TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

# VICTORIA
## UNIVERSITY OF WELLINGTON

## School of Government

# STRA 531
## STRATEGIC STUDIES
### (30 Points)

## Trimester One / 2011

## COURSE OUTLINE

## Names and Contact Details

| | |
|---|---|
| **Course Coordinator:** | **Professor Robert Ayson,** <br> Director, Centre for Strategic Studies <br> Room RH 503, Level 5, Railway West Wing, Pipitea Campus <br> Telephone: (04) 463 6445 <br> Mobile: 021418246 <br> Email: robert.ayson@vuw.ac.nz <br> Students are welcome to telephone or email ahead to arrange a time to visit. |
| **Other Lecturers:** | Specialist guest lecturers will also be utilised in this course. |
| **Masters Administrator:** | **Darren Morgan** <br> Room RH 821, Level 8, Rutherford House, Pipitea Campus <br> Telephone: (04) 463 5458 <br> Fax: (04) 463 5454 <br> Email: darren.morgan@vuw.ac.nz |
| **Office Hours:** | 8.30am to 5.00pm, Monday to Friday |

## Trimester Dates

Monday 28 February to Thursday 16 June 2011

## Withdrawal from Course

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 11 March 2011**.

2. The standard last date for withdrawal from this course is **Friday 13 May 2011**.  After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation.  The application form is available from either of the Faculty's Student Customer Service Desks.

## Class Times and Room Numbers

**Class Times:**              Thursdays, 5.40pm – 8.30pm

**Dates:**                    Starting 3 March (first class) to 14 April 2011
                              Mid-trimester break (no classes) = 21 and 28 April 2011
                              Resuming 5 May to 2 June 2011 (final class)

**Location:**                 Lecture Theatre 3 (Room GB LT3), Ground Floor, Old Government Building, Pipitea Campus

## Course Content

This course covers strategic thinking from Clausewitz to the 21st century.  Emphasis will be placed on the relationship between force and international politics including the role of strategy in limiting international competition and attempts to restrain the use of force.  You will find that the course begins by introducing a number of key enduring themes, questions concepts and problems associated with strategic studies before it considers the relevance of these considerations to the contemporary international security environment.

The dates and topics for the 12 sessions are as follows:

- Thursday 3 March 2011: Session 1: Strategy, Violence and War

- Thursday 10 March 2011: Session 2: Power, Politics and Influence

- Thursday 17 March 2011: Session 3: Strategic Objectives: Security, Peace, Victory?

- Thursday 24 March 2011: Session 4: Justice, Law and Strategic Ethics

- Thursday 31 March 2011: Session 5: Technology: the RMA and the Informational Domain

- Thursday 7 April 2011: Session 6: Making Strategy: Culture, Policy-Making and Systems

- Thursday 14 April 2011: Session 7: The State System, State Collapse and Intervention

- *Thursday 21 and 28 April 2011: Mid-Trimester break: No classes*

- Thursday 5 May 2011: Session 8: Counterinsurgency and Stabilisation Operations

- Thursday 12 May 2011: Session 9: Terrorism, Counter-terrorism and Asymmetry

- Thursday 19 May 2011: Session 10: Old Armageddon?  Proliferation and the Nuclear Age

- Thursday 26 May 2011: Session 11: Globalisation or Geopolitics?  The US and China

- Thursday 2 June 2011: Session 12: New Armageddon?  Climate Change and Resource Security

## Course Learning Objectives

By the end of this course, students should be able to:

1. Analyse the relationship between force and politics
2. Analyse the mix of competition and cooperation in strategic relationships
3. Evaluate major aspects of the evolution of strategic thought
4. Apply strategic thinking to a range of international security problems

## Course Delivery

STRA 531 is a core 30 point course for students in the Strategic Studies programme and for students from related subject areas.  It seeks to provide a comprehensive and systematic understanding of strategic studies in the context of leading problems in international security by first building an understanding of the conceptual apparatus of strategic studies before focusing on the application of strategic thinking to a number of these contemporary international issues.  As such, it is being taught in 12 weekly teaching sessions to allow for step-by-step consideration of the curriculum.  These weekly sessions are timed in the evening to allow for part-time students to attend.  Most sessions will consist of one or more presentations by the lead teacher and/or guest lecturer where applicable.  Time will also be devoted to interactive class discussion which allows students to work with the ideas and issues being raised and for which students need to prepare by keeping up with the readings for each session.

