

# Subject Outline

Study Period 2, 2008

Townsville

*[Policy Check:* There is a new policy aimed at equivalence across campuses and modes that needs to be checked carefully. Essentially, we must have 80% same content and 80% same assessment for same code subjects - across locations and modes. See [http://www.jcu.edu.au/policy/teaching/coursemanagement/JCUDEV\\_006896.html](http://www.jcu.edu.au/policy/teaching/coursemanagement/JCUDEV_006896.html) and [http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV\\_016741.html](http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_016741.html) (section 9)]

AN3006:03

Asia Pacific Development: Culture and Globalisation

Subject Coordinator: Dr Robin Rodd

Prepared by **Rosita Henry** for the School of Arts and Social Sciences, James Cook University.

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# AN3006: Asia Pacific Development: Culture and Globalisation

## Subject at a Glance

The following summary provides a quick reference to the most important aspects of this subject.

Please make sure that you read all the details of the entire subject outline.

**Staff Contact Details** [*Policy check: Make sure consultation times are also displayed on your office door.*]

	Name	Room	Phone	Email	Consultations*
<b>Subject Coordinator</b>	Dr Robin Rodd	DA004.110	47814827	Robin.Rodd@jcu.edu.au	
<b>Lecturer</b>	Dr Douglas Miles	DA004.111	47814049	Douglas.Miles@jcu.edu.au	
<b>Lecturer</b>	Dr Simon Foale				
<b>Lecturer</b>	Dr Rosita Henry	DA004.113	47814231	Rosita.Henry@jcu.edu.au	Wed 4-6pm

- Other consultation times by appointment only.

## Class Times and Contact Details

In order to succeed at University you should allocate 10 – 12 hours per subject per week, which includes actual contact time as indicated below.

[Please also include here any special attendance requirements. Check class times from complete uni timetable at <http://www.jcu.edu.au/office/itr/infosys/ttable/>

Mention tutorial class sign-up, including facility for online sign-up, and when sign-up will be available.

*Policy check* - attendance per se cannot be required (or assessed) unless with specific approval of Head of School - often for professional accreditation purposes. Especially for first year subjects, you might give attention to monitoring attendance. Note that you can assess participation, with clear attention to criteria used.]

	Time	Day	Room
<b>Lectures</b>	11:00am - 1:00pm	Wednesday	DB017.201
<b>Workshops</b>	10:00am – 12:00noon	Thursday	DB034.024

## Assessment Summary [Keep in mind that students are likely to look here first!]

A summary of the assessable items is provided in the table below. Assessment details are presented later in this subject outline.

Assessment	Due date	Weight	Non/Invigilated*
1. Participation in workshop exercises and discussion		50%	Invigilated
2. Research Proposal		10%	Non invigilated
3. Critical Essay		40%	Non Invigilated

Invigilated assessment is assessment conducted in such a way that a member of staff of the University is thoroughly satisfied that the student is the author (including creator) of the work submitted for assessment.

The Workshop exercises will include in-class quizzes, a group poster creation and presentation, presentation and discussion of readings, and exercises in research methods.

