



## UNSW Course Outline

# ARTS1211 Australia's Asian Context - 2024

Published on the 29 Aug 2024

## General Course Information

**Course Code :** ARTS1211

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Humanities and Languages

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

'Australia's Asian Context' introduces you to transdisciplinary ways of examining modern Australia's relationship with the Asian region. It examines the conflicting perceptions, images and responses that Australians have towards their region and the various events that have impacted

upon them. Materials examined include historical documents, literature, art, blogs, cartoons, documentaries, movies as well as academic books and articles. Topics covered include: Asia and the formation of Australian identities, the rise of Asia and Australia's shifting strategic relationships, the impact of Asian migration and multiculturalism, Asian-Australians' experiences, educating about and for the Asian Century, military engagement in Asia, tourism to Asia, economic ties with Asia, and cultural integration with our region.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate a broad and coherent body of knowledge about foundational aspects of Asian societies, cultures, histories from local, national and international perspectives.
CLO2 : Communicate and debate complex ideas on Asia in a range of different contexts using a variety of suitable media.
CLO3 : Exhibit initiative and self-direction in the study of Asia to continuously acquire knowledge and skills.
CLO4 : Act ethically, respectfully and responsibly.

Course Learning Outcomes	Assessment Item
CLO1 : Articulate a broad and coherent body of knowledge about foundational aspects of Asian societies, cultures, histories from local, national and international perspectives.	<ul style="list-style-type: none"><li>• Short response to readings and lectures</li><li>• Research Essay</li><li>• Online multi-choice test</li></ul>
CLO2 : Communicate and debate complex ideas on Asia in a range of different contexts using a variety of suitable media.	<ul style="list-style-type: none"><li>• Short response to readings and lectures</li><li>• Research Essay</li></ul>
CLO3 : Exhibit initiative and self-direction in the study of Asia to continuously acquire knowledge and skills.	<ul style="list-style-type: none"><li>• Short response to readings and lectures</li><li>• Research Essay</li></ul>
CLO4 : Act ethically, respectfully and responsibly.	<ul style="list-style-type: none"><li>• Online multi-choice test</li><li>• Short response to readings and lectures</li><li>• Research Essay</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Short response to readings and lectures Assessment Format: Individual	30%	Due Date: 11/10/2024 05:00 PM
Research Essay Assessment Format: Individual	40%	Due Date: 08/11/2024 05:00 PM
Online multi-choice test Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Not Applicable

## Assessment Details

### Short response to readings and lectures

#### Assessment Overview

Students complete a 1000-word response to questions based on course readings and lectures via Turnitin.

Feedback: Individual Comments.

#### Course Learning Outcomes

- CLO1 : Articulate a broad and coherent body of knowledge about foundational aspects of Asian societies, cultures, histories from local, national and international perspectives.
- CLO2 : Communicate and debate complex ideas on Asia in a range of different contexts using a variety of suitable media.
- CLO3 : Exhibit initiative and self-direction in the study of Asia to continuously acquire knowledge and skills.
- CLO4 : Act ethically, respectfully and responsibly.

#### Detailed Assessment Description

Students complete a 1000-word response to questions based on course readings and lectures via Turnitin.

Feedback: Individual Comments.

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

#### Assessment Length

1000 words approx

## Assessment information

See the Moodle for more details on this assignment.

## Assignment submission Turnitin type

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

## Generative AI Permission Level

### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Research Essay**

### Assessment Overview

Students write a research essay of 1800-2000 words including the bibliography.

Feedback: rubric and individual comments.

This is the final item for attendance purposes.

### Course Learning Outcomes

- CLO1 : Articulate a broad and coherent body of knowledge about foundational aspects of Asian societies, cultures, histories from local, national and international perspectives.
- CLO2 : Communicate and debate complex ideas on Asia in a range of different contexts using a variety of suitable media.
- CLO3 : Exhibit initiative and self-direction in the study of Asia to continuously acquire knowledge and skills.
- CLO4 : Act ethically, respectfully and responsibly.

