



THE AUSTRALIAN NATIONAL UNIVERSITY

School of Social Sciences

Political Science & International Relations

***Essay
Writing
Guide***

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INTRODUCTION

This guide provides information and examples to assist you – the ANU political science student – write a persuasive, well-informed and technically sound essay. It is acknowledged that different people often write different essays in different ways. There are however certain distinctive features of a political science essay that you must be aware of and many tools, strategies and resources that will improve your academic writing and results.

There are four major sections of this guide which are designed to lead you step-by-step through the essay writing process: from preparation and research; to structuring and writing; to referencing and plagiarism; and submitting and (re)assessment. At the end you will find a collection of frequently asked questions. This guide lays down an foundation on top of which you can build confidence in your studies and beyond.

PART I: PREPARATION and RESEARCH

This section is designed to assist you in gathering the information required to write your essay. Your information should be both comprehensive and relevant, and organised in such way that it makes constructing your argument and writing your essay seem *almost* easy.

Choosing an Essay Question

It is worthwhile thinking systematically about which essay question you will do and asking (sometimes conflicting) questions such as:

- Which topic interests me most?
- Which question do I have the best chance of doing well at?
- Which topic do I have the most information on/experience in?

If you are finding it difficult to decide on a question then do some preliminary reading from your text book, brick and/or general texts in the suggested reading list.

Writing Your Own Essay Question

Some courses offer the option of writing your own essay question. Remember that your essay should be closely related to the course and allow you to demonstrate an understanding of its themes and content. One possibility is to modify a given essay question so that it better suits your interests and expertise. Always speak to your tutor or lecturer before formulating your own question.

Analysing the Question

Now that you have chosen a question and have done some general reading how are you going to answer it?

Sometimes students write great essays but receive poor results because they have strayed from the topic. Careful analysis of the question can avoid such unfortunate situations by helping you to stay focussed. Ideally, question analysis should be undertaken a number of times (indeed many people keep the question by their sides throughout the drafting process). The aim is to continually structure and direct your brainstorming and ideas towards addressing the question at hand. This is also important during examinations. There are many ways to analyse an essay question. Here is one example:

Is federalism the enemy of democracy in the Australian polity? Discuss.

SUBJECT

Firstly, you should identify the broad topic or subject of the question. In this case you might underline some key terms such as “federalism”, “democracy” and the “Australian polity”.

ANGLES

Secondly, you need to be aware of the various angles (directions or arguments) that can be adopted in answering the question.

Using the above example, you might answer “Yes” or “No” or suggest that the evidence predominantly (but not solely) supports one side over the other.

There is also sometimes the possibility of questioning the question, or uncovering the underlying assumptions to find different angles from which you can address it. This has to be done in the context of your course and usually in consultation with your tutor/lecturer. The risks can be great in terms of straying from the topic (especially in exams where no outside guidance is available). But when done well, the intellectual and academic rewards are great.

So what does it mean to question the question? How can you excavate those buried assumptions? Remember that the context of your course is important. With respect to the above example:

- In an Australian politics course it might be possible to argue/answer that, given the intrinsically hybrid nature of Australian politics, it is not federalism but responsible government that is holding back democracy.
- In a course that looks at class and the Australian polity you might have scope to argue that federalism is a mere scapegoat for class domination which represents a far more undemocratic force.
- In a gender politics course you could possibly argue that patriarchy, not federalism, is the prime enemy of democracy in the Australian polity.
- In an international relations course you might propose that the most undemocratic influence on the Australian political system comes from foreign governments and/or corporations rather than federalism.

This is not to say that an essay which questions the question is necessarily superior to a more straightforward answer; only that a thorough understanding of your essay question necessitates a degree of incisive analysis.

PROCESS

What exactly are you expected to do? “Discuss” means that you should examine a range of arguments and come to a tentative conclusion. Other essay questions might ask for a number of examples or you may be required to analyse and evaluate a provocative statement.

Researching

One way to conduct research effectively is to start with general sources and then move towards more particular sources as the nature and direction of your argument becomes clearer. The order in which you approach your sources might look something like this:

1. Text Books and General Texts
2. Chapters in Anthologies
3. Journal Articles
4. Articles from Newspapers, Magazines and the Internet

Organising Your Material

Instead of organising notes according to the book and article from which you obtained them, it is often useful to collate your material (arguments, examples, evidence and references) into pages and documents relating to the components and angles of your prospective essay. Let’s take the example used above:

Is federalism the enemy of democracy in the Australian polity? Discuss.

Your notes might look something like this:

Introduction ~~~~ Chang 1-4 ~~~~~	Definitions: Federalism ~~~~~ Lee 194 ~~~~~ ~~~~~	Definitions: Democracy ~~~~~ ~~~~~ Nguyen 7 ~~~~
Yes: Undemocratic Federalism ~~~~~ ~~~~~	No: Democratic Federalism ~~ Borat 10 ~~~~~ ~~~~~	Miscellaneous ~~~~~ ~~~~~ ~~~~~ ~

The advantage of adopting this method of note taking is that it allows you to quickly and accurately determine what information you have and need. The titles of each page/document can also be easily converted into sub-headings in your essay (which

you can leave in or take out of the final draft). Suddenly, you are on the way to having a coherent and well-researched essay and the blank page is not so frightening after all.

The Essay Outline

After you have completed the bulk of the research and organised your information, ask your tutor if she/he is willing to look at your essay outline. At this stage your tutor will be able to determine where you are going and make suggestions as to how you can improve your essay. Importantly, because you have not invested much time into actually writing the essay, you will be able to make any revisions that your tutor proposes. If your tutor is unable to read essay outlines, it is still useful to construct one as a stepping stone between your research and your writing.

What is an essay outline? It's basically the skeleton of your essay. You should outline your main argument in a sentence or two. This is followed by a series of sub-headings under which other important arguments, examples and evidence are set out. Your essay outline should be one to two pages long.