## Subject calendar

Week /Date		Lectures	Workshops	Readings / Preparation
1	August 4	<p><b>Introduction to the subject.</b>  <b>Lecturer: Dr Robin Rodd</b>            What is “development”?            What are the goals of applied anthropology? Anthropology of development - neo colonialism or liberatory praxis?</p>	No workshop	Gardner, Katy and Lewis, David 1996. <i>Anthropology, Development and the Post-Modern Challenge</i> . London: Pluto Press. Chs. 1 & 3
2	August 11	<p><b>Globalisation and Development</b>  <b>What is globalisation?</b>   <b>Lecturer: Dr Robin Rodd</b>             The Conquest. Globalisation and postmodernity. Hierarchical hybridity. Anti-globalisation. Another world is possible.</p>	<p><b>Discussion Questions:</b>            What is the cultural logic (are the characteristics) of late capitalism?            What is the relationship between globalization and postmodernity?            How does Jameson link Marxism with cultural analysis?            What is the global cultural economy?            What metaphors do Appadurai and Jameson use to describe postmodernity and globalization?</p>	<p>Jameson, F. 1991. The cultural logic of late capitalism. <i>Postmodernism, or, the cultural logic of late capitalism</i>. London: Verso. Pp. 1-54.</p> <p>Appadurai, A. 1997. Disjuncture and difference in the global cultural economy. <i>Modernity at large: Cultural dimensions of globalization</i>. Minneapolis: University of Minnesota Press. Pp. 27-47.</p>
3	August 18	<p><b>Applied anthropology in the age of neoliberalism: Inequality, slums, the World Bank, NGOs and the politics of foreign aid</b>   <b>Lecturer: Dr Robin Rodd</b>             Global governance and the Washington consensus. Finance, policy and inequality. Decentralisation, free markets and structural adjustment. Mapping aid. NGOs, international financial institutions and the state.</p>	<p><b>Anthropology, advocacy, the World Bank and NGOs</b>  <b>Discussion Questions:</b>            What is the relationship between NGOs the state and the global financial institutions? How is Davis critical of NGOs?            What is (can/should be) the role of anthropologists in the World Bank?            What ethical prescriptions for World Bank anthropologists do Fox and Villegas advocate?            How would this affect ethnographic practice?            How does Elyachar conceive of ‘empowerment’ and what is the ‘value of culture’?  <b>Practical:</b>            Group discussion/exercise: Students come to the workshop having already explored the Worldbank website.  <a href="http://www.worldbank.org/sp">www.worldbank.org/sp</a>            Students present the results of their survey of the website to the class. What sorts of projects does the World Bank support?</p>	<p>Fox, J. 2005. Advocacy research and the World Bank: Propositions for discussion. In Edelman, M. &amp; Haugerud, A. (eds.) <i>The anthropology of development and globalization: From classical political economy to contemporary neoliberalism</i>. London: Blackwell Publishing. Pp. 306-312.</p> <p>Davis, M. 2006. Illusions of self-help. <i>Planet of slums</i>. New York: Verso. Pp. 70-94.</p> <p>Elyachar, J. 2002. Empowerment money: The World Bank, non-governmental organizations, and the value of culture in Egypt. <i>Public culture</i> 14(3):493-513.</p>