### Detailed Assessment Description

Students write a research essay of 1800-2000 words including the bibliography.

### Assessment Length

2000 words

### Submission notes

Turnitin

### Assessment information

Choose one standard referencing and bibliographic style and apply it consistently throughout the essay.

See Moodle for further details.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Generative AI Permission Level

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

### **Online multi-choice test**

### Assessment Overview

There will be one online multichoice test to unseen questions drawn from the course readings and lectures.

Feedback: Individual Score

### Course Learning Outcomes

- CLO1 : Articulate a broad and coherent body of knowledge about foundational aspects of Asian societies, cultures, histories from local, national and international perspectives.
- CLO4 : Act ethically, respectfully and responsibly.

### **Detailed Assessment Description**

There will be two online multichoice test to unseen questions drawn from the course readings and lectures.

Feedback: Individual Score

This is not a Turnitin assignment

### **Assessment Length**

TBA

### **Submission notes**

NA

### **Assessment information**

There will be a mini test in Week 3 worth 10%, and another test in Week 10 worth 20%. More details to come. The second test may not be in multiple choice format this year, but you will be given plenty of notice for how to prepare for this test.

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Generative AI Permission Level**

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

**Detailed information for each assessment will be provided on the course Moodle page**

Please use a referencing system which provides page number references where applicable, eg,

<https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system>

<https://student.unsw.edu.au/harvard-referencing>

## **AI POLICY**

**SIMPLE EDITING ASSISTANCE:** Standard editing and referencing software is permitted, but not Generative AI. If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

**Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	<p>Asia and Australian Identity</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Introduction to Course Aims</li> <li>• Orientalism and Objectification</li> <li>• White Australia Policy</li> <li>• Is Australia an Asian Country?</li> </ul>
	Tutorial	<p>Required Readings:</p> <p>NOTE: Full details will be available on Moodle for all weeks, and there may be some changes.</p> <ul style="list-style-type: none"> <li>• Alison Broinowski, 'Australia as Model or Moral', in Double Visions: Asian Accounts of Australia, pp. 155-160.</li> <li>• Edward Said, Orientalism, pp. 1-9.</li> <li>• Maya Jasanoff, 'Mourn the Queen, Not Her Empire', in The New York Times, 8 September 2022</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Did anything in the Broinowski reading surprise you?</li> <li>• Does this challenge or conform to your own perceptions about Australia?</li> <li>• What does Said mean by 'Orientalism'?</li> <li>• How does it operate?</li> </ul>
Week 2 : 16 September - 22 September	Lecture	<p>From Assimilation to Multiculturalism</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Multiculturalism and Assimilation</li> <li>• Political Opportunities and Race</li> <li>• Demographic shifts and linguistic diversity</li> <li>• Managing Ethnic Diversity in Asia</li> </ul>
	Tutorial	<p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Tim Soutphommasane, Don't Go Back to Where You Came From, Chapter 1, pp. 1-44</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What does the history of Asian migration to Australia tell us about broader social and economic shifts?</li> <li>• How has Asian migration changed Australia?</li> <li>• How does Australian multiculturalism work?</li> <li>• Are migrants supposed to be 'grateful' and uncritical?</li> </ul>
Week 3 : 23 September - 29 September	Lecture	<p>Chinatowns and 'Ethnic Enclaves'</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• 'Ethnic enclaves'</li> <li>• Chinatowns in Western eyes</li> <li>• Sydney's Chinatowns</li> <li>• Chinatowns and the Rise of China</li> </ul>
	Tutorial	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Anna-Lisa Mak, 'Negotiating Identity: Ethnicity, Tourism and Chinatown,' Journal of Australian Studies, 27 (2003), pp. 93-100.</li> <li>• Ien Ang, 'At home in Asia? Sydney's Chinatown and Australia's Asian Century,' International Journal of Cultural Studies 19.3 (2016), pp. 257-69.</li> <li>• Isabella Kwai, 'Once a 'War Zone,' Now a Centre of Vietnamese Resolve,' The New York Times, 2017</li> <li>• Seth Mydans, 'Highrises on the Horizon in Bangkok's Chinatown,' The New York Times, 2019</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• How have Chinatowns in Australia and Asia changed over time?</li> <li>• What factors are responsible for these changes?</li> <li>• What is different about Cabramatta and Dixon Street?</li> <li>• Why do you think that Chinatowns and 'ethnic enclaves' have historically been vulnerable to demolition and redevelopment?</li> </ul>
Week 4 : 30 September - 6 October	Online Activity	<p>Crazy Rich Identities?</p> <p>During the Week 4 lecture slot, we will watch the film Crazy Rich Asians (2018). The film is also available to stream on the Leganto page. We will discuss the film and the assigned readings in the tutorials</p>
	Tutorial	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Kwame Anthony Appiah, 'Crazy Rich Identities, The Atlantic, 25 August 2018</li> <li>• Tim Soutphommasane, 'Unconscious bias and the Bamboo Ceiling', 10 June 2014.</li> <li>• Isabella Kwai, 'Asian-Australian Actors, Overlooked at Home, Flourish in Hollywood,' The New York Times, 9 January 2019</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Do you think Crazy Rich Asians helps or hurts the cause of Asian representation?</li> </ul>