PART II: STRUCTURING and WRITING

Perhaps you have a couple of niggling questions before you are ready to write.

Do I Need an Argument?

Yes. You should go beyond description and narrative and provide something more than a collection of facts and opinions related to the topic.

You should avoid "fence sitting"; that is, not taking a side. At the other extreme "one-sided" arguments are also undesirable. It's a matter of promoting *your* considered argument while acknowledging and/or addressing contrary arguments.

Let's take the example essay question used above:

Is federalism the enemy of democracy in the Australian polity? Discuss

If your argument is "yes" you might spend the majority of your essay setting out why indeed federalism *is* the enemy of democracy in the Australian polity before briefly outlining alternative perspectives and then reaffirming why your perspective is more persuasive. If you are arguing the "no" case you might start off by suggesting that it is commonly believed that federalism is the enemy of democracy and then use the remainder of the essay to demonstrate why this is not the case.

Is there a Formula for Success?

By this stage that blank page will no longer seem so scary. It might even be inviting. However, don't get too excited. If you are inspired to write then do so with abandon and don't stop until that well of inspiration has run dry. However, acknowledge that at some point you will have to view your work in a cool and calm manner. After all, essay writing is both an art and a science. This raises the question, "Is there a formula for successful essays?"

In short, there is no single formula. There are, however, different formulae. What follows is an essay template that you are encouraged to use, customise and reform. It might be useful when you are stuck and don't know what to write next. Others find such templates constricting and prefer to view the essay writing process as a dialogue between you and the reader. Regardless, the underlying questions are usually quite simple, 'What do I want to say?' and 'How do I want to say it?'.

Customisable Essay Template

INTRO: BACKGROUND	<ul style="list-style-type: none">• Background: What is the context in which you are writing? Why is the topic important or interesting? 1-2 sentences (this may also come at the end of the intro). Sometimes you need to say what you are <i>not</i> going to do due to a word limit or other constricting factors.
YOUR ARGUMENT	
HOW YOU WILL ARGUE IT	
BODY PARAGRAPHS Topic Sentence Development of Arg Evidence Logical End/Link	<ul style="list-style-type: none">• What is your argument? Establish the main point of view. It should be clear and comprehensive and relate back to the topic without simply repeating it.• How will you argue it? Orient the reader to what follows.• Note: Most people have to revise their introductions and many write it last.• The topic sentence is your main argument for this paragraph, a generalised assertion.• The Link: CRUCIAL. Good links i) show that you have a coherent structure that leads the reader by the hand through the essay and ii) improve flow and add an artist's touch. Identify such links while reading and try them yourself.
CONCLUSION	

Style and Presentation

Markers are always disappointed to read essays that display a considerable amount of research but are presented in a haphazard style. Your ideas deserve clear expression and a polished presentation. Lack of clarity in expression is often a symptom of confused thinking. Here are some points to remember with respect to your writing.

Word Limit. Keep to the word limit and make sure that the sections of your essay are appropriately weighted in terms of content.

Grammar. Sloppy grammar and spelling distracts the reader's attention from your ideas. While new and creative ideas are applauded, essays are not the place for outlandish literary experiments. Write in complete sentences (with a verb). Do not submit an essay written in point form or with a series of one-sentence paragraphs.

Use Active Voice. Avoid passive voice – it leads to long, complicated sentences. Compare the following sentences: “The bill giving the right to vote to women was passed by parliament”; and “Parliament passed the bill giving women the right to vote”. The latter is clear and straightforward.

Keep it Serious. Take your essay seriously; your marker certainly will. She/he will not find your jokes, sarcasm or witticisms amusing.

Avoid Qualifiers. In many situations it is better to avoid expressions such as “it seems”, “it appears”, “obviously”, “very” and “quite”. For example: “It seems that Bjelke-Petersen was a very strong Premier” is tentative; why not “Bjelke-Petersen was a strong Premier”.

Gender-Neutral Language. Avoid inappropriate gender-specific language, including gender-specific terms for groups of people, countries or natural phenomena.

Clichés and Jargon. Avoid words and phrases that suffer from overuse. An example would be to suggest that students have been told “a thousand times over” to avoid clichés “like the plague”.

Contractions and Slang. Avoid contractions, slang and colloquial expressions. Example: Don't use contractions. It'll drive your markers crazy and you'll get a really crappy mark.

Acronyms. Acronyms should be in parentheses at the first reference, following the spelled-out full form. In later references the letters are sufficient.

Presentation. Things to remember when putting your essay together include:

- Page Numbers
- Double Space
- Wide Margins (at least 3cm or 1.25 inches)
- Adequate font size and print quality
- Spell checkers are grate but do not pick up everything

PART III: REFERENCING and PLAGIARISM

Referencing indicates whose *information* and *ideas* you are using to support or help shape *your* argument. If you do not acknowledge your sources, then you are committing intellectual theft, what's known as *plagiarism*. References also enable the reader to follow the sources behind your ideas.

When and How Do You Reference?

You must indicate from where you have taken particular pieces of information. For example, if you say, "It has been estimated that the cost of tertiary education will rise by ten percent in two years" then you must provide a referenced source for this projection. Similarly you must give references for *ideas* and *concepts*. For example, if you were writing on the nature of war and the war system, and you used Mueller's argument about the decline in the utility of war among liberal democracies, a reference would be required.

There are at least three types of quotations:

Direct Quotations. This is where you have extracted the exact words from another author. The quotation should be in inverted commas and cited correctly. For example:

The Clerk of the Senate Harry Evans stated, "Once government has got control of the Senate, they can do whatever they want" (1999: 22).

There are a number of strengths of this direct quotation: it has been made by an authoritative figure, it is succinct and therefore does not take up much of your word count, and it is a particularly powerful statement.

