first decade of the 21st century in relation to this new concept.

Learning outcomes

On successful completion of this topic you should be able to:

1. Understand the impact of the Tiananmen crackdown and the end of Cold War on China’s foreign relations;
2. Explain how China managed to break out of Western diplomatic isolation in the early 1990s;
3. Discuss China’s new foreign policy initiatives in the 1990s.
4. Explain why China wishes to promote “peaceful rise” as its foreign policy strategy;
5. Understand the impact of events of the embassy bombing, EP-3 incident and 9/11 on Sino-U.S. relations;
6. Understand the continuing importance of traditional issues such as North Korea and Japan in China’s foreign relations;
7. Assess the effects of China’s reassurance strategy since the late 1990s.

Essential reading


**Recommended reading**


**Study questions**

1. What was the impact of the Tiananmen crackdown on China’s foreign relations?
2. What does “tao guang yang hui”, originally proposed by Deng Xiaoping after 1989 as part of the “24-character” strategy, mean in China’s foreign policy?
3. What was the impact of the 1995-1995 Taiwan Strait Crisis on China-US relations?
4. Did China develop a new grand strategy in the 1990s?
5. What explains China’s ‘peaceful rise’ foreign policy discourse?
6. Is reassurance China’s major foreign policy strategy from the late 1990s to 2008?
7. What new foreign policy challenges did China face in the new century?
8. Is China’s foreign policy in the new century more proactive and innovative than before?

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**Lecture Five: Chinese Power and Intentions**

This lecture first discusses the question of Chinese power. How powerful is China after more than three decades of staggering economic growth during the reform period? Is China now in a position to challenge the United States, the world’s sole superpower? It then addresses the question of Chinese strategic intentions. Even if one can accurately assess China’s material power, there is still...
the thorny question of China's strategic intentions. What does China want to do with its newfound power? The international relations literature suggests that it's very difficult to ascertain the intentions of great powers.

Learning outcomes

On successful completion of this topic you should be able to:

1. Understand the different dimensions of Chinese power, both "hard" and "soft";
2. Measure Chinese power in key dimensions, using different indicators (both qualitative and quantitative);
3. Compare Chinese power with American power;
4. Assess the impact of Chinese power on Chinese foreign policy.
5. Understand why great power intentions are difficult to ascertain;
6. Describe the diverse range of views regarding China's strategic intentions;
7. Critically evaluate the impact of China's rise in the contexts of its rising power and possible strategic intentions.

Essential reading


Recommended reading

Lecture Six: China-US Relations

Among all of China's bilateral foreign relations, the relationship with the United States is no doubt the most important for the future of regional and international order. Indeed, the China-US relationship has been described as the most important bilateral relationship of the twenty-first century. This relationship is now marked by both cooperation and competition, and the competitive dimension seems to be becoming more salient in recent years. There is even talk of a great power war between China, a rising power, and the United States, the current hegemonic power, during a period of power transition. In this lecture we will assess the status of the current China-US relationship and discuss where it might be going.

Learning outcomes

On successful completion of this topic you should be able to:

1. Understand the history of China-US relations since the Cold War period;
2. Identify the major areas of cooperation and competition between China and the US;
3. Assess the likelihood of a conflict between China and the US;

Essential reading


Recommended reading

4. James Steinberg and Michael E. O'Hanlon, Strategic Reassurance and Resolve: US-China Relations in the Twenty-First


Study questions

1. The current China-US relationship is characterised by both cooperation and competition. Discuss.

2. Is China trying to balance against US power?

3. Is the US trying to contain China?

4. A China-US conflict is inevitable during a time of power transition between the two countries. Discuss.

5. The China-US relationship will define the future of world order. Discuss.

Lecture Seven: Taiwan and Cross-Strait relations

The question of the status of Taiwan is a politically significant and strategically consequential question not only for the PRC, but also the entire East Asian region. Beijing regards Taiwan as part of China, but most people in Taiwan hold ambivalent views toward Beijing's 'one China' principle. For the PRC, reunification with Taiwan is a question of national honour and sovereignty, and it has not renounced war as a means to achieve this aim.

Learning outcomes

On successful completion of this topic you should be able to:

1. Trace the evolution of political status of Taiwan in Chinese history;
2. Explain why the PRC insists on reunification with Taiwan;
3. Analyse critical issues affecting cross-Strait relations today;
4. Assess the possibility of conflict across the Taiwan Strait.