		<ul style="list-style-type: none"> <li>• How do policies around representation and discrimination differ in Singapore and Australia?</li> <li>• What is the 'bamboo ceiling'?</li> <li>• Do you think there is a future for Asian-Australian actors in Australian film and television?</li> </ul>
Week 5 : 7 October - 13 October	Lecture	<p>Asia and Education</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• 'Educating Asia'</li> <li>• The Colombo Plan</li> <li>• Area Studies and 'Asian Literacy'</li> <li>• Language Learning</li> </ul>
	Tutorial	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• John Ingelson, 'Time for a Radical Rethink on Language Policy,' 15 February 2015</li> <li>• Benjamin Herscovitch, 'Australia's Asia Literacy Non-Problem,' Centre for Independent Studies, 2012</li> <li>• Catherine Gomes, 'Asian Students Disconnect from Local Students, Study Finds,' Asian Currents, 2017</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• Who do you agree more with more, Ingleson or Herscovitch? Why?</li> <li>• What does 'Asia literacy' mean to you?</li> <li>• Were you surprised by Gomes' findings? Why or why not?</li> <li>• Do you think Gomes has identified a problem that universities should try and solve? If so, how?</li> </ul>
Week 6 : 14 October - 20 October	Reading	There are no classes this week
Week 7 : 21 October - 27 October	Lecture	<p>War and Peacekeepers</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Imperialism and the Treaty of Versailles</li> <li>• War in the Asia-Pacific, 1937-1972</li> <li>• Peacekeeping in Asia</li> <li>• Tensions in the Twenty-First Century</li> </ul>
	Tutorial	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Hugh White, 'We Need to Talk About China,' The Weekend Australian, 25 June 2022</li> <li>• Peter Jennings, "Deeper ties with Japan send strong message to China - and US," The Australian, 5 January 2022</li> <li>• Allan Gyngell, 'A new Australian foreign policy under Albanese,' East Asia Forum, 31 July 2022</li> <li>• Lin Taylor, 'From Saigon in a Shoebox,' SBS Online, 2 February 2015</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• What are White and Jennings arguing for (and against)?</li> <li>• What are the implications of their arguments?</li> <li>• How does Gyngell suggest that Australian foreign policy will change under the Labor government?</li> <li>• From the Taylor article (and the recommended video), how has war transformed people's lives?</li> </ul>
Week 8 : 28 October - 3 November	Lecture	<p>Visiting the Neighbours</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Travel and Empire</li> <li>• Asia correspondents</li> <li>• From Hippies to Backpackers</li> <li>• Mass tourism</li> </ul>
	Tutorial	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Agnieszka Sobocińska, 'Tourists' in Visiting the Neighbours', pp. 169-188.</li> <li>• I Noyoman Darma Putri, 'Loving Guests in Bali', pp. 198-220 in David Walker and Agnieszka Sobocińska eds, Australia's Asia. 2012.</li> <li>• Thomas Bird, 'Gen Y Chinese ride out the Covid-19 pandemic in Thailand, Malaysia and Indonesia doing as the hippies once did,' South China Morning Post, 16 January 2022</li> </ul> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• According to Sobocińska, how do Australians think about travel in Asia?</li> <li>• How did the 2002 Bali bombings change Australia's relations with its neighbours?</li> <li>• What do the novels discussed by Putra suggest about Balinese attitudes to tourism?</li> <li>• What does the Bird article suggest about how tourism in Asia has changed?</li> </ul>
Week 9 : 4 November - 10 November	Lecture	<p>Economic Interdependence</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• 'The Great Divergence'</li> <li>• 'Squatters, Convicts and Capitalists'</li> <li>• Australia's Trade with Asia</li> <li>• Influence and Interdependence</li> </ul>
	Tutorial	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Erin Parke, 'Search for descendants of Aboriginal people who settled in</li> </ul>