4	August 25	<p><b>The concept of “community” and participatory development approaches.</b></p> <p><b>Lecturer: Dr Rosita Henry</b></p> <p>Where should development happen? A recent influential answer has been the ‘community’. This lecture looks at the way development practitioners have tried to imagine and create communities. We also consider approaches and methodologies used in development work.</p>	<p><b>Student presentation/s (critical summaries) on the readings</b></p> <p><b>Discussion questions:</b></p> <ol style="list-style-type: none"> <li>1. What does development mean to you?</li> <li>2. What assumptions underpin your understanding of development?</li> <li>3. What are some of the difficulties involved in thinking about and implementing community development?</li> <li>4. Should we abandon the word ‘community’ in our talk and practice of development?</li> </ol> <p><b>Practical:</b></p> <p>Students will break up into groups to try a number of different tools used in Indigenous Knowledge Projects, such as “Livelihood mapping”, “Household Daily Activity Charts”, “Taxonomies”, etc.</p>	<p>Chambers, Robert 1994. Participatory rural Appraisal (PRA): analysis of experience. <i>World Development</i> 22(9):1253-1268</p> <p>Kapoor, Ilan 2002. The devil’s in the theory: a critical assessment of Robert Chambers’ work on participatory development. <i>Third World Quarterly</i> 23(1):101-117</p>
5	September 1	<p><b>Guns, slaves and cocaine: Anarchy, hierarchy and global markets</b></p> <p><b>Lecturer: Dr Robin Rodd</b></p> <p>This lecture explores the interconnections among anarchy, the arms trade and violence, socio-ethnic hierarchies, slavery and cocaine smuggling in West Africa. West Africa. Neocolonialism, violence and anarchy. Guns. Cocaine. Global markets. Optimum conditions for smuggling. Modern slavery, ethnicity and social status. Synthesis.</p>	<p><b>Modern slavery</b></p> <p><b>Discussion Questions:</b></p> <p>Why does the cost of human life vary across cultures?  Why is human life cheaper now than during the peak of the 19<sup>th</sup> century slave trade?  What is the cultural and economic logic of modern slavery?  How would you define contemporary or modern slavery? What does it mean to be free or what does it mean <i>not</i> to be free?  How can we understand the economic and cultural logic of slavery and cocoa in West Africa?</p> <p><b>Slave role-playing exercise:</b></p> <p>You will be divided into groups in which you read short case studies, and role-play as slaves, social scientists and slave owners.</p>	<p>Manzo, K. 2005. Modern slavery, global capitalism and deproletarianisation in West Africa. <i>Review of African political economy</i> 106:521-34.</p> <p>Bales, K. &amp; Robbins, P.T. 2001. «No one shall be held in slavery or servitude». A critical analysis of international slavery agreements and concepts of slavery. <i>Human rights review</i> 2(2):18-45.</p>
6	September 8	<p><b>Governance and Management of Marine Resources in Melanesia</b></p> <p><b>Lecturer: Dr Simon Foale</b></p> <ul style="list-style-type: none"> <li>• tenure system overview and demographic overview</li> <li>• potted history of marine resource</li> </ul>	<p><b>Student presentation (ie critical summary) on the following reading:</b></p> <p><b>Discussion Question:</b></p> <p>Why is local knowledge often seen as problematic in the context of development planning?</p>	<p>Foale, S.J., 2006. The intersection of scientific and indigenous ecological knowledge in coastal Melanesia: implications for contemporary marine resource management. <i>International Social Science Journal</i> 58(187), 129-137.</p>

		<ul style="list-style-type: none"> <li>exploitation</li> <li>current status and of marine resources and future scenarios</li> <li>economic importance of marine resources at grass-roots and government level</li> <li>Indigenous knowledge and perceptions of stock status</li> <li>MPAs vs centralized and 'traditional' fishery management systems</li> <li>Corruption in context</li> <li>Ecological impacts of over-fishing</li> </ul>		
7	September 15	<p><b>Sustainable Development in Melanesia</b></p> <p><b>Lecturer: Dr Simon Foale</b></p> <ul style="list-style-type: none"> <li>Overview of subsistence economy and demography</li> <li>Potted history of economic development during colonial era</li> <li>Mining overview and the Ok tedi and Bougainville crises</li> <li>Social and economic impacts of mining</li> <li>Overview of logging and its social and economic impacts</li> <li>Fisheries and agriculture (incl vignettes of snapper fishing and livestock enterprises) – why does cattle work in Vanuatu?</li> <li>Social barriers to capitalism</li> <li>Oil palm</li> </ul>		
8	September 22			
	September 29		<b>LECTURE RECESS</b>	
9	October 6	<p><b>Consultancy Problems in the Applied Anthropology of Tropical Agricultural</b></p>	Discuss the implications of multicropping for the sustainability of shifting cultivation among Pulangka Yao	Miles, D. 1978. The finger knife and 'Okham's Razor': a problem in culture history and economic anthropology.