## Expected Workload

STRA 531 is a 30 point course delivered over one trimester, representing one sixth of a 180 point Masters degree.  Students should allocate at least 300 hours of work to this course including (but certainly beyond) attendance at the twelve class sessions.  This averages out at 20 hours per week over 15 weeks from the week of the first lecture to the study week after the last lecture.  This workload will rise and fall depending on whether assignments are due but students should devote time to reading and writing each week.

# Readings

A series of required and further readings for each of the 12 teaching sessions has been selected for students to assist with their studies. Students are expected to read *all of the Required Readings* – please consult the Blackboard site for STRA 531. As time allows, they should also follow up on the Further Readings by using the resources of the Victoria University of Wellington library (including the valuable electronic journal holdings). Students working on a long assignment topic should read beyond the required and further readings, locating additional readings which will deepen their research and the quality of their written work.

The required and further readings for each of the twelve sessions are as follows:

Session 1: Strategy, Violence and War

*Required Readings*

- Colin Gray, *Modern Strategy*, Oxford: Oxford University Press, 1999, pp. 16-47.
- Carl von Clausewitz, *On War*, Indexed edition, edited and translated by Michael Howard and Peter Paret, Princeton: Princeton University Press, 1976, Book 1, Ch 1 & Bk 8 Ch 6B; pp. 75-89, 605-610.
- Robert Ayson, 'Strategic Studies', in Chris Reus-Smit and Duncan Snidal (eds), *The Oxford Handbook of International Relations*, Oxford: Oxford University Press, 2008, pp. 558-575.

*Further Readings*

- Thomas Schelling, *The Strategy of Conflict*, Cambridge MA: Harvard University Press, 1960.
- Sun Tzu, *The Art of War* (various editions/translations).
- Hew Strachan, 'The Lost Meaning of Strategy', Survival, 47:3, Autumn 2005, pp. 33-54.
- Alan Beyerchen, 'Clausewitz, Nonlinearity and the Unpredictability of War', *International Security*, 17:3, Winter 1992/93, pp. 59-90.

Session 2: Power, Politics and Influence

*Required Readings*

- Bruce D. Porter, *War and the Rise of the State: The Military Foundations of Modern Politics*, New York: The Free Press, 1994, pp. 1-22, 306-11.
- Lawrence Freedman, 'Strategic studies and the problem of power', in Thomas G. Mahnken and Joseph A. Maiolo (eds), *Strategic Studies: A Reader, London*: Routledge, 2008, pp. 22-33.
- Thomas Schelling, *Arms and Influence*, New Haven CT: Yale University Press, 1966, pp. 1-34.

*Further Readings*

- Samuel Huntington, *The Soldier and the State*, Cambridge: Belknap Press, 1964.
- Bernard Brodie, *War and Politics*, New York: Macmillan, 1973.
- Pierre Hassner, *Violence and Peace*, Budapest: Central European University Press, 1997.

Session 3: Strategic Objectives: Security, Peace, Victory?

*Required Readings*

- Lawrence Freedman, *Deterrence*, Cambridge: Polity Press, 2005, pp. 26-42, 133.
- Terry L. Diebel, *Foreign Affairs Strategy: Logic for American Statecraft*, Cambridge: Cambridge University Press, 2007, pp. 281-321.
- Barry Buzan, Ole Waever and Jaap de Wilde, *Security: A New Framework for Analysis*, Boulder: Lynne Rienner, 1998, pp. 49-70.

*Further Readings*

- Colin Gray, *Defining and Achieving Decisive Victory*, Carlisle: Strategic Studies Institute, 2002, available at www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=272
- Michael Howard, *The Causes of War and Other Essays*, London: Temple Smith, 1983.
- Ken Booth, *Theory of World Security*, Cambridge: Cambridge University Press, 2008.

Session 4: Justice, Law and Strategic Ethics

*Required Readings*

- Justin Morris, 'Law, Politics and the Use of Force', in John Baylis et al (eds), *Strategy in the Contemporary World*, 2d ed., Oxford: Oxford University Press, 2007, pp. 101-121.
- P.W. Singer, 'The Ethics of Killer Applications: Why Is It So Hard To Talk About Morality When it Comes to New Technology', *Journal of Military Ethics*, 9:4, 2010, pp. 299-312.
- Hedley Bull, 'Strategic Studies and Its Critics', *World Politics*, 20:4, July 1968, pp. 593-605.

*Further Readings*

- Martin Caedal, *Thinking About Peace and War*, Oxford: Oxford University Press, 1989.
- Michael Walzer, *Just and Unjust Wars*, New York: Basic Books, 1977.
- Terry Nardin (ed), *The Ethics of War and Peace*, Princeton: Princeton University Press, 1988.

