Unit Outline

ECON2262
Japanese Economic History

Semester 2
2009
Crawley

Unit Coordinator
Dr Abu Siddique

Business School
www.business.uwa.edu.au
UNIT DESCRIPTION

Introduction

Welcome to ECON2262 Japanese Economic History. You will be learning this unit throughout the second semester of this year and it is my expectation that you will enjoy it.

Unit content

This unit is divided into two parts: Part 1 examines the economic processes that transformed Japan over the period 1868 to 1973 from an economically backward state to an industrial superpower and the second part deals with problems and issues in the Japanese economy since 1973. No knowledge of the Japanese language is required.

The Goal of the Unit

The goal of the unit is to provide students with the opportunity to gain an understanding of the successes and failures of Japan and the major issues confronting its economic development since 1868.

Learning outcomes

On completion of this unit, you should be able to:

• evaluate the different approaches that are available to examine modern economic history of Japan;
• develop understanding of economic process that transformed Japan from an economically backward state to an industrial superpower during the period under investigation;
• account for the factors that contributed to the problems faced by the Japanese economy since 1973;
• through an oral presentation to your peers to be able to critically evaluate the key issues in the Japanese economy;
• through writing a research essay be able to examine the economic relations between Japan and Australia.

Educational Principles

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

• expand an investigative mind while evaluating different conflicting views that prevail in the literature for explaining the historical growth path of the Japanese economy;
• participate in group discussion in the tutorials;
• enhance verbal and written communication skills;
• work independently; and
• acquire some research skills.
Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes (and be on time). More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’.

UNIT STRUCTURE

Lecture Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1</td>
<td>Economic History of a Nation – Analytical Approaches</td>
</tr>
<tr>
<td>Topic 2</td>
<td>The Historical Growth Path of the Japanese Economy</td>
</tr>
<tr>
<td>Topic 3</td>
<td>Growth and Contribution of Agriculture</td>
</tr>
<tr>
<td>Topic 4</td>
<td>Industrialisation of Japan</td>
</tr>
<tr>
<td>Topic 5</td>
<td>The End of the Rapid Growth Era</td>
</tr>
<tr>
<td>Topic 6</td>
<td>Economic Growth and Welfare</td>
</tr>
<tr>
<td>Topic 7</td>
<td>Japan and the Environment</td>
</tr>
<tr>
<td>Topic 8</td>
<td>Australia-Japan Economic Relations (No lecture- research essay)</td>
</tr>
</tbody>
</table>

UNIT SCHEDULE (Indicative Only)