		<p><b>Development and Australian Foreign Aid to Thailand</b></p> <p>Lecturer: Dr Douglas Miles</p> <p>First 50 mins : How to eliminate poppy growing: fieldwork on prospects for the Pulangka Yao agricultural system.</p> <p>Formulating anthropological models?: multicropping (Miles 1978)</p> <p>Second 50 mins: The ways and means of the Royal Thai Army (3<sup>rd</sup> District)?:eg bombing and landmining (Jonsson 2005; Miles 2007)</p>		<p>American Ethnologist 2:223-43</p> <p>Jonsson, H. 2005. 2005 <i>Mien Relations: Mountain People and State Control in Thailand</i>. Ithaca and London, Cornell University Press, 2005.</p>
10	October 13	<p><b>Consultancy Problems in the Applied Anthropology of Tropical Agricultural Development and Australian Foreign Aid to Thailand</b></p> <p>Lecturer: Dr Douglas Miles</p> <p>First 50 mins: After the Consultancy Was Over: State Sponsored Environmentalism <i>versus</i> Yao Initiated Development</p> <p>The environmental benefits of landmining (impacts on shifting cultivation and hunting)</p> <p>The politics of Saving the Wilderness (eg no sealed roads ) versus Citrus/ Orchid Production (and access to schools and polyclinics)</p> <p>Second 50 mins: Yao Initiated Development Through Tourism</p>	<p>Compare the political implications of environmentalism for politics in Northern Thailand and Northern Queensland.</p>	<p>Jonsson, H. 2000. Traditional, tribal what? Sports, culture and the State in the northern hills of Thailand” In Jean Michaud (ed) <i>Turbulent Times and Enduring Peoples: Mountain Minorities in the South-East Asian Massif</i>.</p> <p>Henry, R. 1998. Performing protest, articulating difference: Environmentalists, Aborigines and the Kuranda Skyrail dispute. <i>Aboriginal History</i> 22:143-161.</p>

		<ul style="list-style-type: none"> <li>• eg Yao Weddings for Hire (Miles, 2008) and implications for ethnic identity;</li> <li>• eg Culturally-Themed Resorts (but again the obstructions of state environmentalism)</li> </ul> <p>Globalisation of Yao employment (impact on extended family organisation and parallels with former multicropping) and international political support  Yao Rebels with Cause: Guy Fawkes in Tham Sakoen National Wildlife Reserve (Jonsson, 2005; Miles, 2008 )</p>		
11	October 20			
12	October 27			
13	November 3			
14	November 10			

The sequence of some topics may change due to availability of staff, resources or due to unforeseen circumstances



## Subject Description

This subject critically explores the notion and phenomenon of 'development' in Asia-Pacific contexts through an anthropological lens. Practices, problems and processes in social or community-based development and planned culture change raise central anthropological questions about power, identity and agency. The subject will provide students with an understanding of how anthropological approaches inform the study of meanings and concepts associated with modernity and the priorities, policies and practices of development agencies. The subject considers globalisation and transnationalism, international NGO networks, and such issues such as the politics of development knowledge, natural resource development, environment and bio-technology, poverty, labour and the global economy, gender, health and human rights.

## Subject Learning Outcomes

Students who successfully complete this subject will:

- understand meanings and concepts associated with modernity and the priorities, policies and practices of development agencies
- acquire the ability to critically evaluate case studies from the Asia-Pacific region concerning development issues
- understand the theoretical and ideological issues concerning gender and development
- acquire a broad based understanding of contemporary Anthropology in relation to development issues in Asia-Pacific contexts
- acquire the ability to assess the social and cultural impacts of globalisation and transnationalism, natural resource development and the introduction of new technologies

## Teaching and Learning in this Subject

In this is a third-year 'capstone' subject, most of the students are in the final year of their undergraduate degrees and are expected to demonstrate self-direction. Students will be encouraged to polish the critical thinking skills and other graduate qualities that they have been developing throughout their undergraduate studies. The subject is designed so as to maximise student opportunities to practice communication of their ideas and the development of critical thinking abilities and the practical application of ideas.

The subject uses a combination of teaching and learning strategies. In addition to formal lectures, students will attend workshops that seek to build oral communication skills and the ability to think about, critically analyse and discuss social issues. The assessment program is designed to reflect these pedagogical objectives. It emphasises remembering details as secondary to grasping principles and developing an appreciation for the issues. It strives to reveal anthropology's unique style of reasoning and to have students demonstrate their grasp of anthropological debates. An emphasis on participation reflects how students synthesise their own reasoning through engagement with lectures, workshop discussion and group exercises. It is important to attend the lectures, listen carefully and take your own notes! In addition, selection from ethnographic films will be screened during lectures. Films will not be made available for viewing outside of lecture times.