Essential reading


Recommended reading


Study questions

1. What are the key interests of the major parties (US, China, and Taiwan) in the Taiwan problem, and have they changed over time?
2. What is Beijing's current policy toward cross-Strait relations, and has this changed over time?
3. How significant is the Taiwan issue in shaping China-US relations?
4. Assess the likelihood of Beijing's use of force against Taiwan in the future.

Lecture Eight: Japan and the East China Sea

Among all the bilateral relationships in China's foreign policy, the Sino-Japanese relationship is the most difficult, even more difficult than the Sino-US relationship. China and Japan have a number of disagreements and disputes, some deeply rooted in history.

Learning outcomes

On successful completion of this topic you should be able to:

1. Understand the complicated nature of Sino-Japanese relations;
2. Understand why Japan is a particularly sensitive and challenging problem for Chinese foreign policy;
3. Discuss the main issues affecting the relationship today;
4. Assess the prospects for cooperation and conflict in the future.

Essential reading


Recommended reading

Study questions

1. What are the major areas of disagreements and disputes between China and Japan?
2. Why does history matter so much in China’s relations with Japan, and to what extent do historical experiences shape Chinese perceptions of the Japanese security threat?
3. What is the Senkaku/Diaoyu dispute all about, and why do China and Japan seem unable to resolve this issue?
4. Is Japan trying to contain the rise of Chinese power by relaxing domestic restrictions on strengthening its military force and by enhancing the Japan-US alliance?
5. What is China’s strategy toward Japan in recent years?

Lecture Nine: North Korea and Its Nuclear Weapons Program

Among all the security flashpoint in East Asia, North Korea is now the most dangerous. Conflict in the Korean Peninsula involving the two Koreas, the US, and also China is a real possibility. The North Korean nuclear weapons program is also very complex. At least five countries apart from North Korea have an intrinsic stake in the situation: South Korea, the US, China, Japan, and Russia. It is not clear whether North Korean nuclearization can be prevented.

Learning outcomes

On successful completion of this topic you should be able to:

1. Understand the evolution of the North Korean nuclear issue;
2. Analyse the interests and strategic stakes of North Korea’s neighbours in the nuclear issue;
3. Analyse the role of China and its influence over North Korea;
4. Assess the prospects for the future development of this issue.
Essential reading


Recommended reading

5. John Delury (2012) Triple-Pronged Engagement: China’s Approach to North Korea, American Foreign Policy Interests: The Journal of the National Committee on American Foreign Policy, 34:2, 69-73.

Study questions

1. How much influence does China have over North Korea?
2. What has been China's policy toward North Korea's nuclear program?
3. Why is China unable to halt or prevent North Korea's nuclear program?
4. What's the impact of the China-North Korea relationship on China's security interests in East Asia?

Lecture Ten: The South China Sea

Apart from the disputes with Japan in the East China Sea, China's maritime assertive has been most pronounced in the South China Sea since around 2005. The nature of the South China Sea tension has also been transformed from sovereignty and maritime disputes between China and its neighbours into a geopolitical contest between China and the United States. It's a new battle ground for strategic influence in the Asia Pacific.

Learning outcomes

On successful completion of this topic you should be able to:

1. Identify the main disputes between China and other claimant states;
2. Trace the evolution of recent tensions since 2009;
3. Analyse the main drivers behind Chinese policy;
4. Understand the role of the United States in recent years;
5. Assess the prospects for future development.

Essential reading


Recommended reading

17. Robert D. Kaplan, 'The South China Sea is the Future of Conflict,' *Foreign Policy*, 188 (September/October) 2011: 76–85.

Study questions

1. What are the major Chinese interests in the South China Sea?
2. What is the so-called nine-dash line?
3. Has China changed its South China Sea policy since 2009?
4. Has China changed its policies toward ASEAN and ASEAN countries?

Lecture Eleven: Australia and the South Pacific

China is Australia's largest trading partner and Australia relies heavily on China for economic prosperity. But Australia is also worried about the security implications of China's rise and uses its alliance with the US to hedge against the future. How to deal with China is a major strategic question for Australian policymakers. In recent years China has also expanded its economic presence in the Pacific Island nations, the traditional 'backyard' of Australian influence.

