



POLS5129

The Foreign Policies of the Great Powers

Term One // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andrea Benvenuti	andrea.benvenuti@unsw.edu.au	Due to Covid-19, I am happy to discuss academic and other matters related to POLS5129 at any time during the teaching term. To arrange an online meeting, please email me a few days in advance. I will then send you a Zoom or Teams invite	room 146, 1st floor, School of Social Sciences, Morven Brown Building, UNSW	(02) 93858545

School Contact Information

School of Social Sciences

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Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

This course examines the foreign policies of a number of influential powers, including the United States, China, India, Britain and France, from 1945 to the present. In doing so, it focuses on the problems, threats and challenges that confronted these powers during the Cold War and in the period following the collapse of the old bipolar system; it assesses how these powers perceived these problems, threats and challenges, how they reacted to them and what policies they put in place to offset them. Hence, it also discusses the processes, the institutions and the actors involved in foreign policy making at national level. In addition, this course not only analyses the geopolitical, military, economic and domestic constraints under which these powers acted, but it also considers the economic and military capabilities they relied on in pursuance of their foreign policy objectives. Last but not least, it considers important developments in world politics of the 20th century such as the world wars, the changing world economy, the Cold War, decolonization and conflict in the developing world, European integration and contemporary trends following the end of bipolarity. The course is specifically designed for those postgraduate students who are interested in contemporary diplomacy and statecraft, and who are keen to understand how the world's major powers sought to pursue their national interests in a highly complex post-war international system.

Course Learning Outcomes

1. An appreciation of key aspects of the foreign policies of the 20th century's major powers
2. To promote an awareness of the historical, political, strategic and economic factors that have shaped the foreign policies of these powers.
3. To develop students' skills in areas of research as well as to develop students' capacity for critical analysis

Teaching Strategies

The course is taught through one two-hour seminar each week. The weekly seminar will include a 40-minute presentation by the lecturer on the topic for consideration, followed by student presentations on one or more seminar questions, and general class discussion. The lecturer will lead the discussion between class participants. The general discussion is intended to develop the students' understanding of the weekly reading material. Each student will be required to make one presentation from a range of seminar discussion topics.

It is essential that students come to class fully prepared to contribute to the learning environment. Hence, they must complete all the required weekly readings in preparation for seminars (and, if possible, some further reading from the recommended texts or articles). Failure to do so is not only unprofessional but also unfair towards those students who come to class fully prepared and keen to make their seminars a rewarding learning experience.

The assessment has been designed in such a way as to complement the learning and teaching process. A hurdle attendance requirement ensures that students have ongoing contact with the course, their peers and the instructor. Addressing discussion topics will ensure that students keep up and engage critically with their subject material. Class presentations develop skills in oral presentation, in responding to verbal questions and, more broadly in engaging in academic debate. The foreign policy review will

allow students to explore a particular issue in depth while expanding their skills in written academic English and research skills as well as in terms of constructing a coherent and engaging argument. And finally, a final in-class test will ensure that students are entirely familiar with the course's reading material.

Assessment

A significant aspect of POLS5129 is the examination in depth of a hypothetical case study based on a real-world foreign policy problem. The 2021 case study, "Russia and NATO in the Baltics", has been selected for its current salience and enduring value. Its key aim is to engage students with the complex dynamics of a major foreign policy problem and to help them better appreciate the challenge of formulating and implementing foreign policy in a highly complex and interdependent world. To achieve this goal, POLS5129 assessment mix relies significantly on the foreign policy review as an invaluable tool to foster independent research, critical thinking, effective communication, and problem-solving. With this in mind, the course instructor has also built a significant part of the course content around the above case study. He has done so not only to facilitate the students' task of dealing with very complex foreign policy problems but also to ensure that they fully enjoy and benefit from this learning experience.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
End of Semester In-Class Test	30%	An online test will be set up on Moodle. It will take place in week 11. Further instructions will be provided at the start of Term !.	1, 2
Presentation	15%	during your chosen presentation week	1, 2, 3
Foreign Policy Review	55%	11/04/2020 11:00 PM	1, 2, 3

Assessment Details

Assessment 1: End of Semester In-Class Test

Start date: Not Applicable

Length: 25 minutes

Details:

You will be required to complete an end-of-semester test consisting of multiple choice and true/false questions. The test is designed to assess your knowledge and understanding of the material covered in class.

Additional details:

Please make sure that you do not miss the test as it will not be repeated. Please also be reminded that this is NOT an open-book test and that any evidence of cheating will be punished.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Presentation

Start date: Not Applicable

Length: 6 minutes

Details:

You are required to make an oral in-class presentation of no more than 6 minutes. You will receive written feedback and a marked rubric within ten working days of submission. The rubric will be available at the start of the semester to allow you to work towards clearly communicated standards.