<table>
<thead>
<tr>
<th>Day and Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Monday 20 Jul 2009</td>
<td>Topic 1 : Economic History of a Nation – Analytical Approaches (Start)</td>
</tr>
<tr>
<td>Week 1: Friday 24 Jul 2009</td>
<td>Topic 1 : Economic History of a Nation – Analytical Approaches (End)</td>
</tr>
<tr>
<td>Week 2: Monday 27 Jul 2009</td>
<td>Topic 2 : The Historical Growth Path of the Japanese Economy (Start)</td>
</tr>
<tr>
<td>Week 2: Friday 31 Jul 2009</td>
<td>Topic 2 : The Historical Growth Path of the Japanese Economy (Cont)</td>
</tr>
<tr>
<td>Week 3: Monday 03 Aug 2009</td>
<td>Topic 2 : The Historical Growth Path of the Japanese Economy (Cont)</td>
</tr>
<tr>
<td>Week 3: Friday 07 Aug 2009</td>
<td>Topic 2 : The Historical Growth Path of the Japanese Economy (Cont)</td>
</tr>
<tr>
<td>Week 4: Monday 10 Aug 2009</td>
<td>Topic 2 : The Historical Growth Path of the Japanese Economy (End)</td>
</tr>
<tr>
<td>Week 4: Friday 14 Aug 2009</td>
<td>Topic 3 : Growth and Contribution of Agriculture (Start)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>5: Monday 17 Aug 2009</td>
<td>Topic 3: Growth and Contribution of Agriculture (Cont)</td>
</tr>
<tr>
<td>5: Friday 21 Aug 2009</td>
<td></td>
</tr>
<tr>
<td>6: Monday 24 Aug 2009</td>
<td>Topic 3: Growth and Contribution of Agriculture (End)</td>
</tr>
<tr>
<td>6: Friday 28 Aug 2009</td>
<td>Topic 4: Industrialisation of Japan (Start)</td>
</tr>
<tr>
<td>7: Monday 31 Aug 2009</td>
<td>Topic 4: Industrialisation of Japan (Cont)</td>
</tr>
<tr>
<td>7: Friday 04 Sep 2009</td>
<td>Topic 4: Industrialisation of Japan (End)</td>
</tr>
<tr>
<td>8: Monday 14 Sep 2009</td>
<td>Topic 5: The End of the Rapid Growth Era (Start)</td>
</tr>
<tr>
<td>8: Friday 18 Sep 2009</td>
<td>Mid Semester Test and SPOT Survey (during Lecture)</td>
</tr>
<tr>
<td>9: Monday 21 Sep 2009</td>
<td>Topic 5: The End of the Rapid Growth Era (Cont)</td>
</tr>
<tr>
<td>9: Friday 25 Sep 2009</td>
<td>Topic 5: The End of the Rapid Growth Era (Cont)</td>
</tr>
<tr>
<td>10: Monday 28 Sep 2009</td>
<td>Topic 5: The End of the Rapid Growth Era (End)</td>
</tr>
<tr>
<td>10: Friday 02 Oct 2009</td>
<td>Topic 6: Economic Growth and Welfare (Start)</td>
</tr>
<tr>
<td>11: Monday 05 Oct 2009</td>
<td>Topic 6: Economic Growth and Welfare (Cont)</td>
</tr>
<tr>
<td>11: Friday 09 Oct 2009</td>
<td>Topic 6: Economic Growth and Welfare (Cont)</td>
</tr>
<tr>
<td>12: Friday 16 Oct 2009</td>
<td>Topic 7: Japan and the Environment (Start)</td>
</tr>
<tr>
<td>13: Monday 19 Oct 2009</td>
<td>Topic 7: Japan and the Environment (End)</td>
</tr>
<tr>
<td>13: Friday 23 Oct 2009</td>
<td>Revision Lecture</td>
</tr>
</tbody>
</table>
TEXTBOOK(S) & RESOURCES

Unit Website

To log in to the unit website go to: http://webct.uwa.edu.au

Readings

There is no set textbook for this unit. It is essential that students develop a fair idea of the available material on each Lecture/Tutorial topic and select appropriate reading material accordingly. Copies of articles and chapters from various books and journals constitute basic readings for this unit and are available in the book Readings in Japanese Economic History. These items are marked with an asterisk (*). It is recommended that you purchase this book. Most of the other books and articles are available from the Reserve collection, Reid Library. Students are highly encouraged to read relevant sources from the following list and any other readings recommended by the course controller.

READING LIST BY TOPICS

Call numbers marked with RC imply that the books should be available from the Reserve Collection in the REID Library and the items marked with * have been included in the course reader.

Topic 1: Economic History of a Nation – Analytical Approaches


Topic 2: The Historical Growth Path of the Japanese Economy


Cohen, J.B. (_), “Japan’s Economy in War and Reconstruction” (RC 330.952).


Shinohara, M. (___), “Growth and Cycles in Japanese Economy” (RC 330.952).


**Topic 3: Growth and Contribution of Agriculture**

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**Topic 4: Industrialisation of Japan**


**Topic 5: The End of the Rapid Growth Era**


**Topic 6: Economic Growth and Welfare**


*Sheridan, K. (1993), “Governing the Japanese Economy”, Polity Press, Cambridge, UK, Ch. 8 (see under Topic 5, also read Chapter 10 which is not included in the course reader).