Learning outcomes

On successful completion of this topic you should be able to:

1. Understand the economic and security dimensions of China-Australia relations;
2. Explain why Australia has an ambivalent attitude toward China;
3. Assess the future prospects for this relationship;

Essential reading


Recommended reading

Lecture Twelve: Xi Jinping and the Future of Chinese Foreign Policy

This final lecture discusses the main features of Xi Jinping’s foreign policy and looks to the future of China’s foreign relations. It will also describe the requirements and expectations of the final exam.

Learning outcomes

On successful completion of this topic you should be able to:

1. Identify the main features of Xi Jinping’s foreign policy;
2. Assess the strengths and weaknesses of the Xi policy;

Essential reading


Recommended reading

6. Garver, China’s Quest, chapter 28

Study questions

1. Does Xi Jinping have a distinctive international outlook?
2. Has Xi abandoned Deng Xiaoping’s “keeping a low profile” approach to pursue a “striving for achievement” approach, as argued by Yan Xuetong?
3. Is Xi’s foreign policy assertive?
4. What might be possible scenarios for China’s foreign policy in the future?

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:

High Distinction grade (HD) = 80% and above
<table>
<thead>
<tr>
<th>Analysis</th>
<th>Research</th>
<th>Structure/Expression</th>
<th>Presentation/Documentation</th>
</tr>
</thead>
<tbody>
<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>
<td>Superbly organised. Follows a clear and logical structure that supports the answer provided. Written in a precise and accessible style that is always easy for the reader/listener to follow. Excellent sentence structure. Contains few if any grammatical or spelling errors, or other infelicities.</td>
<td>Strictly adheres to scholarly and presentation requirements, and in the case of spoken expressive gives listeners an outstanding appreciation for the background of the ideas. Where appropriate, referencing and bibliographic technique are impeccable, with all sources consistently and fully documented. Formatting and style is excellent. Word limit, or speaking time, is adhered to.</td>
</tr>
</tbody>
</table>

Distinction grade (D) = 70% - 79%

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Research</th>
<th>Structure/Expression</th>
<th>Presentation/Documentation</th>
</tr>
</thead>
<tbody>
<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>
<td>Well organised. Follows a clear structure that supports the answer provided for the most part. Written in an accessible style that is generally easy for the reader/listener to follow. Tone is appropriate for formal academic work. Grammatical or spelling errors, or other infelicities, are minimal.</td>
<td>Largely adheres to scholarly and presentation requirements. Referencing and bibliographic technique are sound containing few, if any, errors. Formatting and stylistic lapses are minimal. Word limit, or speaking time, is adhered to.</td>
</tr>
</tbody>
</table>

Credit grade (C) = 60% - 69%

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Research</th>
<th>Structure/Expression</th>
<th>Presentation/Documentation</th>
</tr>
</thead>
<tbody>
<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>
<td>Adequately organised. An attempt is made to devise a clear structure, but this is not followed consistently. Writing or speaking style is fairly easy for the reader to follow. Grammar and spelling are, for written work, fair.</td>
<td>Basic adherence to scholarly and presentation requirements. Referencing and bibliographic technique are basically sound. Formatting is sloppy in places, indicating a lack of attention to detail. Word limit or speaking time is adhered to.</td>
</tr>
</tbody>
</table>

Pass grade (P) = 50% - 59%
**Analysis**

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.

**Research**

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.

**Structure/Expression**

Weak organisation. Some evidence of a structure to support the answer provided. Writing style is sometimes difficult to follow. Grammatical and spelling lapses are relatively frequent, and for spoken assignments there is insufficient attention to detail.

**Presentation/Documentation**

Patchy adherence to scholarly and presentation requirements. Referencing and bibliographic technique are inadequate. Formatting is sloppy, indicating a significant lack of attention to detail. Fails to meet or exceeds word limit, and for speaking assignments is either somewhat too long or too short.

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**Fail grade (N) = 0-49%**

**Analysis**

Little attempt to address the question or deal with key issues. Overly descriptive and no relevant analysis is provided. Inadequate awareness or understanding of key concepts/issues/debates. Little attempt to advance any line of argument. Evidence provided to support any arguments advanced is poor to non-existent.

**Research**

Limited evidence of any research effort, and limited or sometimes confused understanding of materials and debates. Very basic bibliography with no evidence that material listed in the course guide has been consulted. Relies upon media sources and less than optimal internet sources, such as Wikipedia. Quantity and academic quality of sources is unacceptable for the assignment task.