Graduate qualities emphasised in teaching and learning in this subject include:

The ability to adapt knowledge to new situations

The ability to think critically, to analyse and evaluate claims, evidence and arguments, and to reason and deploy evidence clearly and logically

The acquisition of coherent and disciplined sets of skills, knowledge, values and professional ethics from at least one discipline area

The ability to read complex and demanding texts accurately, critically and insightfully

The ability to speak and write clearly, coherently and creatively

The ability to work with people of different gender, age, ethnicity, culture, religion and political persuasion

## Subject Resources

There is no prescribed text book for this subject. Tutorial/workshop readings are available through Library Reserve online and the Learn JCU site for this subject. There is also a range of relevant websites on the LearnJCU site for this subject.

## Additional Student Support

Support Needed	Who to Contact
Information for Current Students	<a href="http://www.jcu.edu.au/student/">www.jcu.edu.au/student/</a>
Accommodation	<a href="http://www.jcu.edu.au/accommodation/">www.jcu.edu.au/accommodation/</a>
Childcare	<a href="http://www.jcu.edu.au/student/JCUDEV_007404.html">www.jcu.edu.au/student/JCUDEV_007404.html</a>
Computers, IT, Library and Email	<a href="http://www.library.jcu.edu.au/InfoHelp/">www.library.jcu.edu.au/InfoHelp/</a> Nicole Johnston in Tsv, and Bronwen Forster in Cairns
Equity and diversity	<a href="http://www.jcu.edu.au/studentequity/">www.jcu.edu.au/studentequity/</a>
Students with disabilities	<a href="http://www.jcu.edu.au/office/disability">www.jcu.edu.au/office/disability</a>
Indigenous students	<a href="http://www.jcu.edu.au/studying/indigenous/indig_support.html">http://www.jcu.edu.au/studying/indigenous/indig_support.html</a>
Employment	<a href="http://www.jcu.edu.au/careers/">www.jcu.edu.au/careers/</a>
Enrolment	Faculty Student Office <a href="http://www.jcu.edu.au/flbca/JCUDEV_003755.html">www.jcu.edu.au/flbca/JCUDEV_003755.html</a>
Exams	<a href="http://www.jcu.edu.au/student/assessment/">www.jcu.edu.au/student/assessment/</a>
Financial	Student Loans <a href="http://www.jcu.edu.au/student/Loans/studentloans/">www.jcu.edu.au/student/Loans/studentloans/</a>
International Student	International Student Centre <a href="http://www.isc.jcu.edu.au/">www.isc.jcu.edu.au/</a>
Personal / Emotional Support	Counselling Service <a href="http://www.jcu.edu.au/student/counselling/">www.jcu.edu.au/student/counselling/</a>
Spiritual Support	Multifaith Chaplaincy Service <a href="http://www.jcu.edu.au/office/tld/chapel/">www.jcu.edu.au/office/tld/chapel/</a>
Learning Skills / Language Help	Language & Learning Services <a href="http://www.jcu.edu.au/studying/services/studyskills/">www.jcu.edu.au/studying/services/studyskills/</a>

### Equity Statement

James Cook University is committed to encouraging equity and diversity. In particular, JCU aims to provide an optimal learning environment to students from a variety of backgrounds:

- Aboriginal and Torres Strait Islander Students
- People from rural and isolated areas
- People from low socio-economic backgrounds
- People with disabilities
- People from Non-English Speaking Backgrounds.

Information relating to scholarships, bursaries and services is available at [www.jcu.edu.au/studentequity](http://www.jcu.edu.au/studentequity), or by free call 1800 300 064.

## Assessment Details

Additional information about all aspects of Teaching and Learning in SASS – especially about assessment – is located on the SASS webpage → Teaching and Learning → T&L Information for Students.