Session 5: Technology: the RMA and the Informational Domain

*Required Readings*

- Stephen J. Blank, 'Preparing for the Next War: Reflections on the Revolution in Military Affairs', in John Aquilla and David Ronfeldt, (eds), *In Athena's Camp: Preparing for Conflict in the Information Age*, Santa Monica: RAND, 1997, pp. 61-77.
- Stephen Biddle, *Military Power: Explaining Victory and Defeat in Modern Battle*, Princeton: Princeton University Press, 2004, pp. 52-77, 262-70.
- Jacqueline Newmyer, 'The Revolution in Military Affairs With Chinese Characteristics', *Journal of Strategic Studies*, 33:4, August 2010, pp. 483-504.

*Further Readings*

- P.W. Singer, *Wired for War: The Robotics Revolution and 21ˢᵗ Century Conflict,* New York: Penguin, 2009.
- Lawrence Freedman, *The Revolution in Strategic Affairs*, London: IISS, 1998.
- Alvin and Heidi Toffler, *War and Anti-War*, Boston: Little Brown, 1993.

Session 6: Making Strategy: Culture, Policy-Making and Systems

*Required Readings*

- Williamson Murray and Mark Grimsley, 'Introduction: On strategy', in Williamson Murray et al, *The Making of Strategy: Rulers, States and War*, Cambridge: Cambridge University Press, 1994, pp. 1-23.
- P.H. Liotta and Richmond M. Lloyd, 'From Here to There: The Strategy and Force Planning Framework', *Naval War College Review*, 58:2, Spring 2005, pp. 121-137.
- Alistair Iain Johnstone, 'Thinking About Strategic Culture', *International Security,* 19:4, Spring 1995, pp. 32-64.

*Further Readings*

- Peter Paret (ed), *Makers of Modern Strategy from Machiavelli to the Nuclear Age*, Princeton: Princeton University Press, 1986.
- Colin Gray, 'Strategic culture as context: the first generation of theory strikes back', *Review of International Studies* 25:1, January 1999, pp. 49–69.
- C.F. Kurtz and D.J. Snowden, 'The new dynamics of strategy: Sense-making in a complex and complicated world', *IBM Systems Journal*, 42:3, 2003, pp. 462-483.

Session 7: The End of State System, State Collapse and Intervention

*Required Readings*

- Martin van Creveld, *On Future War*, London: Brassey's 1991, pp. 1-32.
- Mary Kaldor, *New & Old Wars: Organized Violence in a Global Era*, Cambridge: Polity, 1999, pp. 69-89, 162-4.
- International Commission on Intervention and State Sovereignty, *The Responsibility to Protect*, Ottawa: International Development Research Centre, 2001, pp. 1-18.

*Further Readings*

- Robert I. Rotberg, 'The New Nature of Nation-State Failure, *Washington Quarterly*, 25:2, June 2002, pp. 83-96.
- Benjamin Reilly, 'The Africanisation of the South Pacific', *Australian Journal of International Affairs*, 54:3, 2000, pp. 261-8.
- S. Neil MacFarlane, *Intervention in Contemporary World Politics*, Adelphi Paper 350, London: IISS, 2002.

Session 8: Counterinsurgency, Peacekeeping and Stabilisation Operations

*Required Readings*

- David Kilkullen, *Counterinsurgency*, Melbourne: Scribe, 2010, pp. 17-49, 230-1.
- Mats Berdal, *Building Peace After War*, Abingdon: Routledge for IISS, 2009, pp. 95-134, 199-207.
- Roland Paris, *At War's End: Building Peace After Civil Conflict*, Cambridge: Cambridge University Press, 2004, pp. 151-178.

*Further Readings*

- John A. Nagl, *Learning to eat soup with a knife: counterinsurgency lessons from Malaya and Vietnam*, Chicago: University of Chicago Press, 2005.
- Michael W. Doyle and Nicholas Sambanis, *Making War and Building Peace: United Nations Peace Operations*, Princeton: Princeton University Press, 2006.
- James F. Dobbins, 'America's Role in Nation-Building: From Germany to Iraq', *Survival*, 45:4, Winter 2003-4, pp. 87-110.

Session 9: Terrorism, Counter-terrorism and Asymmetry

*Required Readings*

- Ivan Arreguin-Toft, 'How the Weak Win Wars: A Theory of Asymmetric Conflict', *International Security*, 26:1, Summer 2001, pp. 93-128.
- Max Abrahams, 'What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy', *International Security*, 32:4, Spring 2008, pp. 78-105.
- Robert Ayson, 'After a Terrorist Nuclear Attack: Envisaging Catalytic Effects', *Studies in Conflict and Terrorism*, 33:7, July 2010, pp. 571-593.