Topic 7: Japan and the Environment


TUTORIAL TOPICS

Topic 1: Economic History of a Nation – Analytical Approaches

1. Following Ohkawa & Rosovsky, examine the different phases of Modern Economic Growth (MEG) of a nation.
   Basic Reading: Ohkawa & Rosovsky (1965)

2. Critically evaluate Rostow's approach towards analysing the economic growth of nations in modern times.
   Basic Reading: Rostow (1968)

Topic 2: The Historical Growth Path of the Japanese Economy

3. What was the nature of economic change in the Tokugawa period? Did it directly lead into modern economic growth?
   Basic Reading: Broadbridge (1974)

4. In the light of Japan's successful transition to modern economic growth by 1885 do you subscribe to the view that the Tokugawa Japan was essentially a backward economy?
   Basic Reading: Rosovsky (1966)

5. Examine the process of creation of differential structure of the Japanese economy during 1906-1930. What were the economic and political consequences of the creation of differential structure?
   Basic Reading: Ohkawa & Rosovsky (1965)

6. Following Ohkawa & Rosovsky, examine the different phases of Modern Economic Growth (MEG) of Japan for the period 1868-1930.
   Basic Reading: Ohkawa & Rosovsky (1965)

7. What empirical evidence, in the case of Japan, do we have to substantiate the Gershenkronian proposition that "the lower a country's economic level (measured by GNP per capita) at its modern economic growth starting-point, the higher its economic growth rate is thereafter?"
   Basic Reading: Minami (1994); and Rosovsky (1966)

8. Outline the economic reforms adopted by the Allied Occupation Authorities and discuss their contribution to Japan's economic recovery by the mid-1950s.
   Basic Reading: Yamamura (1967); and Nakamura (1988)
9. "...much of the post-war growth rate (of Japan) cannot be explained simply as a continuation of the pre-war trend; it was the result of factors peculiar to the post-war period." Evaluate.
   Basic Reading: Minami (1994)

**Topic 3: Growth and Contribution of Agriculture**

10. There are two conflicting theories which examine the relationship between early industrialisation and agricultural growth in Japan. Explain them.
   Basic Reading: Ohkawa & Rosovsky (1960); and Ohkawa (1964):

11. Following Kazushi Ohkawa's "concurrent growth" theory, explain Japan's economic development till World War I. Does the available evidence substantiate his explanation?
   Basic Reading: Ohkawa & Rosovsky (1960)

12. Using the theory of the 'turning point,' explain the process of absorbing surplus labour in Japan.
   Basic Reading: Minami (1994); and Todaro (2009)

**Topic 4: Industrialisation of Japan**

13. Examine the salient features of industrial policies in the pre- and post-Second World War Japanese economy.
   Basic Reading: Ranis (1955); and Flath (2005)

14. Would you agree with the view that the Japanese entrepreneurs in the Meiji era were "community centred" and were primarily motivated by the "samurai spirit"? Give reasons for your answer.
   Basic Reading: Ranis (1955); and Yamamura (1968)

**Topic 5: The End of the Rapid Growth Era**

15. Examine the impact of the two oil-price shocks on the Japanese economy.
   Basic readings: Tsuru (1993), Chs. 5 & 6; and Uchino (1983), Ch. 6

16. Discuss the economic problems that Japan faced since 1973. What factors and policy choices contributed to these problems?
   Basic Readings: Sheridan (1993), Ch. 8; and Tandon (2005)

17. What efforts have been made by the government of Japan in response to the emerging economic problems since the end of the 'rapid growth era'? Discuss them chronologically.
   Basic Reading: Sheridan (1993), Ch. 8.

**Topic 6: Economic Growth and Welfare**

18. The conflict between economic growth and welfare, which emerged in Japan in the 1970s, demonstrates the conflict between the orientation of the older and younger generations of Japan.
In light of the above statement, examine how the Japanese Government has pursued welfare in Japan since 1971.