Additional details:

You will have to choose a weekly discussion topic (i.e. if you have chosen to do your presentation, let's say, in week 5, your presentation will have to address the discussion topic scheduled for that week). Marks will be awarded in terms of the oral presentation's overall quality (e.g. clarity of spoken delivery and ability to present a clear case; in addition, the presentation has to have a clear structure with an introduction, a main body in which you develop your argument, and a conclusion). Failure to complete this task will result in a 0 grade for this assignment (and this assignment only). Once you have chosen your presentation topic, make sure that you submit your video-recorded presentation via VoiceThread in Moodle (VoiceThread is an interactive collaboration and sharing tool that allows students to record and share their presentations online in Moodle). My strong preference is for video-recorded (rather than audio-recorded) presentations. Please also make sure that your video-recorded presentation is submitted in a timely fashion and by this I mean at least 24 hours before our seminars on Monday afternoon. This arrangement will give me and the rest of the class enough time to watch your presentation before we all come to class. Finally, in preparing your presentation, you are not only expected to read beyond the "essential weekly readings", but also to email me the list of your references the day before your presentation. Failure to do so will result in a lower mark as your tutor needs to be able to assess the number and quality of your sources.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Foreign Policy Review

Start date: Not Applicable

Details:

You will be required to write a foreign policy review of 2,000 in length (footnotes/endnotes and bibliography excluded from the word count). This is also the final assessment in the course.

Additional details:

A foreign policy review is a major piece of writing used by Foreign Ministries around the world to guide policy development. A review will analyse political (but also economic and strategic) developments, compare policy options, and propose specific policy recommendations. This exercise is designed to test your understanding of real-world problems and your ability to produce sound policy judgements. In addition, it aims to make you think about contemporary foreign policy issues as well as to encourage you to appreciate some of the difficulties that policymakers are faced with in formulating a coherent foreign policy towards a country, region or multilateral political issue. You will write a policy review following the format provided by the course coordinator in Moodle. The review must be based on solid empirical evidence and demonstrate a coherent policy approach. It should canvass alternative policy options and provide sound reasons for the policy approach advocated. In 2020, POLS5129 will focus on a hypothetical case study based on a real-world issue—that of Russian subversion in the Baltics (this case study is drawn from Model Diplomacy, an interactive programme created by the prestigious US think-tank, Council of Foreign Relations).

In the context of this assignment, you will be required to “put yourself in the shoes” of a key American policymaker of your choice and to advise your (American) President on the best course to take in dealing with Russian subversion in the Baltics. In other words, all policy reviews will address the following fundamental policy question (although you will address it from different “angles”, depending on your chosen role): How should the United States Government respond to Russia’s actions? In any case, your course convenor will provide more detailed information on how to do the foreign policy review in a separate information booklet circulated through Moodle at the start of the term

The review will be assessed on the following criteria: 1) evidence of research, 2) coherence, accuracy and succinctness of written expression, 3) soundness of proposed recommendations. The review must be no more than 2,000 words in length (footnotes/endnotes excluded). In drafting it, you must make sure that you have consulted a wide range of sources from academic books and refereed essays/papers to newspaper articles. There is no hard and fast rule on many readings you are expected to do. For this assignment, the expectation is that you will have no less than 5 scholarly sources (i.e. books, book chapters and academic articles) and several newspaper articles (at least 20) in your review. Also, be aware that failure to provide footnotes/endnotes/citations and bibliography will also lead to your review being failed. Although it is true that, in real life, foreign policy reviews do not have footnotes/endnotes, your foreign policy review is still an academic assignment and, as such, it has to be properly referenced. Please note that sloppy and inaccurate referencing will also be looked upon unfavourably and will result in significant point deductions. Please note that for the purpose of attendance monitoring, the final assessment for this course is the foreign policy review worth 55% of your overall grade for this course. This is the assessment item that will be graded 0 if you do not meet the attendance requirement for this course.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Learning Activity	Monitoring Mechanism	Minimum Attendance Requirement
<i>Seminars</i>	A roll is taken in class	You must attend at least 8 seminars out of 10
<i>Online Learning Activities</i>	Completion of these activities will be monitored on Moodle	You must complete at least 2 out of 3 online learning activities (there will be 3 online activities throughout the term. Each online activity involves watching a documentary and providing a 200-word answer on the topic covered in the documentary)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Seminar	<p>COURSE INTRODUCTION</p> <p>This is an introductory seminar which will cover the content and the 'mechanics' of the course.</p> <p>Please make sure that you have read the course outline and the simulation kit</p>
Week 2: 22 February - 26 February	Seminar	<p>US FOREIGN POLICY</p> <p>Presentation (and Discussion) Topics</p> <p>(please choose only one topic)</p> <ol style="list-style-type: none"> 1. What were the key aspects of US policy towards Europe in the years immediately following the end of the Second World War? 2. What are the key elements of American policy towards Europe following in the post-Cold War era? 3. Is NATO still a credible alliance under President Trump? <p>Essential Readings</p>

		<p>Lundestad, Geir, <i>The United States and Western Europe Since 1945: From "Empire" by Invitation to Transatlantic Drift</i> (Oxford: OUP, 2003), chapters 3, 9 and 10</p> <p>Kapuchan, Charles, 'NATO is Thriving in Spite of Trump: Adversity Has Made the Alliance Stronger', <i>Foreign Affairs</i>, March 2019</p> <p>Smith, Julianne and Townsend, Jim, 'NATO in the Age of Trump What It Can and Can't Accomplish Absent U.S. Leadership', <i>Foreign Affairs</i>, July 2018</p> <p>Shapiro, Jeremy, 'Why Trump Can Safely Ignore Europe: Its Leaders Readily Condemn But Never Act', <i>Foreign Affairs</i>, May 2018</p>
	<p>Online Activity</p>	<p>FOREIGN POLICY IN FOCUS</p> <p><i>NATO's Anxious Birth</i></p> <p>You are required to watch the following video covering in greater depth one of the themes covered in this course. The video can be accessed at https://www.youtube.com/watch?v=ggdYQPXD8Y</p> <p>This video discusses why there was nothing inevitable about the creation of NATO in 1949. In 200 words, please address the following question: 'What was so complicated about establishing NATO?'</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in-class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p>
<p>Week 3: 1 March - 5 March</p>	<p>Seminar</p>	<p>SOVIET/RUSSIAN FOREIGN POLICY</p> <p>Presentation (and Discussion) Topics</p> <p>(Please choose only one topic)</p> <ol style="list-style-type: none"> 1. How aggressive, if aggressive at all, was the Soviet Union during the Cold War? 2. In your opinion, to what an extent is Russian foreign policy is an enigma? 3. Is Russia still an aggressive power that needs to be contained by the US and

		<p style="text-align: center;">NATO?</p> <p>Essential Readings</p> <p>Roberts, Geoffrey, <i>The Soviet Union in World Politics: Coexistence, Revolution, and Cold War, 1945-1991</i> (New York: Routledge, 1999), pp. 1-9</p> <p>Pechatnov, Vladimir, 'The Soviet Union and the World, 1944-53', in Melvyn Leffler and Odd Arne Westad (eds), <i>The Cambridge History of the Cold War: The Origins vol.1</i> (Cambridge: Cambridge University Press, 2010), pp. 90-111</p> <p>Mankoff, Jeffrey, 'Unravelling the Enigma: Russian Foreign Policy in the Twentieth-First Century', in B.J.C. McKercher (ed.), <i>Routledge Handbook of Diplomacy and Statecraft</i> (London: Taylor & Francis, 2011), pp. 53-63</p> <p>Aron, Leon, 'The Putin Doctrine: Russia's Quest to Rebuild the Soviet State', <i>Foreign Affairs</i>, March 2013</p> <p>Treisman, Daniel, 'Why Putin Took Crimea: The Gambler in the Kremlin', <i>Foreign Affairs</i>, May-June 2016</p> <p>Kotkin, Stephen, 'Russia's Perpetual Geopolitics: Putin Returns to the Historical Pattern', <i>Foreign Affairs</i>, May-June 2016</p> <p>Mc Faul, Michael, 'Russia as It Is: A Grand Strategy for Confronting Putin', <i>Foreign Affairs</i>, July-August 2018</p>
<p>Week 4: 8 March - 12 March</p>	<p>Seminar</p>	<p>UK FOREIGN POLICY</p> <p>Presentation (and Discussion) Topics</p> <p>(Please choose only one topic)</p> <ol style="list-style-type: none"> 1. How would you characterise Britain's policy towards Europe since 1945? 2. Why have successive British governments been sceptical about European integration? <p>Essential Readings</p> <p>Simms, Brendan, <i>Britain's Europe: A Thousand</i></p>

		<p><i>Years of Conflict and Cooperation</i> (London: Penguin, 2016), chapters 8 and 10.</p> <p>Hall, Peter, 'The Roots of Brexit', <i>Foreign Affairs</i>, June 2016</p>
	Online Activity	<p>FOREIGN POLICY IN FOCUS</p> <p><i>Putin's Playbook: Russia's Foreign Policy Priorities</i></p> <p>You are required to watch the following video covering in greater depth one of the themes covered in this course. The video can be accessed at https://www.youtube.com/watch?v=SI0IY5C6hE.</p> <p>This video discusses Russia's foreign policy under President Vladimir Putin and its increased involvement with countries around the world, including those in neighbouring Eastern Europe and Eurasia, as well as in Western Europe, the United States, and the Middle East. In 200 words, please address the following question: 'What are the key foreign policy goals of Putin's Russia?'</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p>
Week 5: 15 March - 19 March	Seminar	<p>THE SIMULATION AND THE FOREIGN POLICY REVIEW - HOW TO DO A POLICY REVIEW</p> <p>Essential Readings</p> <p><i>POLS 5129 Simulation & Policy Review Information Kit</i></p>
Week 6: 22 March - 26 March	Seminar	<p>FRENCH FOREIGN POLICY</p> <p>Presentation (and Discussion) Topics</p> <p>(Please choose only one topic)</p> <ol style="list-style-type: none"> 1. How would you describe France's foreign policy during the Cold War? In your view, what are its main features? 2. Is it Europe a continuation of France by other means?

3. De Gaulle is said to have pursued a 'revisionist' foreign policy. What did his revisionism amount to and what did he try to achieve by reassessing France's Cold War policy?

Essential Readings

Cogan, Charles, *French Negotiating Behaviour: Dealing with la Grande Nation* (Washington, DC: Institute of Peace Press: 2003), pp. 80-105

Hitchcock, William, 'Reversal of Fortune: Britain, France, and the Making of Europe, 1945-56', in Paul Kennedy and William Hitchcock (eds), *From Twentieth Century* (London: Yale University Press, 2000), pp. 88-102

Bozo, Frederic, 'France, 'Gaullism', and the Cold War', Melvyn Leffler and Odd Arne Westad (eds), *The Cambridge History of the Cold War: Volume 2* (Cambridge: Cambridge University Press, 2010), pp. 158-178

Rieker, Pernille, *French Foreign Policy in a Changing World: Practising Grandeur* (Palgrave Macmillan US, 2017), pp. 1-5

Belin, Celia and Toucas, Boris, "The "Macron miracle" Could Transform France into a Global Powerhouse', *The National Interest*, 22 April 2018

Online Activity

FOREIGN POLICY IN FOCUS

Trump and Putin in historical perspective: How we got into the New Cold War

You are required to watch the following video covering in greater depth one of the themes covered in this course. The video can be accessed at <https://www.youtube.com/watch?v=PRHMxHcEHmA&t=547s>.

This video discusses Russian-American relations in a historical context and explains why they have worsened in the last decade. In 200 words, please address the following questions: 'Why are Russian-American relations experiencing tensions? Is it correct to talk about the emergence of a new cold war between these two countries?'

		<p>Please be reminded that this online learning activity will count towards your participation/attendance in class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p>
<p>Week 7: 29 March - 2 April</p>	<p>Seminar</p>	<p>CHINESE FOREIGN POLICY</p> <p>Presentation (and Discussion) Topic</p> <p>(please choose only one topic)</p> <ol style="list-style-type: none"> 1. How would you describe China's role in Cold War Asia? 2. In your view, what are the major changes and continuities in China's foreign policy behaviour between the Cold War era and the present? <p>Essential Readings</p> <p>Mitter, Rana, 'China and the Cold War', in Richard H. Immerman and Petra Goedde (eds), <i>The Oxford Handbook of the Cold War</i> (Oxford: OUP, 2013), ch 8</p> <p>Westad, Odd Arne, 'The Sources of Chinese Conduct: Are Washington and Beijing Fighting a New Cold War?', <i>Foreign Affairs</i>, September/October 2019</p> <p>Economy, Elizabeth, 'China's Neo-Maoist Moment: How Xi Jinping Is Using China's Past to Accomplish What His Predecessors Could Not', <i>Foreign Affairs</i>, October 2019</p> <p>Goldstein, Avery, 'China's Grand Strategy under Xi Jinping: Reassurance, Reform, and Resistance', <i>International Security</i>, vol.45, no. 1 (2020), pp. 164-201</p>
<p>Week 8: 5 April - 9 April</p>	<p>Seminar</p>	<p><i>[**please note that this week's seminar on German foreign policy falls on Easter Monday this year and, therefore, there won't any physical or digital tutorial class on the day. In its place, you will be required todo the following things:</i></p> <ol style="list-style-type: none"> 1) <i>watch an online video recording on this topic (which will be made available through Moodle)</i>