[*Policy Checks*: : JCU has lots of policies on assessment requirements. Check the new Assessment Practices Policy in policy library at [http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV\\_016741.html](http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_016741.html), as well as Principles of Good Assessment - Guidelines for Teaching Staff at [http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV\\_016746.html](http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_016746.html) For oral presentations, if >20%, you need to provide a means by which re-rank is possible, eg video- or audio-recorded or using two assessors.

If fellow students are assessing, maximum weighting is 10%.

Group assessment tasks cannot be >50%, and are to be assessed by means which allow the real contribution of each member of the group to be determined.

Indicate whether it is necessary to gain a pass in any or every component of assessment in order to gain an overall pass. You need HoS approval to require students to pass any specific item.]

Assessment 1	Subject Outcome/s	Related Content (Readings, learning activities, tutorials, lectures)	Graduate Attribute/s	Professional Competence/s
[Give details and Include number of words where relevant]			[Insert ONLY those JCU graduate attributes that this task will explicitly assess - as nominated in CSDB. Choose from <a href="http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_007031.html">http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_007031.html</a> ]	[If this subject forms part of a professional preparation course, indicate which professional standards or competencies will be developed and assessed in this subject. Consider providing link for students to check full set of professional standards. If not applicable, remove this column]

**Due date:**  
**Weighting:**

Assessment 2	Subject Outcome/s	Related Content (Readings, learning activities, tutorials, lectures)	Graduate Attribute/s	Professional Competence/s
[Give details and Include number of words where relevant]			[Insert ONLY those JCU graduate attributes that this task will explicitly assess - as nominated in CSDB. Choose from <a href="http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_007031.html">http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_007031.html</a> ]	[as above]

**Due date:**  
**Weighting:**

Assessment 3	Subject Outcome/s	Related Content (Readings, learning activities, tutorials, lectures)	Graduate Attribute/s	Professional Competence/s
[Give details and Include number of words where relevant]			[Insert ONLY those JCU graduate attributes that this task will explicitly assess - as nominated in CSDB. Choose from <a href="http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_007031.html">http://www.jcu.edu.au/policy/teaching/teaching/JCUDEV_007031.html</a> ]	[as above]

**Due date:**  
**Weighting:**

## Assessment Criteria

[You need to develop a Criteria Sheet for each Assessment Task]  
 [See SASS Webpage, Staff, Teaching and Learning Information for examples ]

### SS1010: Assignment 1: Group Poster

[Insert Subject Code and Assignment Number and Description as in tables above]

[*Policy Check:* Provide clear criteria for awarding grades – this means identifying the dimensions of the task, and the standards for each dimension that will be used to judge the quality of the task. The rubric format below is one way to do this efficiently and provide good guides for students and make marking simpler and more reliable. You would simply circle the grade for each criterion. I will have a bank of these rubrics available on the SASS webpage shortly, and will email you to advise when they're up.]

CONTENT (%)						
	HD	D	C	P	N	
	HD	D	C	P	N	
	HD	D	C	P	N	
ORGANISATION & PRESENTATION ( %)						
	HD	D	C	P	N	
	HD	D	C	P	N	
WRITING SKILLS & REFERENCING ( %)						
[I include the two criteria below as appropriate for a first year subject – helpful for students learning APA academic writing.]	HD	D	C	P	N	
APA conventions are diligently followed when citing sources <b>in text</b>	HD	D	C	P	N	Sources not identified in text or are not presented using APA style
The <b>reference list</b> is presented alphabetically, using correct APA syntax	HD	D	C	P	N	The reference list is incomplete, references are poorly constructed or are not sorted alphabetically

**Overall Grade:** [Indicate how final grade will be determined.]

**Comment:**

**Assessor's Signature:**

Note that no individual result on an assessment task should be taken as an indication of the final grade for this subject. Official subject grades are released after the exam period on scheduled release dates (see [http://www.jcu.edu.au/student/studyperiods/JCUDEV\\_015032.html](http://www.jcu.edu.au/student/studyperiods/JCUDEV_015032.html)), through StudentsOnline or eStudent.