Basic reading: Sheridan (1993), Ch. 8

19. Compare and contrast the Japanese welfare systems to those from the rest of the world as described in “Rashomon: The Japanese Welfare State in a Comparative Perspective”.

Basic Reading: Estevez-Abe (2008)

Topic 7: Japan and the Environment

20. Write an essay on the environmental problems that are prevalent in contemporary Japan and the steps that the Japanese government has taken to combat these.

Basic Reading: White Paper by the Ministry of Environment: Government of Japan

21. Flath (2005) highlights the economic spillovers from the various environmental problems evident in Japan. Discuss these problems highlighted and the possible private and public solutions.

Basic Reading: Flath (2005)

Additional Question:


Basic Reading: MacPherson (1990)
# TUTORIAL SCHEDULE

<table>
<thead>
<tr>
<th>Day and Date</th>
<th>Tutorial Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3: Friday 07 Aug 2009</td>
<td>1</td>
</tr>
<tr>
<td>Week 4: Friday 14 Aug 2009</td>
<td>2</td>
</tr>
<tr>
<td>Week 5: Friday 21 Aug 2009</td>
<td>3 and 4</td>
</tr>
<tr>
<td>Week 6: Friday 28 Aug 2009</td>
<td>5 and 6</td>
</tr>
<tr>
<td>Week 7: Friday 04 Sep 2009</td>
<td>7 and 8</td>
</tr>
<tr>
<td>Week 8: Friday 18 Sep 2009</td>
<td>9 and 10</td>
</tr>
<tr>
<td>Week 9: Friday 25 Sep 2009</td>
<td>11 and 12</td>
</tr>
<tr>
<td>Week 10: Friday 02 Oct 2009</td>
<td>13 and 14</td>
</tr>
<tr>
<td>Week 11: Friday 09 Oct 2009</td>
<td>15 and 16</td>
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<tr>
<td>Week 12: Friday 16 Oct 2009</td>
<td>17 and 18</td>
</tr>
<tr>
<td>Week 13: Friday 23 Oct 2009</td>
<td>19 and 20</td>
</tr>
</tbody>
</table>

NB: Although questions 21 and 22 have not been included in tutorial presentations, they will still be part of the overall assessment.

# TEACHING AND LEARNING RESPONSIBILITIES

## Teaching and learning strategies

The teaching of this unit will take the forms of lectures and tutorials. Handouts will be regularly distributed to students. Students will also be required to undertake and write a research paper.

## Lectures

Lectures in this unit are designed to give the students chances for developing the critical and investigative abilities so that they are well-prepared to accept the challenging tasks in the future which require expanded minds and superior intellectual capacity.

There will be two lectures per week. Handouts will be regularly distributed in the lectures.
Tutorials

Tutorials provide the students opportunity to ask questions relating to the lectures and reading, to clarify anything that is difficult to understand and to obtain further reading on any topic. For staff, tutorials provide an opportunity to assess a student's ability and progress on the basis of contribution to tutorial discussion. During the semester each student will be required to present one tutorial paper in the class. The tutorial topic will be allocated by the course controller. At the end of the presentation, tutorial group members will be invited to comment on the presentation and the presenter should take note of the comments. **There will be one tutorial per week.**

Research essay

A research essay has been assigned in order to ensure that students develop the necessary skills of objective analysis and critical appraisal of the various issues which dominate the economic relations between Australia and Japan.

**If your are seeking to optimise your performance in this unit, your should regularly attend all the lectures and tutorials; read widely to develop in-depth understanding of the lecture and tutorial topics; stay ahead in your reading of set material; plan and start assignments well ahead of time, and allow sufficient time for fine-tuning your assignments; and check the marking criteria for each assignment so that you have a clear understanding of the expectation of the course controller.**

Any questions about the unit, teaching of the unit and assessment mechanism are most welcome.