Indirect Quotations. It is common for students who are starting out in their political science career to rely too heavily on direct quotations and their sources. Each time you are tempted to include a direct quotation, ask yourself if it is necessary. You may paraphrase the idea in your own words with greater effect. More specifically, paraphrasing will a) ensure that you process the information rather than simply regurgitate it and b) improve the flow of your essay as it will be in your own words. No inverted commas are necessary but remember to give proper credit to your source.

Direct Indented Quotations. If a direct quote extends over more than three lines, the quote should be placed as a block quotation – that is, indented on both sides and without quotation marks. The font should be smaller by one point and the indented paragraph should be single-spaced with a space before and after. Always give the correct citation and avoid quotes that are excessively long.

Footnotes

There are various forms of footnoting. The important thing is to be *comprehensive* (provide all the necessary referencing information) and *consistent* (maintain one format for the entire essay).

Note that in the following examples the punctuation and naming order differs between the footnote and bibliography reference. The bracketed information refers to (Place of Publication: Publisher, Year of Publication). When using footnotes you *can* list publications in your bibliography that you have used but not cited in the body of your essay although padding is discouraged and will be identified by your marker. Remember also that footnotes are applied **AFTER** punctuation marks.¹

1. Book with single author

Footnote: Robert A. Dahl, *Who Governs?: Democracy and Power in an American City* (New Haven: Yale University Press, 1961) 42.

Bibliography: Dahl, Robert A. *Who Governs?: Democracy and Power in An American City* (New Haven: Yale University Press, 1961).

2. Books with two or more authors

Footnote: Zbigniew Brzezinski and Samuel P. Huntington, *Political Power: USA/USSR* (New York: Viking Press, 1963) 79-82.

Bibliography: Brzezinski, Zbigniew and Huntington, Samuel P. *Political Power: USA/USSR* (New York: Viking Press, 1963).

3. Article in edited book

Footnote: Giovanni Satori, "European Political Parties: The Case of Polarized Pluralism", in *Political Parties and Political Development*, eds. Joseph La Palombara and Myron Weiner (Princeton: Princeton University Press, 1966) 145, 147.

Bibliography: Satori, Giovanni. "European Political Parties: The Case of Polarized Pluralism". In *Political Parties and Political Development*. Eds. La Palombara, Joseph and Myron Weiner (Princeton: Princeton University Press, 1966) 137-176.

4. Journal Article

Footnote: Lucian W. Pye, "Communication and Chinese Political Culture", *Asian Survey* 18:3 (March 1978) 222. (This means the article appears in vol. 18, no 3, pp. 221-46).

Bibliography: Pye, Lucian W. "Communication and Chinese Political Culture". *Asian Survey* 18:3 (March 1978) 221-46.

5. Newspaper Article

Footnote: Katrina Lee Koo, "Military Still a Man's World, but it's Time for a Change", *Canberra Times: Saturday Forum*, 19 May 2001, 1.

Bibliography: Lee Koo, Katrina. "Military Still a Man's World, but it's Time for a Change", *Canberra Times: Saturday Forum*, 19 May 2001, 1.

6. Internet Sites and Databases

Using Internet Sites

The internet provides material of variable value and should be used with a degree of caution and care. Generally, published sources (books and journals) are preferable, and the internet should only be used for examples or to bolster ideas and arguments obtained from more reliable sources. When using internet sources (and also non-internet sources) questions must be asked about the following:

- Accuracy: Who wrote the article? Is she/he contactable and credible?
- Authority: What sort of credentials does the author have? Is she/he linked to an academic institution? Has the article been refereed?
- Objectivity/Subjectivity: What opinions are expressed by the author?
- Currency: Is this outdated information?

Citing Internet Sites

In your footnotes and bibliography when possible you need to indicate at least the following points which are illustrated in some examples below:

- The author's surname and first name or initial, and/or the name of the relevant organisation or institution;
- The title of the site (and of the "host" website, if there is one and it is different);
- The full address (location) of the site (written on its own separate line);
- If possible, the page number(s) or other marker(s) identifying the section of the site;
- When the site was last updated (or modified, or revised), if this is shown; and
- Very importantly, the date on which you accessed (or read or visited) the site.

This last point is vital because information on the web has the potential to change quickly and frequently. Make sure you write the address accurately by following punctuation and formatting exactly. For example, don't use capitals if the web address has lower case letters, and don't put a full stop at the end unless the address actually has one.

Footnote: Ibrahim Barzaq, "Palestinians Sentence Six to Death",
Salon.com News <http://www.salon.com/news/wire/2002/04/07/palestinian_death/index.html> (5 April 2002)
accessed 8 April 2002.

Bibliography: Barzaq, Ibrahim. "Palestinians Sentence Six to Death",
Salon.com News <http://www.salon.com/news/wire/2002/04/07/palestinian_death/index.html> (5 April 2002)
accessed 8 April 2002.

Databases

If you have obtained the full-text of an article from an electronic database then you should cite i) the original hard copy reference (with page numbers), ii) the database from which you accessed it (eg Factiva, ProQuest, APAIS), and iii) the date that you accessed it. However, where the database provides an exact scan of the original hardcopy then you need not refer to the electronic database or the date that you accessed it.

7. Repeat Citations:

Often you will want to repeat a citation in your footnotes. This is made easier by the use of short titles.

First Footnote: Robert A. Dahl, *Who Governs?: Democracy and Power in an American City* (New Haven: Yale University Press, 1961) 42.

Later Footnotes: Dahl, *Who Governs*, 98.

First Footnote: Lucian W. Pye, "Communication and Chinese Political Culture", *Asian Survey* 18:3 (March 1978) 222.

Later Footnotes: Pye, "Communication and Chinese Political Culture", 221.