**Structure/Expression**

Very poor organisation. No structure to support the answer provided. Writing or speaking style is extremely weak and difficult to follow or tone is highly inappropriate for formal academic work. Grammatical and/or spelling errors are evident throughout.

**Presentation/Documentation**

Fails to adhere to scholarly and presentation requirements. Referencing and bibliographic technique are either unacceptable or absent altogether. Formatting is sloppy, suggesting a complete absence of attention to detail. Substantially fails to meet or grossly exceeds word limit, or time limit for spoken assessment.

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**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 hard drive 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 opt out 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.

Footnotes or endnotes used for referencing are not included in the word count. Footnotes or endnotes used for substantive content are included in the word count.

If you use intext referencing, all footnotes and endnotes will be included in the word length.

**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:


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. (https://anu.campusconcourse.com/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 | a. medical reasons (student injury, illness or medical condition) of such significance that completion of the assessment task was not possible;  
|                      | b. family/personal reasons (family injury or illness, bereavement) of such significance that completion of the assessment task was not possible;  
|                      | c. 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. |

<p>| Example outcomes | A new deadline is approved for a particular assessment item. This does not include take home examinations. |</p>
<table>
<thead>
<tr>
<th>Key notes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Extensions of take home examinations are not permitted (Policy, clause 28).</td>
<td></td>
</tr>
<tr>
<td>• 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).</td>
<td></td>
</tr>
<tr>
<td>• 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).</td>
<td></td>
</tr>
<tr>
<td>• If an extension is not approved the Course Convener must provide reasons for his or her decision (Procedure, clause 22).</td>
<td></td>
</tr>
<tr>
<td>• 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).</td>
<td></td>
</tr>
<tr>
<td>• 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).</td>
<td></td>
</tr>
<tr>
<td>• Where a student can demonstrate ongoing or further exceptional circumstances, an additional extension may be approved (Procedure, clause 24).</td>
<td></td>
</tr>
<tr>
<td>• Interim grades are converted to an NCN after six months if they have not been resolved to a final grade (Procedure, clause 21).</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment variation</th>
<th>Late Submission and Penalties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>When an assessment item is submitted after the due date</td>
</tr>
<tr>
<td>Examples/eligibility</td>
<td>Submitting an assessment item without an approved extension</td>
</tr>
<tr>
<td>How to apply</td>
<td>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.</td>
</tr>
<tr>
<td>When to apply</td>
<td>NA</td>
</tr>
<tr>
<td>Sample supporting documentation</td>
<td>NA</td>
</tr>
<tr>
<td>Example outcomes</td>
<td>• 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).</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td>Key notes</td>
<td>• All assignments in the College of Asia and the Pacific are due by 11.55pm on the due date.</td>
</tr>
<tr>
<td></td>
<td>• No late submission will be accepted once the exam period has begun without an approved extension.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• 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).</td>
</tr>
<tr>
<td></td>
<td>• 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).</td>
</tr>
<tr>
<td></td>
<td>• Late submission is never accepted for take-home examinations (Policy, clauses 25 and 28).</td>
</tr>
<tr>
<td><strong>Assessment variation</strong></td>
<td>Special Consideration (<a href="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</a>)</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td><strong>Description</strong></td>
<td>The process by which an examiner takes extenuating circumstances into consideration during the marking of an assessment item.</td>
</tr>
<tr>
<td><strong>Examples/eligibility</strong></td>
<td>Examples of extenuating circumstances are:</td>
</tr>
<tr>
<td></td>
<td>• an unexpected illness or exacerbation of an existing illness</td>
</tr>
<tr>
<td></td>
<td>• the illness/death of a family member</td>
</tr>
<tr>
<td></td>
<td>• trauma</td>
</tr>
<tr>
<td></td>
<td>• being a victim of crime</td>
</tr>
<tr>
<td></td>
<td>• misadventure</td>
</tr>
<tr>
<td><strong>How to apply</strong></td>
<td>Applications are completed using the <a href="https://isis.anu.edu.au/">special consideration eForm, via ISIS</a></td>
</tr>
<tr>
<td><strong>When to apply</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Sample supporting documentation</strong></td>
<td>• documents/certificates from health professionals (a medical certificate is only valid if it attests to your illness at the time claimed). A template (<a href="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</a>) is available and should be used if possible.</td>
</tr>
<tr>
<td></td>
<td>• letters of support from an ANU Disability Adviser</td>
</tr>
<tr>
<td></td>
<td>• letters of support from an ANU staff member</td>
</tr>
<tr>
<td></td>
<td>• a police report</td>
</tr>
<tr>
<td></td>
<td>• a death certificate</td>
</tr>
<tr>
<td><strong>Example outcomes</strong></td>
<td>• If the application is considered incomplete you will be notified via email.</td>
</tr>
<tr>
<td></td>
<td>• If the application is considered complete the outcome may be one of the following:</td>
</tr>
<tr>
<td></td>
<td>a. no consideration granted</td>
</tr>
<tr>
<td></td>
<td>b. adjustment to individual assessment item result</td>
</tr>
<tr>
<td></td>
<td>c. adjustment to course result</td>
</tr>
<tr>
<td></td>
<td>d. additional supplementary assessment</td>
</tr>
<tr>
<td></td>
<td>e. referral to support services</td>
</tr>
</tbody>
</table>
|  | • If you require an extension to the due date of your assessment do not apply for special consideration.
### Key notes

- 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.
- Documentation must be in English. Where the original documentation is not in English, an official translation must be provided ([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)). Students should attach copies of the original documentation and the English translation of these documents.
- The granting of a request for special consideration is not guaranteed and is at the discretion of the relevant ANU College.
- Your application will be considered by the course convenor of the affected course; adjustments to mark/grades will be made at the convenors discretion taking into account the following at a minimum:
  
a. a student’s overall performance and attendance  
b. the severity of the event or condition and its impact on performance  
c. academic standing status  
d. history of previous applications for special consideration
- The Course Convener will send an email notification to the applicant advising whether their special consideration application is accepted.

### Assessment variation

**Special Examination or Assessment arrangements for students from language backgrounds other than English** ([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))

### Description

Students from linguistically diverse backgrounds (including Indigenous Australians), may be eligible for additional time in assessment items or other special arrangements or concessions.

### Relevant ANU Policies/Procedures


### 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) (PDF, 312.29 KB)
| 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) |
| Examples/eligibility | a. an unexpected serious illness or exacerbation of an existing serious illness  
b. the illness/death of a family member  
c. trauma  
d. misadventure  
e. being a victim of crime  
f. 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 (eg commencement of northern hemisphere course).  
g. unavoidable religious obligations  
h. registered elite athlete |
| How to apply | Applications are completed using the deferred examination eForm, via ISIS (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)

### Description

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.

### Relevant ANU Policies/Procedures


### 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)
<table>
<thead>
<tr>
<th>When to apply</th>
<th>On commencement at ANU or as soon as possible after a disability, medical condition, or carers responsibility is identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample supporting documentation</td>
<td>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.</td>
</tr>
<tr>
<td>Example outcomes</td>
<td>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:</td>
</tr>
</tbody>
</table>
| | - 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

- Dr Stephan Früehling  
  Associate Dean (Education)  
  College of Asia & the Pacific  
  cap.student@anu.edu.au (mailto:cap.student@anu.edu.au)

- Dr Jeremy Youde  
  Director of Education  
  Coral Bell School of Asia Pacific Affairs  
  Jeremy.Youde@anu.edu.au (mailto:Jeremy.Youde@anu.edu.au)

- Dr Lauren Richardson  
  Director of Studies  
  Asia Pacific College of Diplomacy  
  Lauren.richardson@anu.edu.au

- Dr David Envall  
  Director of Studies  
  Department of International Relations  
  david.envall@anu.edu.au

- Dr Andrew Carr  
  Program Convenor  
  Strategic & Defence Studies Centre  
  Andrew.Carr@anu.edu.au (mailto:Andrew.Carr@anu.edu.au)

- Dr Paul Hutchcroft  
  Director of Studies  
  Department of Political & Social Change
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), or to utilise the ANU's student support services links to which can be found at http://students.anu.edu.au/ (including the Academic Skills and Learning Centre at https://academicskills.anu.edu.au/) the Counselling Centre at http://www.anu.edu.au/counsel/ (http://www.anu.edu.au/counsel/) and Access and Inclusion at http://disability.anu.edu.au/ (http://disability.anu.edu.au/).

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)
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/

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.
- Frequently asked questions for students (https://services.anu.edu.au/information-technology/software-systems/turnitin/frequently-asked-questions-faqs-for-0)

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 (http://online.anu.edu.au/turnitin).

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)