## Submission and Return of Written Assignments

All written assignments for on-campus students are to be submitted in the appropriate SASS assignment box located in the following:

Townsville: outside Room 241 Floor of the Behavioural Sciences Building DA004

Cairns: outside Room 222A in building A4

Mackay: in the foyer at the Study Centre

You must complete a cover sheet and staple it to your assignment. Cover sheets are available adjacent to the submission boxes, and online at

[http://www.jcu.edu.au/sass/idc/groups/public/documents/form\\_download/jcuprd\\_021119.pdf](http://www.jcu.edu.au/sass/idc/groups/public/documents/form_download/jcuprd_021119.pdf) .

The assignment boxes will be cleared at 5.00pm each day.

You should always retain a copy of all assignments submitted.

For more guidelines about assignment presentation, deadlines and extensions, please refer to <http://www.jcu.edu.au/sass/tli/student/index.htm>

[You may also wish students to submit assignments electronically, perhaps through Safe Assignment drop boxes on LearnJCU. You will need to indicate this at this point in the subject outline.

If students can fax or post assignments, you need to indicate this here, along with conditions and arrangements.]

Except under exceptional circumstances, assignments will be distributed in class no later than three weeks after the submission date.

## Plagiarism, Referencing and Cheating

Referencing is a systematic way of acknowledging sources used. For a complete guide to the APA referencing style required in this subject, please refer to <http://www.library.jcu.edu.au/LibraryGuides/apa.shtml>

[Please check carefully if you are not using APA, and include link to the referencing system you use.]

Plagiarism occurs when writers claim ownership of written words or ideas that are not their own. Plagiarism is a form of cheating and any instances of plagiarism will be dealt with promptly according to University procedures. Please check [http://www.jcu.edu.au/policy/student/rights/JCUEDEV\\_005375.html](http://www.jcu.edu.au/policy/student/rights/JCUEDEV_005375.html)

## Other JCU and School Policies and Guidelines Relevant to this Subject

Important policy information is available for all students at the following website

<http://www.jcu.edu.au/sass/tli/student/index.htm>

Information is provided in relation to the following;

- Contacts for student support
- Email etiquette
- Exam Procedures
- Learn JCU Fast Guides for students
- Links to JCU Policies Relating to Assessment, Teaching and Learning
- Summary from AT&L policies at JCU
- Appealing your Assignment Grade
- Avoiding Plagiarism
- Cover Sheets for Assignments
- Formatting and Submitting Assignments
- Return of Assignments

## Subject and Teaching Feedback

For general information about processes for student feedback and grievances at JCU, students should consult <http://www.jcu.edu.au/student/feedback/index.htm>

Student feedback is one way of gaining recognition of subject and teaching strengths, and provides information on areas that may need further development or change. JCU provides two formal mechanisms for you to provide feedback about your subjects and instructors: Student Feedback about Teaching (**SFT**) and Student Feedback about Subjects (**SFS**). The SFT is paper-based, and is conducted at the request of your lecturer or tutor and usually occurs in the latter weeks of semester. The SFS is available to all students through *StudentsOnline* towards the end of each study period. You can view a sample of the SFS at [www.jcu.edu.au/office/tld/teacheval/SFSexample.htm](http://www.jcu.edu.au/office/tld/teacheval/SFSexample.htm). SASS staff value and appreciate student feedback as a source of evidence about the quality of our teaching and courses so you are strongly encouraged to provide considered feedback for each of your subjects.

[Remember that on the SASS Webpage under Staff Information there are examples of informal student feedback forms you can use, including via LearnJCU, during semester. See [http://www.jcu.edu.au/sass/idc/groups/public/documents/contacts\\_services/jcuprd\\_025930.pdf](http://www.jcu.edu.au/sass/idc/groups/public/documents/contacts_services/jcuprd_025930.pdf) for an example of an online survey, and [http://www.jcu.edu.au/sass/idc/groups/public/documents/contacts\\_services/jcuprd\\_025929.pdf](http://www.jcu.edu.au/sass/idc/groups/public/documents/contacts_services/jcuprd_025929.pdf) for a number of sample forms]