In footnotes you may see the word "*Ibid.*" which refers to the work cited in the *preceding* footnote. Suppose you had referred to the Pye article in footnote 6 and want to refer to him again in footnotes 7 and 8. Your three footnotes might look like (note the punctuation):

6. Pye, "Communication and Chinese Political Culture", 221.
7. *Ibid.*
8. *Ibid.*, 223.

Footnote 7 refers to page 221 of the Pye article (if you refer to the same page in an *Ibid.* citation, there is no need to write the page number). Footnote 8 refers to page 223 of Pye. The next two pages offer a demonstration of how footnotes should be presented in the body of the essay and in the bibliography.

Footnotes: Demonstration Page

Double-space your essay and leave enough room in the left and right margins for the marker to make comments. Note that footnotes are applied **AFTER** the full stop.¹ An indented quotation should look something like this:

Maybe I'll come home shoeless, but in compensation for my ragged state I've learned German and a bit of Russian and Polish, I also know how to get out of many situations without losing my nerve, and how to withstand moral and physical suffering. To economise on the barber I'm sporting a beard. I know how to make a cauliflower or turnip soup, cook potatoes in a hundred different ways (all without seasoning). I know, too, how to assemble, light and clean stoves. And I've been through an incredible variety of careers: assistant bricklayer, navy, sweep, porter, grave-digger, interpreter, cyclist, tailor, thief, nurse, fencer, stone-breaker. I've even been a chemist!²⁵

¹ James Miller, "Jürgen Habermas: Legitimation Crisis", *Telos* 4:25 (Fall 1975) 343-44.

² Alan Scott, *Ideology and New Social Movements* (London: Unwin Hyman, 1990) 42.

³ Jay G. Blumler and Michael Gurevitch, *The Crisis of Public Communication* (London and New York: Routledge, 1995) 11-12.

⁴ Colin Sparks, "The Internet and the Global Public Sphere", in *Mediated Politics: Communication in the Future of Democracy*, eds. W. Lance Bennett and Robert M. Entman (Cambridge: Cambridge University Press, 2001) 77, 79.

⁵ Simon Bowles and Harry Gintis, "The Crisis of Liberal Democratic Capitalism", *Politics and Society* 2:1 (1982): 134.

⁶ Miller, "Jürgen Habermas", 356.

⁷ *Ibid.*, 358.

⁸ *Ibid.*

⁹ Roy Hartwell, "The Queen Mother: The 'Granny' of an Empire", *The Age* (7 April 2002) 2.

¹⁰ Ibrahim Barzaq, "Palestinians Sentence Six to Death", in *Salon.com News* <http://www.salon.com/news/wire/2002/04/07/palestinian_death/index.html> (5 April 2002) accessed 8 April 2002.

¹¹ Bowles and Gintis, "The Crisis of Liberal Democratic Capitalism", 135-37.

¹² *Ibid.*, 139.

¹³ David Baguley, "The Nature of Naturalism", in *Naturalism in the European Novel: New Critical Perspectives*, ed. Brian Nelson (New York and Oxford: Berg Press, 1992) 22-23.

¹⁴ Alain Touraine, *Anti-Nuclear Protest: The Opposition to Nuclear Energy in France* (Cambridge: Cambridge University Press, 1983) 55, 57.

¹⁵ *Ibid.*, 51.

¹⁶ *Ibid.*

¹⁷ *Ibid.*, 53-55.

¹⁸ Hans J. Kleinusteuber, "The Industrial Imperative", in *New Media Politics: Comparative Perspectives in Western Europe*, eds., Denis McQuail and Karen Siune (London: Sage Publications, 1986) 53.

¹⁹ Charles Dickens, *Little Dorrit* (London: Penguin Books, 1857, 1967) 433.

²⁰ "Ruddock Plays Down Nauru Deadline", in *ABC News* <http://www.abc.net.au/news/2002/04/item20020408092336_1.htm> (8 April 2002) accessed 8 April 2002.

²¹ Barzaq, "Palestinians Sentence Six to Death".

²² *Ibid.*

²³ Hartwell, "The Queen Mother", 2.

²⁴ *Ibid.*

²⁵ Primo Levi, "Letters", 16 May 1945. Cited in Ian Thomson, *Primo Levi* (Bonn: Hutchinson, 2002) 2.

Footnotes: Demonstration Bibliography

Bibliographies are an integral part of the essay, not an optional extra. They provide the reader with an indication of the books and articles that you have read when preparing your essay, and they contribute to the acknowledgments of scholars whose work you have used. A bibliography can therefore contain more sources than are actually cited in your essay. Here is an example correlating with the footnote demonstration page.

Barzaq, Ibrahim. "Palestinians Sentence Six to Death". In *Salon.com News* <http://www.salon.com/news/wire/2002/04/07/palestinian_death/index.html> (April 5, 2002). Accessed April 8, 2002.

Blumler, Jay G. and Michael Gurevitch. *The Crisis of Public Communication* (London and New York: Routledge, 1995).

Bowles, Simon and Harry Gintis. "The Crisis of Liberal Democratic Capitalism". *Politics and Society* 2:1 (1982) 120-135.

Dickens, Charles. *Little Dorrit* (London: Penguin Books, 1857, 1967).

Hartwell, Roy. "The Queen Mother: 'Granny' to a Dwindling Empire". *The Age* (April 7, 2002) 2-3.

Miller, James. "Jürgen Habermas: Legitimation Crisis". *Telos* 4:25 (Fall 1975) 342-76.

_____, *A Second Book or Article by James Miller: Arrange Bibliography in Order of Publication, so that 1975 is After 1981* (London: Nowhere Press, 1981).

_____, *Any Successive Books by the Same Author Also Receive this Underline Mark* (Paris: Paris Publishers, 1985).

Scott, Alan. *Ideology and New Social Movements* (London: Unwin Hyman, 1990).

Sparks, Colin. "The Internet and the Global Public Sphere". In *Mediated Politics: Communication in the Future of Democracy*. Eds. W. Lance Bennett and Robert M. Entman (Cambridge: Cambridge University Press, 2001) 75-99.