Charter of student rights and responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at The University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the Academic Secretariat website for the full charter of student rights, located at [http://www.secretariat.uwa.edu.au/home/policies/charter](http://www.secretariat.uwa.edu.au/home/policies/charter)

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students' Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment Mechanism Summary

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial performance (based on contribution to class discussion and presentation)</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-semester test</td>
<td>10%</td>
</tr>
<tr>
<td>Research essay</td>
<td>15%</td>
</tr>
<tr>
<td>Final examination</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assessment Components

Tutorial Performance 15%

Tutorials will commence in the second week of the semester. The first tutorial will be used for distribution of questions for oral presentation and introduction. Each student will be required to prepare for the questions set for each tutorial topic. A synopsis of the main points for each tutorial question (not exceeding one page in 12 font size and double space) must be handed over to the tutor prior to the commencement of each tutorial for assessment. Please retain a copy for yourself. It is your responsibility to ensure that your tutor receives a copy of your preparation.

Each student will also be required to make an oral presentation based on a question selected from the tutorial topics. The tutorial topic will be allocated by the course controller. Tutorial presentations should be lively and interesting. Direct reading from a prepared paper will be discouraged. A synopsis of the main points, not exceeding 500 words including a reading list (not counted in the word limit), should be prepared and used as a basis for the class presentation. Copies must be distributed in the class prior to the commencement of the presentation. The synopsis must be typed on A4 paper(s). You are to keep a copy of your work. At the end of the presentation, other students in the tutorial will be invited to comment on the presentation. The presenter should take note of the comments.
The structure of presentations will be as follows:

Presentation: 10 minutes (maximum).

Questions and discussion: 10 minutes (maximum).

Students’ presentations will commence from the 3rd week.

**Tutorial assessment** will be based on the students’ preparation (6%), contribution to class discussion (6%) and presentation (8%) on the nominated tutorial topic. In order to contribute to the class discussion, it is essential that members of the tutorial group concerned make adequate preparation for the question(s) that will be presented in every tutorial.

**Students failing to attend at least 75% of tutorials offered in the unit may be excluded from the unit at the discretion of the course-controller.**

Mid-semester test: 10%
This will be held on **Friday, 18 September 2009 (in the class)**. The duration of the examination will be 40 minutes and students will be required to answer one out of two essay-type questions. The mid semester test will be followed by the SPOT Survey.

Research essay: 15%
Each student will be required to submit a research paper addressing the following topic:

Examine the Australia-Japan economic relations since the end of the Second World War.

Please structure your essay under appropriate headings and sub-headings and follow the essay style of writing. **DOT POINTS ARE NOT ACCEPTABLE.**

**Word Count:** A maximum of 1,500 words. This does not include the references, but does include appendices if any.

**Submission date:** Friday, 23 Oct 2009 at 12 pm.

**Notes:**
* The essay must be typed on A4 paper.
* Please follow standard research grammar while writing this essay.
* The essay must be dropped off at the Student Centre on the ground floor of the Business Building by due date and time.
* Please retain a copy of your essay

Final Examination: 60%
This will be held between 5-19 November. Students will be required to answer **any three out of six** questions. The duration of the examination will be **two hours**. The examination will be based on lectures, tutorials and the reading material prescribed by the course controller. It is the **sole** responsibility of the students to check the exact venue, date and time for the final examination.
Submission of assignments

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Students web page http://www.business.uwa.edu.au/students/assessments

Please submit your assignments by due date and time in a nominated assignment box which will be placed in the reception area in Business School. The box will be taken off from the reception area at 12:05pm.

Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system:

- **HD** (Higher distinction) 80-100%
- **D** (Distinction) 70-79%
- **CR** (Credit pass) 60-69%
- **P** (Pass) 50-59%
- **N+** (Fail) 45-49%
- **N** (Fail) 0-44%
- **FC** (Failed component)

The School awards marks leading to these grades by using the following general criteria which are presented here as a clear indication of the School's expectations. These general criteria may be supplemented by specific standards with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the unit. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the unit and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the unit and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytic framework which had been developed in the unit. Draws primarily upon unit materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic
framework developed in the unit, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to unit framework and shows no effort to identify or address critical aspects of the topic.