		<p>Indonesia at least 150 years ago,' ABC News, 11 February 2023</p> <ul style="list-style-type: none"> <li>• Ramesh Thakur, 'Is Australia Serious about Asia,' Global Brief, 5 March 2013</li> <li>• Jason Bartlett, 'Domestic and Global Political Impacts of K-Pop: BoA, BTS, and Beyond,' The Diplomat, 28 June 2022</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How have trade and economic considerations influenced Australian foreign policy?</li> <li>• According to Thakur, what are some of the problems with Australia's engagement with Asia?</li> <li>• What is cultural or "soft" power? How does it work?</li> <li>• How important do you think cultural products like K-Pop and anime are to South Korea and Japan?</li> </ul>
	Assessment	Research Essay: Turnitin
Week 10 : 11 November - 17 November	Lecture	<p>Is Australia an Asian Country?</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Does Australia's geographic location mean it is part of Asia?</li> <li>• Who decides whether Australia is part of Asia?</li> <li>• Does it matter?</li> </ul>
	Tutorial	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Fukuzawa Yukichi, 'On Leaving Asia,' 1885.</li> <li>• Joel Wing-Lun, 'The Politics of Imagining Asia,' Asian Studies Review, September 2012</li> <li>• Louise Edwards, 'Australia needs more than luck to build stronger bonds with Asia,' Asian Currents, 2015</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why does Fukuzawa think that Japan should 'leave Asia' (and join Europe)?</li> <li>• According to Wing-Lun's review, why does Wang Hui think that Fukuzawa is important?</li> <li>• Do you think there is such a thing as an 'Asian' modernity?</li> <li>• According to Edwards, what is holding Australia back in its relations with Asia?</li> </ul>

## Attendance Requirements

For classes timetabled as *tutorials*, *seminars*, *workshops*, or other events, students are expected to attend at least 80% of scheduled classes regardless of whether the class is recorded, and regardless of whether the class is on-campus, off-campus, in-person, or online. Students must register their attendance according to the course convenor's directions.

### Other Considerations:

- Align with the course learning outcomes;
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact;
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

## Course Resources

### Prescribed Resources

There is no set textbook for this course. All required reading is available on Leganto or on

Moodle links.

## Recommended Resources

Brawley, Sean. *The White Peril: Foreign Relations and Asian Immigration to Australasia and North America, 1919-1978*, UNSW Press, Sydney, 1995.

Betts, Katherine. *Ideology and Immigration*, MUP, Melbourne, 1988.

Broinowski, Alison (ed.). *Double Vision: Asian Accounts of Australia*, Pandanus Books, Canberra, 2004.

Broinowski, Alison. *The Yellow Lady: Australian Impressions of Asia*, OUP, London, 1992.