Thomson, Ian. *Primo Levi* (London: Hutchinson, 2002).

Harvard Referencing

Another referencing system used in the social sciences is the Harvard referencing system (also known as the author-date system). In the Harvard system you provide (as a reference in brackets in the text) the name of the author, the year in which the publication from which you cite was published and the page(s) on which the quotation or idea is to be found.

The only time you may leave out a page number is if you are referencing the thematic approach of a work – for example, you may say something like, “Gurtov (1988) is the seminal text in the school often styled ‘global humanism’ in the discipline of International Relations” or “Other scholars, such as Axelrod (1984) have argued that cooperation in international relations can be understood by analogy to a ‘tit for tat’ game.”

Here are some examples of the way you use this system.

- i. If you use **words directly** from your source, then:

“War should not be visualised as a sort of recurring outcome that is determined by other conditions” (Mueller 1990: 321).

or, you may choose to introduce the author into your sentence, like this:

Mueller argues that “[w]ar should not be visualised as a sort of recurring outcome that is determined by other conditions” (1990: 321).

- ii. If you are **citing ideas**, but not using the words directly (or if you have paraphrased what the person has said), you would cite in this fashion:

Mueller draws an analogy with the abolition of duelling and slavery in his argument about the possibility of war becoming obsolete (1990: 322-23).

- iii. In the examples above, the quotations and ideas are taken (obviously) from an article by Mueller. If there was **more than one author** you would cite in this way:

It is fair to say that “the United Nations ... is no longer as hindered by the rivalry of the superpowers” (Diehl and Kumar 1991: 369).

If there are **three or more authors**, you can cite as (Smith et. al. ...) although it is usually not a good idea to do this if you introduce the authors into the structure of your sentence.

- iv. If you have read a **chapter in an edited volume**, then you must cite the author of the chapter that you have read, not the editor of the book. For example, you would cite (Jones 1992: 126) not (Jones in Smith and Kettle

1992: 126), where Jones has a chapter in the book edited by Smith and Kettle.

- v. If your source **refers to another author**, you acknowledge in your reference that you have found this information via a second source, thus:

Waltz's organisation of the theories of war is, as Mueller notes, based on "whether the cause of war is found in the nature of man [sic], in the nature of the state, or in the nature of the international system" (1990: 321). [Note the use of [sic] indicates something in the quotation that is awry - in this case the use of 'man' when one assumes that Waltz and/or Mueller mean people]

- vi. If you use a quotation from the **original source that has been reproduced** in the source you have read, then this is how you would do it.

As Ken Booth argues, "in the emerging global polity, stable security can only be achieved by people and groups if they do not deprive others of it" (cited in Jones 1992: 114). [Note that you then list Jones in your bibliography, but not Booth because you have not read the Booth piece].

- vii. Harvard-style citations usually require page numbers, but **websites** rarely contain them. Information should include author name(s) (the person or the organisation responsible for the site) and the date created/revised:

(Hoang, K 1998)

or:

(United Nations 1996)

If the author's name is unknown, cite the website URL

(<http://www.anu.edu.au>)

Note that students should be wary when using websites. Refer above to "Footnotes" section for some hints on discerning credible websites.

Harvard Referencing: Bibliographies

Using the Harvard system, bibliographies are set out alphabetically, by author surname. For books, the following structure is used: name of the author(s), year of publication, title of the book (which should be italicised), the city of publication (eg., New York or Boulder, not USA), the name of the publishing company and, if relevant, the edition. For example:

Hoffmann, Stanley. 1981. *Duties beyond borders: on the limits and possibilities of ethical international politics*. Syracuse, NY: Syracuse University Press.

If you are citing a **journal article**, you must give the name of the author(s), the year of publication, the title of the article (in quotation marks), the title of the journal (italicised or underlined), the volume number, the issue number (or the month/season of publication) and the page numbers of the article. For example:

Cutler, A.Claire.1991. "The 'Grotian tradition' in international relations".
Review of International Studies 17(1): 41-65

If you have cited from a **chapter or chapters in an edited book**, then your bibliography should list the particular chapter that you have read, under the surname of the author of that chapter. For example:

Banks, Michael. 1985. "The inter-paradigm debate". In *International Relations: a handbook of current theory*. Eds., Margot Light and A J R Groom. London: Frances Pinter.

If you have cited from reprint editions, both the original date [in square brackets] and the reprint date should be given.

Marx, Karl and Friedrich Engels. [1848] 1964. *The Communist Manifesto*.
New York: Monthly Review Press.

See the "Footnotes" section above on the information required when citing websites.

Barzaq, Ibrahim. 2002. "Palestinians Sentence Six to Death". In *Salon.com News*
<http://www.salon.com/news/wire/2002/04/07/palestinian_death/index.html>
(5 April 2002) accessed 8 April 2002.

Finally, bibliographies using the Harvard system should not include sources that have been read but not cited.

ANU Academic Honesty Policy

The Faculty of Arts is dedicated to the principle of academic honesty.

Remember that The Academic Skills and Learning Centre is available for students who require assistance with expression in order to avoid inadvertent plagiarism and other forms of academic dishonesty. The Centre has a very helpful document to help students avoid academic dishonesty.

http://www.anu.edu.au/academicskills/online_materials/reading_notetaking_and_plagiarism/plagiarism.pdf

We print below two important documents. The first is the document on Student Academic Honesty. This may also be accessed at:

http://arts.anu.edu.au/student_information/current/rules/plagiarism.asp

STUDENT ACADEMIC HONESTY



The University's Code of Practice for Student Academic Honesty is set out at:

http://info.anu.edu.au/policies/Codes_Of_Practice/Students/Other/Academic_Honesty.asp

All students and staff should be familiar with its contents.