FC Failure of the unit due to failure to complete an identified essential assessment component.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The School and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

**Special Consideration and Deferred Exams**

If something exceptional and beyond your control has interfered with your ability to study in the normal way you should consider completing an application for special consideration. The forms can be obtained at the Undergraduate Student Centre or Postgraduate Student Centre, or from the Student Administration website [http://www.studentadmin.uwa.edu.au/welcome/forms](http://www.studentadmin.uwa.edu.au/welcome/forms)

In exceptional circumstances you can also apply for a deferred mid-semester/trimester exam or a deferred end of semester/trimester exam within three (3) university working days from the date of the exam. Application forms can be obtained at the Undergraduate Student Centre or Postgraduate Student Centre.

A student may be granted a deferred examination in one or more of their units if the Sub-Dean of the Business School is satisfied that on the basis of medical or other exceptional reasons the candidate was either:

- substantially and unusually hindered in their preparation for an examination; or
- unavoidably absent from or unable to complete an examination.

Further information concerning Special Consideration and Deferred Examinations is available on the Business School website [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments)

**Supplementary Assessment**

Supplementary Assessment is not offered by the Business School, however, students who achieve a grade between 45-49 in the last unit for their undergraduate degree taken in the last semester of study, will be eligible for a supplementary assessment.

**Ethical Scholarship, Academic Literacy and Academic Misconduct**

**Ethical scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity.

**Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

**Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or
defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct located on the University’s website at

http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct

**Academic Conduct Essentials (ACE)**

All newly enrolled students are required to complete a short compulsory online unit called *Academic Conduct Essentials (ACE)* within the first 10 weeks of semester. ACE introduces students to essential knowledge regarding ethical scholarship, it helps prepare them for the expectations they will need to meet during their university career and it informs them of correct academic conduct.

ACE can be accessed via WebCT (http://webct6.uwa.edu.au). In order to pass the unit, the unit quiz must be completed with a mark of 80% or greater. To gain the required pass mark students may attempt the quiz as many times as they wish. Completion of the unit will be recorded as an Ungraded Pass (UP) on the student’s academic record. Non-completion (NC) within the required timeframe will also be documented on formal academic records (ie. in either case the grade will appear on transcripts). More information on ACE is available at http://ace.uwa.edu.au

**Acknowledging sources of information**

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.
In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The Business School has the following regulation on Plagiarism:

“The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty’s duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original.”

**Referencing**

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your Sources Harvard Style’ [www.library.uwa.edu.au/education_training___and___support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style](http://www.library.uwa.edu.au/education_training___and___support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style)

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A Quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay [http://libguides.library.uwa.edu.au/endnote](http://libguides.library.uwa.edu.au/endnote)

**Business IRIS (Introductory Research and Information Skills)**

From Semester 1, 2009 all commencing undergraduate students are required to complete Business IRIS within the first 10 weeks of semester. (Postgraduate students will normally complete Business IRIS as part of their Orientation program.) Business IRIS is an online, self paced unit that provides an introduction to the skills needed to find and use information effectively and efficiently when studying in Business. Topics covered include how to locate and use library resources, the search process and search strategies, how and why to reference work, and evaluating online sources.

Business IRIS is a WebCT unit containing 8 modules, the final one being a self-test module. It is recommended that you work through the modules in the order they are presented and finish with
the Test Yourself quiz and survey. Multiple attempts at the quiz are allowed. Completion of the unit will be recorded as an Ungraded Pass (UP) or Ungraded Fail (UF) on your academic record.

**Appeals against academic assessment**

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at [http://www.secretariat.uwa.edu.au/home/policies/appeals](http://www.secretariat.uwa.edu.au/home/policies/appeals)

**CONTACT DETAILS**

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

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<th>Unit coordinator/lecturer</th>
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<tr>
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STUDENT GUILD CONTACT DETAILS

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