*Further Readings*

- Bruce Hoffman, *Inside Terrorism*, New York: Columbia University Press, 2006.
- Robert Pape, *Dying to Win*: *The Strategic Logic of Suicide Terrorism*, New York: Random House, 2005.
- Gil Merom, *How democracies lose small wars: state, society, and the failures of France in Algeria, Israel in Lebanon, and the United States in Vietnam*, Cambridge: Cambridge University Press, 2003.

Session 10: Old Armageddon?  Proliferation and the Nuclear Age

*Required Readings*

- Muthiah Alagappa, 'Exploring Roles, Strategies and Implications', in Muthiah Alagappa (ed.), *The Long Shadow: Nuclear Weapons and Security in 21ˢᵗ Century Asia*, Stanford: Stanford University Press, 2008, pp. 78-107.
- Thomas Schelling and Morton Halperin, *Strategy and Arms Control*, New York: Twentieth Century Fund, 1961, pp. 9-24.

- Tom Sauer, 'A Second Nuclear Revolution: From Nuclear Primacy to Post-Existential Deterrence', *Journal of Strategic Studies*, 32:5, October 2009, pp. 745-767.

*Further Readings*

- Lawrence Freedman, *The Evolution of Nuclear Strategy*, various editions.
- Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: A Debate*, New York: Norton, 1995.
- C. Braun and C.F. Chyba, 'Proliferation Rings: New Challenges to the Nuclear Nonproliferation Regime', *International Security*, 29: 2, Fall 2004, pp. 5-49.

Session 11: Globalisation or Geopolitics?  The US and China

*Required Readings*

- Hugh White, Power Shift: Australia's Future Between Washington and Beijing, *Quarterly Essay*, No. 39, 2010, pp. 25-47.
- Rosemary Foot, 'China and the United States: Between Cold and Warm Peace', *Survival*, 51:6, December 2009-January 2010, pp. 123-146.
- Andrew F. Hart and Bruce D. Jones, 'How Do Rising Powers Rise?', *Survival*, 52:6, December 2010-January 2011, pp. 63-88.

*Further Readings*

- Joseph F. Nye Jr, 'American and Chinese Power After the Financial Crisis', *Washington Quarterly*, 33:4, October 2010, pp. 143-153.
- Gregory Chin and Ramesh Thakur, 'Will China Change The Rules of Global Order', *Washington Quarterly*, 33:4, October 2010, pp. 119-138.
- Wang Jisi, 'China's Search for Stability with America', *Foreign Affairs*, 84:5, September-October 2005, pp. 39-48.

Session 12: New Armageddon?  Climate Change and Resource Security

*Required Readings*

- Alan Dupont, 'The Strategic Implications of Climate Change', *Survival*, 50:3, June-July 2008, pp. 29-54.
- Paul F. Herman Jr and Gregory Treverton, 'The Political Consequences of Climate Change', *Survival*, 51:2, April-May 2009, pp. 137-148.
- Robert Layton, *Order and Anarchy: Civil Society, Social Disorder and War*, Cambridge: Cambridge University Press, 2006, pp. 92-137.

*Further Readings*

- Jon Barnett and W. Neil Adger, 'Climate change, human security and violent conflict', *Political Geography*, 26, 2007, pp. 639-655.
- Jonathan Boston et al, *Climate Change and Security: Planning for The Future*, Wellington: Institute of Policy Studies, 2009.

- Daniel Yergin, 'Ensuring Energy Security', *Foreign Affairs*, 85:2, March-April 2006, pp. 69-82.


## Assessment Requirements

There will be three pieces of assessment for this course:

1.  **A first written assignment (25%) to be submitted IN HARD COPY by Wednesday 23 March 2011.** Please write **2,500 words** on ONE of the following topics:

    (a)   Using the required readings from the first three sessions of the course, provide a review of the leading ideas in strategic studies for a person who is new to the subject. This review should highlight the strengths and weaknesses of the pieces of literature you are referring to, and conclude by identifying and justifying at least one 'must read'.
    (b)   What does the relationship between force and politics really mean for strategic studies? In answering this question, make sure the reader is shown the meaning of the war and politics relationship in the work of Clausewitz and that you have evaluated the current relevance or irrelevance of this logic.
    (c)   A topic formulated in consultation with Professor Ayson. If you wish to choose this option, please consult Professor Ayson by Friday 11 March 2011.

2.  **A second and longer written assignment (40%) to be submitted IN HARD COPY by Wednesday 25 May 2011.** Please write **5,000 words** on ONE of the following topics:

    (a)   What would ethical strategy look like? Are there examples of distinctly ethical and unethical strategies? Is justice a suitable objective in strategic studies? Why or why not?
    (b)   Is technology a greater driver for strategic affairs in 2010 than it was in 1950 or in 1900? Explain your answer and examine its implications for the contemporary debate about the strategic implications of technology.
    (c)   What have we learned since the early 1990s enthusiasm for complex peace operations, the subsequent focus on stabilisation operations and the current emphasis on counterinsurgency? What do each of these emphases say about the place of the state?
    (d)   Has the war on terror been largely won? (If you think that the 'war on terror' is a unsuitable phrase, please explain why before considering whether international terrorism is a spent force. If not, please answer the question in its original form).
    (e)   Have nuclear weapons receded from the centre of strategic relations between the major powers or are they coming back into their own, including through their proliferation to aspiring possessors? What does your answer mean for New Zealand's arms control and disarmament policy into the future?
    (f)   Identify a particular strategic thinker and their work on a particular strategic concept or issue (eg Colin Gray on strategic culture; Lawrence Freedman on deterrence, Bruce Hoffman on terrorism). Examine the development of this concept or issue in this thinker's work, their main sources of influence, and critically evaluate the consistency and logic of this thinking. (Please check the suitability of your choice in advance with Professor Ayson).
    (g)   A topic formulated in consultation with Professor Ayson. If you wish to choose this option, please consult Professor Ayson by Friday 11 March 2011.

**Please submit assignments 1 and 2 IN HARD COPY to:**

Post Experience Programmes,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus) during office hours of 8.30am to 5.00pm, Monday to Friday. The assignment box is cleared daily, and assignments will be date stamped.

3. **Open Book Test (35%) to be sat, and submitted, VIA BLACKBOARD, on Thursday 16 June 2011.** A list of questions, dealing with the entire course, will be put up on Blackboard at **5.30pm**. Students will be required to answer 3 essay-style questions from the list. Answers are to be submitted **VIA BLACKBOARD** by **9.00pm.**

   **This is a three hour test and you have been given an extra 30 minutes to get yourself organised. It is therefore expected that everyone will sit the test at the same time.**

   As this test is conducted via Blackboard, students need to have access to a computer with an internet connection – this should all be organised by the student in advance to avoid any problems.

   **Penalties may apply to tests that are submitted after the 9.00pm deadline.**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

**Students should keep a copy of all submitted work.**

## Class Attendance

**Students should regard all weekly sessions as requiring attendance.**

If you are unable to attend one or more sessions, you must advise the Course Coordinator as soon as possible explaining why you will be unable to attend.

## Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

## Mandatory Course Requirements

Submit or participate in all pieces of assessment required for this course.

## Communication of Additional Information

Students should check the STRA 531 Blackboard site regularly for information on changes involving the course and for information on the return of assignments. Such information may also be sent on some occasions to students by email. Please contact the Course Coordinator if you are unsure about any details relating to the course.

**Blackboard** is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the MyVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into MyVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into MyVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" box displays the courses you have access to (please note that only courses that are actually using Blackboard will be displayed), so select "11.1.STRA531: Strategic Studies" for the course-specific Blackboard site.

Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the MyVictoria student

web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

**You are recommended to ensure that your computer access to Victoria University's computer facilities, such as MyVictoria, Blackboard and email, is working BEFORE your course starts.** If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vuw.ac.nz , or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

## Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for all material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ( www.victoria.ac.nz/home/about/policy/students.aspx ). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine www.turnitin.com . Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for

detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website: www.victoria.ac.nz/home/study/plagiarism.aspx .

If in doubt, seek the advice of your course coordinator.

**Plagiarism is simply not worth the risk.**


# For the following important information, follow the links provided

**Academic Integrity and Plagiarism**
www.victoria.ac.nz/home/study/plagiarism.aspx

**General University Policies and Statutes**
- Find key dates, explanations of grades and other useful information at
  www.victoria.ac.nz/home/study
- Find out about academic progress and restricted enrolment at
  www.victoria.ac.nz/home/study/academic-progress.aspx
- The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy
  except qualification statutes, which are available via the Calendar webpage at
  www.victoria.ac.nz/home/study/calendar.aspx (see Section C)
- Further information about the University's academic processes can be found on the website
  of the Assistant Vice-Chancellor (Academic) at
  www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**
www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

**Faculty of Commerce and Administration Offices**
www.victoria.ac.nz/fca/studenthelp/

**Manaaki Pihipihinga Programme**
www.victoria.ac.nz/st_services/mentoring/