Breaches of academic honesty include plagiarism, collusion, fabrication, cheating, and recycling (see Academic Honesty: (2) Definitions).

The Code distinguishes between CARELESS and DELIBERATE breaches. It states that the distinction between the two kinds of breach will not always be clear-cut: 'Deciding whether a breach of this Code is careless or deliberate is rarely black and white and requires informed judgement.'

Careless breaches will typically occur where students have misunderstood, or are unaware of, the principles of academic honesty. Students new to tertiary study may be especially vulnerable to the risk of careless breaches.

Deliberate breaches will typically occur in the following circumstances:

- where the student has previously been counselled following an earlier breach
- where the student is in a later year and therefore relatively experienced in the scholarly practices of their discipline
- where a document that defines appropriate acknowledgement has been signed when the work was submitted
- where the breach has occurred in a thesis
- where there is evidence that the student engaged another person to produce part or all of the work
- where there is extensive verbatim reproduction of another's work with no acknowledgement that this is quotation (even where the source is acknowledged), and this is difficult to construe as a careless oversight

This document deals with the most common kind of breach — plagiarism. For an explanation of the various possible forms of plagiarism ('copying', 'paraphrasing', 'summarising', and 'cobbling') see the document on plagiarism ('Plagiarism Handout') produced by the Academic Skills and Learning Centre.

The Code states that plagiarism 'is copying, paraphrasing or summarising, without appropriate acknowledgement, the words, ideas, scholarship and intellectual property of another person. This remains plagiarism whether or not it is with the knowledge or consent of that other person. Plagiarism has also taken place when direct use of others' words is not indicated, for example by inverted commas or indentation, in addition to appropriate citation of the source.'

How plagiarism is dealt with in the Faculty of Arts

1. CARELESS BREACHES

When a careless breach is detected:

1.1 the marker will interview the student and explain the nature and extent of the plagiarism.

1.2 the marker will explain to the student that an academic penalty (e.g. a grading penalty) may be applied. Any decision to fail a piece of work as a result of a careless breach must be made in consultation with a second marker.

1.3 the marker will direct the student to counselling. As a start, the student should examine the documents giving advice on academic writing, referencing, and avoiding plagiarism on the website of the Academic Skills and Learning Centre: <http://www.anu.edu/academicskills>

1.4 the marker will notify the course convener of the case.

1.5 the course convener will place a record of the case on file at School level. The course convener will send a record of the case (including a description of the code breach), and a statement that the student has been counselled, to the Associate Dean (Academic). This record will be countersigned by the Associate Dean and placed on a central file maintained by the University for this purpose.

2. DELIBERATE BREACHES

When a deliberate breach is detected:

2.1 the marker (if not the course convener) will provide the course convener with details of the case.

2.2 the course convener will provide details of the case to the Head of School.

2.3 the Head of School, in consultation with the convener, will confirm the appropriate punitive penalty. If, in the opinion of the course convener and the Head of School, the extent of the plagiarism is sufficiently substantial, a mark of zero will normally be awarded for the piece of work.

2.4 the Head of School will provide the Associate Dean (Academic) with the details of the case; the Associate Dean must confirm that the penalty is appropriate; in extreme cases the Associate Dean may invoke the Discipline Rules: <http://www.anu.edu.au/cabs/rules/DisciplineRules.pdf>

2.5 when the Associate Dean has confirmed the appropriateness of the penalty, the Head of School will inform the student of the penalty, and counsel the student about the breach of academic honesty.

2.6 the Associate Dean will place a record of the case on file at Faculty level. After the student has been counselled by the Head of School, the Associate Dean will place a record of the case on a central file maintained by the University for this purpose.

3. APPEALS

Where a penalty has been applied for plagiarism, a student has recourse to academic appeals tribunals.

3.1. Where the penalty results in a failure in the course overall, an appeal may be made under the provisions of the Assessment Review and Appeals Policy

http://info.anu.edu.au/policies/Policies/Students/Other/Assessment_Review_and_Appeals.asp

3.2

Where a penalty has been imposed on part assessment for a course, an appeal may be made in writing to the Prescribed Authority for a review of the decision. Such requests should normally be submitted within fourteen days of the notification of the decision. The review of that decision should be completed within fourteen days of the request.

The second is the Code of Practice for Student Academic Honesty. It may also be accessed at:

http://info.anu.edu.au/policies/Codes_Of_Practice/Students/Other/Academic_Honesty.asp

Principles

The presentation of genuine, original work is an indispensable cornerstone of good scholarly practice. This Code explains the ANU's expectations for honest academic practice on the part of students. It sets out the responsibilities of University academic staff in developing and promoting academic honesty, and penalising plagiarism and other forms of dishonesty.

1. The principle of academic honesty

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used

General understandings and specific techniques of "appropriate acknowledgement" vary across cultures and disciplines. Therefore:

- it is the responsibility of everyone at the ANU to uphold and promote fundamental principles of quality and integrity in scholarly work
- it is the responsibility of academic staff to promulgate, explicitly and unambiguously, techniques of and expectations about appropriate acknowledgement within their area
- it is the responsibility of students to ensure that they understand the acknowledgement practices relevant to every piece of work they submit for assessment.

2. Definitions

For the purpose of the Code:

Academic Honesty

is the principle that students' work is genuine and original, completed only with the assistance allowed according to the rules, policies and guidelines of the University. In particular, the words, ideas, scholarship and intellectual property of others used in the work must be appropriately acknowledged.

Note that "work" above includes not only written material, but in addition any oral, numerical, audio, visual or other material submitted for assessment.

Academic dishonesty includes plagiarism, collusion, the fabrication or deliberate misrepresentation of data, and failure to adhere to the rules regarding examinations in such a way as to gain unfair academic advantage.

More general forms of dishonesty, not directly related to academic or scholarly activity, are not covered by this policy.

Cheating

means the breach of rules regarding formal examinations, or dishonest practice in informal examinations, tests or other assessments. Examples include the use of prohibited material or equipment for unfair advantage, and consultation with other persons during the course of the assessment where this is prohibited.

Collusion

is the involvement of more than one individual in an instance of academic dishonesty. All parties involved in such collusion are in breach of the principles of academic honesty (unless there is good evidence of innocent involvement). "Collusion" needs to be distinguished from "collaboration", defined for the purposes of this document as work jointly undertaken and produced.

Fabrication

is the representation of data, observation or other research activity as genuine, comprehensive and/or original when it is not. This includes inventing the data, using data gathered by other researchers without acknowledgment, or willfully omitting data to obtain desired results.

Originality

For the purposes of this Code, "original" work is work that is genuinely produced by the student specifically for the particular assessment task.

Plagiarism

is copying, paraphrasing or summarising, without appropriate acknowledgement, the words, ideas, scholarship and intellectual property of another person. This remains plagiarism whether or not it is with the knowledge or consent of that other person. Plagiarism has also taken place when direct use of others' words is not indicated, for example by inverted commas or indentation, in addition to appropriate citation of the source.

Each individual student is responsible for ensuring that they are fully informed about methods of acknowledgement appropriate to any piece of assessable work that they submit.

Recycling

is the submission for assessment of work which, wholly or in large part, has been previously presented by the same student for another assessment, either at the Australian National University or elsewhere. In some cases, lecturers will specifically allow this practice. If no specific provision to the contrary is made, submission of work for assessment a second or subsequent time constitutes a breach of this Code.

Student

means any person who is or was enrolled in, or seeking enrolment in, a program

in, or a course offered by, the University or who is or was given permission by the University to audit such a course.

3. Penalties for breaches of this Code

All breaches will be addressed.

The nature of any further action will depend upon whether the instance is judged to have arisen through carelessness or deliberate dishonesty (i.e. with intent to deceive). The course convener, in consultation with relevant teaching staff (for example tutors) and the Head of School (or their delegate), will make a judgement on whether the breach is as a result of carelessness or a more deliberate act.

Careless breaches can occur where students have misunderstood, or are unaware of, the principles of academic honesty. Students new to tertiary study may be especially vulnerable to the risk of careless breaches of the Code.

A judgement of plagiarism will still be made where the presentation of another's work without appropriate acknowledgment (and, therefore, as if it were the student's own) appears to have been careless or accidental rather than intentionally deceptive. However, under these circumstances penalties should be designed for primarily pedagogical rather than punitive effect. Therefore the following steps are to be taken:

- the student is appropriately counselled
- an academic penalty may be applied (for example a grading penalty; the opportunity to resubmit the work for a pass grade only; supplementary assessment)
- a record stating that the student has been counselled including a description of the Code breach, countersigned by the appropriate Sub-Dean or equivalent, is placed on a central file maintained by the University for this purpose

These principles can be extended to cases of accidental collusion or recycling.

Deliberate breaches. Deciding whether a breach of this Code is careless or deliberate is rarely black and white and requires informed judgement. Circumstances under which the action of a student in submitting work that breaches this Code may be judged to be deliberate can include (but are not limited to):

- where the student has previously been counselled following an earlier breach
- where the student is in a later year and therefore relatively experienced in the scholarly practices of their discipline
- where a document that defines appropriate acknowledgement has been signed when the work was submitted
- where the breach has occurred in a thesis
- where there is evidence that the student engaged another person to produce part or all of the work
- where there is extensive verbatim reproduction of another's work with no acknowledgement that this is quotation (even where the source is acknowledged), and this is difficult to construe as a careless oversight

Where relevant teaching staff form the view that a deliberate breach has occurred, the following steps are taken:

- the Head of School (or delegate) in consultation with the course convener

- will determine the appropriate course of action, to be followed
- a punitive academic (i.e. grading) penalty is applied (normally a grade of N, 0%, for the work)
- a record stating that the student has committed a breach of the Code of Academic Honesty, including brief details of the breach, countersigned by the appropriate Sub-Dean or equivalent, is placed on the student's central file
- the conduct is referred to the Prescribed Authority for consideration of appropriate action to be taken under the Discipline Rules of the University (<http://www.anu.edu.au/cabs/rules/DisciplineRules.pdf>)

These principles are to be applied to all deliberate breaches of this Code.

4. Appeals

Where any academic penalties are applied students have recourse to appeal procedures under the Assessment Review and Appeals Policy. Where disciplinary measures are applied under the Discipline Rules, the student should appeal those measures under those Rules.

5. Responsibilities of students

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic honesty both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic honesty on appropriate *proformas* and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

6. Responsibilities of academics

It is the responsibility of individual academic staff teaching, assessing or coordinating a course, to:

- provide information that enables all students taking the course to become aware of this Code
- provide information that enables all students taking the course to become aware of the expectations for academic honesty within the particular College, discipline and course, and of the potential consequences of breaches of this Code
- take account of the disparate educational backgrounds of students, including some who will be quite unfamiliar with the normal expectations for academic honesty. For example, students should be directed to appropriate sources of support and guidance to amplify the academic's explanations about academic honesty
- make regular attempts to detect academic dishonesty in the work submitted by students
- apply penalties in accordance with this Code where breaches occur

In addition, senior staff (such as College Deans) and the DVC (Education) are responsible for the general implementation, oversight, and promulgation of this Code of Practice.

PART IV: SUBMITTING and (RE)ASSESSMENT

Assessment Criteria

Almost all of the comments you will receive will fall into one of four categories:

- Topic (whether you have addressed the question)
- Research
- Argument
- Presentation

So if your essay is strong in all of these areas you should be confident of doing well. Here is an example of an assessment outline which will give you a more detailed idea of the sort of criteria on which your essay will be judged.

Topic not understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Topic understood clearly
Does not answer the question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Answers the question
Does not define/understand key terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Defines/understands key terms
No evidence of wider relevant research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of wider relevant research
No critical understanding of literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Critical understanding of literature
Not a clear and consistent argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear and consistent argument
Relies on assertion and/or description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses reasoned argument and evidence
Essay rambles and lacks structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Essay is structured logically
Many grammatical and spelling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Few/no errors
Writing style needs work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent writing style
Referencing Not Acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referencing Acceptable

Submission Checklist

Before submitting your essay make sure that you can tick off the following three points.

- I have a bibliography. My essay is double spaced, page numbered and has a wide margin (approximately 4cm).
- I have attached a green essay cover sheet to the front of my essay and have signed the declaration relating to plagiarism. These sheets are available from the School of Social Sciences Office
- I have kept electronic and hard copies of my essay

Reassessment: The Academic Skills and Learning Centre

After you receive your results spend some time contemplating the marker's comments. If you are disappointed then try to be calm and think through the issues that the marker has pointed out. Read over your essay again in a cool and clear manner and if you require any clarification make an appointment to see your tutor/lecturer.

Fellow students and friends can sometimes help with reading essays. Another excellent source of assistance when it comes to improving your writing skills is the Academic Skills and Learning Centre (ASLC). The ASLC offers help to all ANU students with their academic work. It provides a free and confidential service. Students can choose to make individual appointments to discuss general problems with the management of their studies. Students can consult ASLC staff over essay drafts or essay questions. ASLC also provides small group sessions dealing with topics such as Introduction to University Study, Essay Writing, Tutorial Participation and Preparation for Exams. The ASLC is located in the Lower Ground Floor, Pauline Griffin Building. Tel: (02) 61252972.

Appeals Procedures

Appealing an Assessment Item

If you genuinely believe that you have received an inappropriate or incorrect result for your essay then you should first contact your tutor and arrange for an appointment to discuss the matter. If you are still unsatisfied, you can approach the course coordinator or lecturer with a written note that outlines why you believe you deserve a different mark and request that the essay be re-marked.

Faculty of Arts Appeals Procedures

If you genuinely believe you have received an inappropriate or incorrect result in an Arts course, there are steps you can take to have that result reviewed.

The following procedures were correct at the time of printing. Students can contact the ANU Faculty of Arts for the most up-to-date procedures or consult the Faculty of Arts website, <http://arts.anu.edu.au/student_information/current/rules/appeal.asp>. The university procedures can be found at <http://info.anu.edu.au/policies/Policies/Students/Other/Assessment_Review_and_Appeals.asp>.

You, the student should:

STEP 1

1. Discuss the disputed result with the course coordinator/lecturer responsible for the unit.

ACTION TO BE TAKEN

Lecturers generally are reasonable about requests for reviews of assessment. They will often re-examine a student's work and inform the student of their decision. Many decisions need go no further than this first step

STEP 2

2. If you believe that after Step 1 the result in the unit is still inappropriate, submit a written request to the Head of School for a review of your result.

ACTION TO BE TAKEN

The Head of School will discuss the request with the lecturer concerned. Apart from determining the lecturer's rationale for awarding the particular grade, he/she will also determine whether established assessment procedures were carried out. At this stage the Head of School may involve a third examiner in the process of reviewing the grade. The Head of School will inform the student of the result of the review process.

STEP 3

3a. If after Step 2 you still believe the result in the unit is inappropriate, submit to the Dean, in writing, a formal appeal of the result.

3b. You may also seek advice from the Dean of Students.

STEP 4

The Dean will refer the matter either back to the Department or to the Faculty Appeals Committee.

ACTION TO BE TAKEN

The Faculty Appeals Committee will consider the appeal. It will examine:

- a written submission from the student explaining why the result in dispute does not accurately reflect his/her performance;
- a written statement from the lecturer/s involved and/or the Head of School explaining why the result is justified;
- assessment criteria of the unit in question;
- a copy of the work in question;
- the student's own statement if he/she chooses to appear in person before the committee.

The Appeals Committee determines:

- whether established assessment procedures have been carried out; and
- whether additional evidence or extenuating circumstances have come to light which might change the final result.
- The Committee then recommends to the Faculty that the original result be upheld, or a remark is warranted, or that there is to be a supplementary examination. The Faculty's decision is final. The decision and the reasons for it will be conveyed in writing to the student.

FREQUENTLY ASKED QUESTIONS

Q: How many references should I have in my bibliography?

A: There is no simple numerical answer to this question and various factors have to be taken into account. Books are often more valuable sources than newspaper articles. Moreover, the way that you use references can be more important than how many you have. To write a good essay you have to do all the basic reading (in the text and brick) relating to that topic. You would also have to be familiar with a cross-section of the suggested reading and do some original research that might include articles and newspapers for relevant and refreshing examples to support your arguments. Be careful of reading so much that you don't have enough time to write. Six to ten solid references would be reasonable for an Introduction to Politics essay. It may increase substantially after that.

Q: Should I use sub-headings?

A: Maybe. Shorter essays can often become disjointed with too many sub-headings while longer essays can lack structure without them.

Q: Should I number my sections and sub-sections?

A: No. An essay is not a government report.

Q: Should I use "I"?

A: Generally personal pronouns such as "I" should be avoided. If you use them then do so judiciously.

Q: Can I submit the same essay or a very similar one that I've written for another subject?

A: No, it's against university rules. Moreover, it's not easy to do and you'll probably get poor results even if you do get away with it.

Q: Is the school serious about word length limits?

A: Yes. Part of good essay writing is working within word length limits. If and when you are caught breaching those limits you will be penalised.

Q: Are quotations and references counted in the word limit?

A: All quotations in the text are counted. Footnotes and referencing information is not counted. However, if you have used explanatory footnotes then they are counted.

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