		<p>2) provide a 250-word answer to one of the topics listed below]</p> <p>GERMAN FOREIGN POLICY</p> <p>Presentation (and Discussion) topics</p> <p>(please choose only one topic)</p> <ol style="list-style-type: none"> 1. In your view, which are the major achievements and shortcomings of German foreign policy after 1945? 2. Why did Germany agree to the ambitious but possibly misconceived European Monetary Union? What has Germany got to gain it? And what has it got to lose from it? 3. Chancellor Adenauer's policy of <i>Westbindung</i> was a complete failure as it tied Germany far too tightly to the United States. Discuss <p>Essential Readings</p> <p>Joffe, Joseph, 'Germany: The Continuities from Frederick the Great to the Federal Republic', Robert Pastor (ed.), <i>A Century's Journey: How the Great Powers Shape the World</i> (New York: Basic Books), pp. 110-138</p> <p>Willis, Roy, 'Germany, France and Europe', in Wolfram Hanrieder (ed.), <i>West German Foreign Policy 1949-79</i> (Boulder, CO: Westview Press 1980), p. 93-94 and 96-103</p> <p>Kundani, Hans, 'Germany as a Geo-economic Power', <i>The Washington Quarterly</i>, vol. 34, no. 3, 2001, pp. 31-45</p> <p>Nicholson, Parke, 'The Myth of a Mighty Germany: Berlin Isn't as Powerful as You Think', <i>Foreign Affairs</i>, June 2015</p>
<p>Week 9: 12 April - 16 April</p>	<p>Seminar</p>	<p>INDIAN FOREIGN POLICY</p> <p>Presentation (and Discussion) Topics</p> <p>(please choose only one topic)</p> <ol style="list-style-type: none"> 1. In your view, what are the main aspects of India's foreign policy under Nehru?

		<p>2. In your view, what are the main aspects of India's foreign policy since Nehru?</p> <p>3. In your opinion, how has India's foreign policy changed under Prime Minister Narendra Modi?</p> <p>Essential Readings</p> <p>Kennedy, Andrew 'Nehru's Foreign Policy: Realism and Idealism Conjoined', in David M. Malone, C. Raja Mohan and Srinath Raghavan (eds), <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press)</p> <p>Mansingh, Surjit 'Indira Gandhi's Foreign Policy: Hard Realism? ', in David M. Malone, C. Raja Mohan and Srinath Raghavan (eds), <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press)</p> <p>Mohan, Raja C., 'Foreign Policy after 1990: Transformation through Incremental Adaptation', in David M. Malone, C. Raja Mohan and Srinath Raghavan (eds), <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press)</p> <p>Sridharan, E. 'Rising or Constrained Power?', in David M. Malone, C. Raja Mohan and Srinath Raghavan (eds), <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press)</p> <p>Ganguly, Sumit, 'Modi's Foreign Policy Revolution? In India, Radical Change Is Hard to Come', <i>Foreign Affairs</i>, March 2018</p> <p>Ganguly, Sumit, 'India after Non-alignment: Why Modi Skipped the Summit', <i>Foreign Affairs</i>, September 2016</p>
<p>Week 10: 19 April - 23 April</p>	<p>Seminar</p>	<p>SIMULATION</p> <p>In this seminar, we will conduct a simulated NSC meeting to debate and discuss the issues raised in your foreign policy reviews (that is, on how the United States should respond to Russia's subversion in the Baltics). You will take on the roles of various policy advisers, discussing policy options and recommending possible courses of action (based on the foreign policy review that you will have already written by then). The instructor will</p>

play the role of the President of the United States and will moderate the discussion.

In preparation for this brief exercise, you should re-read your foreign policy review and come to class prepared to participate and give your advice.

Resources

Prescribed Resources

There is no set text for POLS5129. Students should refer to the bibliography that is included in this guide. Essential weekly readings will be available through Leganto.

Recommended Resources

Useful reference books for this course are:

Kennedy, Paul, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000* (New York: Random House, 1987)

Keylor, William, *The Twentieth-Century World and Beyond: An International History* (New York: Oxford University Press, 2006)

Kissinger, Henry, *Diplomacy* (New York: Touchstone, 1994)

McKercher, B.J.C. (eds.), *Routledge Handbook of Diplomacy and Statecraft* (New York: Routledge, 1992)

Young, John and Kent, John, *International Relations since 1945: A Global History* (Oxford: Oxford University Press, 2004)

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's "My Experience Survey". Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

source: Financial Times

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.