Burke, Anthony. *In Fear of Security: Australia's Invasion Anxiety*, Pluto Press, Sydney

Byrnes, Michael. *Australia and the Asia Game*, Allen and Unwin, Sydney, 1994.

Fitzgerald, John. *Big White Lie: Chinese Australians in White Australia*. UNSW Press, Sydney, 2007.

Fitzgerald, Stephen. *Is Australia an Asian Country?*, Allen and Unwin, Sydney, 1997.

Fraser, Malcolm *Dangerous Allies*, MUP, Melbourne 2013.

Frei, H.P. *Japan's Southward Advance and Australia from the Sixteenth Century to World War 2*, MUP, Melbourne, 1991.

Gerster, Robin. *Hotel Asia: Australian Literary Travelling to the 'East'*, Penguin, Melbourne, 1995

Goldsborough, David (ed). *Facing North: A century of Australian Engagement with Asia*, MUP, Carlton

South, Victoria, 2001-2003.

Hage, Ghassan. *White Nation: Fantasies of White Supremacy in a Multicultural Society*, Pluto Press, Australia, 1998.

Jayasuriya, Laksiri, David Walker and Jan Gothard (eds.). *Legacies of White Australia: Race, Culture and Nation*, UWAP, Western Australia, 2003.

Jupp, James. *From White Australia to Woomera*. Cambridge University Press, Cambridge, 2002.

Lawson, Sylvia. *The Archibald Paradox*, Allen Lane, Melbourne, 1983. McGillivray, Mark and Gary Smith (eds). *Australia and Asia*, OUP, Oxford, 1997.

Meaney, Neville. *Towards a New Vision: Australia and Japan through 100 Years*, Kangaroo Press, Sydney, 1999.

Milner, Andrew and Mary Quilty (eds). *Australia in Asia: Communities of Thought*, OUP, Melbourne, 1996.

Pung, Alice (ed). *Growing Up Asian in Australia*, Black Inc., Melbourne, 2008. Rolls, Eric. *Sojourners: The Epic Story of China's Centuries-old Relationship with Australia*, UQP: Brisbane, 1992.

Said, Edward. *Orientalism: Western Conceptions of the Orient*. Penguin, London, 1978.

Sobocinska, Agnieszka/ Visiting the Neighbours: *Australians in Asia*, New South, Sydney, 2014.

Tavan, Gwenda. *The Long, Slow Death of White Australia*, Scribe, Melbourne, 2005.

Torney-Parlicki, Prue. *Somewhere in Asia: War, Journalism and Australia's Neighbours 1941-1975*. UNSW Press, Sydney, 2000.

Walker, David & Sobocinska, Agnieszka (eds). *Australia's Asia: From the Yellow Peril to Asian Century*. UWA Publishing, Crawley, WA, 2012.

Walker, David. *Anxious Nation: Australia and the Rise of Asia, 1850-1939*, UQP, St Lucia, 1999; UWA Publishing, Crawley, 2012.

Wesley, Michael. *There goes the Neighbourhood*. New South, Sydney, 2011.

Wesley, Michael. *Restless Continent: Wealth, Rivalry and Asia's New Geopolitics*. Black Inc., 2015.

White, Hugh. *The China Choice: Why America Should Share Power*. Black Inc, Melbourne, 2012.

Websites: Asia Education Foundation; The Diplomat; The Conversation, Asian Currents, The Interpreter, APPS Policy Forum

## Course Evaluation and Development

This course is evaluated using myExperience survey operated by UNSW. Links will appear on

Moodle when the evaluation period is open. For information on how the course was altered in response to previous surveys, see the relevant section on Moodle.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dr Joel Wing-Lun		Morven Brown 338		By Appointment	No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### [Use of AI for assessments | UNSW Current Students](#)

## 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 [externaltelsupport@unsw.edu.au](mailto:externaltelsupport@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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and

- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School Contact Information

### School of Humanities & Languages

Email: hal@unsw.edu.au

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm