DYNAMICS OF BUSINESS IN THE MIDDLE EAST  BUSI-2024

Semester 1 2016  6 Units  In Person Delivery

Modified 09/02/2016

CONTACT INFORMATION

Lecturer: Mr John Moore
Email: j.moore@anu.edu.au (mailto:j.moore@anu.edu.au)
Office: tbc
Phone: 0428 985 696

Research School of Management: STUDENT OFFICE
Email: enquiries.rsm@anu.edu.au (mailto:enquiries.rsm@anu.edu.au)
Office: Room 1088, Level 1, LF Crisp Building 26
Website: https://www.rsm.anu.edu.au/ (https://www.rsm.anu.edu.au/)
Phone:
02 6125 6737
02 6125 9839

College of Business and Economics: STUDENT OFFICE
Email: info.cbe@anu.edu.au (mailto:info.cbe@anu.edu.au)
Office: Level 2, Building 26C
Phone:
1300 732 120 Within Australia
+612 6125 3807 International

DESCRIPTION

The course, which is presently delivered by the Centre for Arab and Islamic Studies on behalf of the ANU College of Business and Economics, provides an overview of business in the Middle East and an examination of specific issues for companies doing business in the region. The course focuses most on the Arab countries of the Middle East, but with some attention paid to Turkey, Israel and Iran as well. Specific topics include the Middle Eastern business environment, the cultural specifics of the region that impact on business, the legal framework, and specific strategies in international and cross-cultural marketing, human resource management, labour relations, logistics, and finance. Strategies for dealing with the public sector in the region also are covered, given the role of bureaucracies and state-owned enterprises in the region. The aim of the course is to enhance students' understanding of the Middle Eastern business environment and the ways in which various dynamics impact on business operations of firms in the region.

Requisites

To enrol in this course you must have completed or be currently studying BUSI2025
(http://programsandcourses.anu.edu.au/2016/course/BUSI2025)

LEARNING OUTCOMES
Upon successful completion of the requirements for this course, students will be able to demonstrate:

1. An understanding of the various factors that influence the business environment in the Middle East, including the political and economic environments;

2. A knowledge of the business culture of the Middle East and how this is related to the wider cultures of the region;

3. An understanding of several specific issues in Middle Eastern business; among these might include the dynamics of business leadership, human resources, marketing, banking and finance, logistics, e-business, and public relations; and

4. The ability to communicate their understanding of and knowledge about the above in a clear and concise way and in both written and oral formats.

**SCHEDULE**

**Research-Led Teaching:**

This course brings into its coverage and the learning approach several research-led features and characteristics:

- The course convener includes in the course content some of his and/or others’ very recent and current research findings and theoretical concepts and arguments, giving students the opportunity to engage with several emerging ideas in Middle Eastern political economy and business
- Many of the course activities, and the course assessment, using enquiry-based learning formats that pose real-world examples of business issues and which require students to engage with and address these scenarios using scholarly approaches, methodologies, and sources, honing their research skills and analytical judgment in the process
- Regular group work in the weekly workshops encourage students to collaborate with each other in locating basic data, applying and assessing material, and refining and defend their ideas and arguments, enhancing their teamwork-based research skills.

**Staff Feedback:**

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- A change in the assessment, removing a mid-semester exam and replacing it with continuous, shorter assessment pieces.
- A major essay has also been removed in 2015, replaced by the group presentation/paper and a higher mark for the final examination.
- A refinement of some weeks’ material, to bring out the themes more strongly and to engage the students in multiple way: e.g. some of the films and group work is the result of student feedback in 2013 and 2014.
- The film Syriana was trialed in 2012 and after excellent feedback was made a core element of the course as of 2013. It has since proved popular. It is a very different way of showing students some of the themes from the course.

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>

https://anu.campusconcourse.com/view_syllabus?course_id=2463
This week consists of a set of introductory lectures for the full three-hour workshop period, with breaks in between.

- Themes/topics of the lectures are:
- The first lecture will cover an overview of the course and administrative details, as well as some introductory concepts.
- The second and third lectures will provide a general background on the Middle East for those with no previous study of the region, broadly covering its economic geography, politics, society, etc.

**Readings:**

No set or required readings. Students with no background on the Middle East should acquaint themselves with the basic history, culture and politics of the region. Suggested texts are parts of one or more of the following introductory books:

- Peter Mansfield, *A History of the Middle East* (Penguin, various/multiple editions and years).
This week provides a background on economic development, trade, investment and globalisation in the Middle East, covering various dynamics related to these issues. There is a long lecture, or two shorter lectures, at the start of the workshop; some of the questions considered are:

- What factors in Middle Eastern history, and now, have shaped the region’s economic development and related trade / investment dynamics?
- What economic policies have been tried in the region, and which policies have worked or failed?
- How integrated, or not, is the Middle East in the international economic system?
- How has oil affected the region’s economic trajectory along with its trade and investment environment?
- How has the Middle East responded to globalisation? How do you think this response has impacted its economic structures and performance?

The lecture(s) will be followed by a group discussion and debate on the current state of the Middle East’s regional and country-specific economies.

**Activity and preparation:**

Students should prepare some basic facts and thoughts on two states, one a wealthy oil exporter in the Gulf and the other a lower-income non-oil republic, including having a basic grasp of their modern histories and economic structures at mid-20th century and now. These ideas will be used to inform and shape the group discussions. Questions to be addressed in the group discussion include:

- What specific problems did your chosen countries inherit from historical legacy?
- How did these problems differ, and in what ways were they similar?
- Why has a development model proved so elusive in the Middle East region as a whole?

**Readings:**


**Also Recommended:**

- Beverley Milton-Edwards, *Contemporary Politics in the Middle East*, 2nd Ed. (Cambridge: Polity Press, 2006), Ch. 3 (pp. 73-101)

**Lecture 29 Feb**

**Week 3: A Mythology 1 (Film) - Western Perceptions of the Middle East**

This week is the first of two films intended to give insight into Western perceptions of the region and how these perceptions shaped Western political, economic and business policies with regional countries.

- The film Lawrence of Arabia will be shown during the lecture period.
- Following the film (it is long, and will take up the entire time plus a bit extra) students are, on their own time, expected to draft a 1-2 page business style memo written for an Australian CEO looking to invest in the region in partnership with local state-owned enterprises. This will count as Short Assessment #1. In the memo the students should, drawing on learnings from class discussions and readings to date, address the following questions:
  - State key messages of the film regarding the challenges of working with local political leaders.
  - Assess whether these messages are accurate and why they are / are not.
  - Business memos are to be submitted electronically no later than 1700 hrs. on Wednesday, 2 March.
  - The CBE administration team will be present in the classroom to start / stop the film.

**Readings:**

### Notes

- This week is about culture, broadly defined, and how it relates to and influences business, especially in international trade and business across borders and cultures.
- This will include three 30 minute lectures covering:
  - What are Middle Eastern, Arab, Persian, Turkish and Jewish "cultures"?
  - What dangers are there in generalising about culture and business? Is "culture" a loaded term avoided? Or are shared identities, values, and customs still important?
  - How do various forms of identity impact or reach into the business world?
  - How do characteristics in the social realm affect the business realm, including corporate culture and inter-firm relations?
- This will be followed by either a guest lecture or a set of short documentary films on issues related to business and culture, plus a discussion of a related issue.

### Readings:

- Abbas J. Ali, Business and Management Environment in Saudi Arabia: Challenges and Opportunities for Multinational Corporations (Routledge, 2009), Ch. 8 (pp. 128-141).

### Also recommended:

Lecture 21
March
Week 5: Politics, Conflict, Change and the Risk Environment

One lecture of up to two hours, on the issues surrounding politics, social / cultural issues, political risk, and related themes plus how companies – especially foreign companies – can minimise such risks.

Issues and questions covered include:
- What is the risk profile of the Middle East? What types of risk exist?
- How important is the threat of war or conflict?
- What political and business risks exist for business?
- What strategies do foreign firms use to minimise risk?
- Are things like social change, demographics, and gradualist economic reform a risk or threat for business?
- This week will also include, in the lecture, a background discussion of political systems and military conflict in the region
- This will be followed by a one-hour group discussion and debate.

Activity and preparation:
Students should prepare a brief assessment of risk issues for one of the following countries - the UAE, Saudi Arabia, Turkey, Iran, Jordan or Lebanon - and be ready to discuss this in groups and more widely with the class. Small discussion groups will be formed by country, and groups asked to develop some specific ideas and observations on political risk (or an aspect of it) in/for that country.

Readings:
Lecture
18 April

Week 6: International Business and Investment in the Middle East

This week covers the broad commercial and investment environment in the Middle East.

The first part of the lecture period will cover:

- What sorts of investments are most common in the region?
- What prompts a foreign firm to enter a Middle Eastern market? What sorts of hurdles do they face, and how general or unique are these?
- Do the economic liberalisation efforts of some states bode well for greater FDI? Or have there been problems with such reforms, and if so, of what sort?
- What impacts has the global financial crisis of 2008 onwards had on investment to and from the region?
- How do oil prices and energy politics shape the economic and commercial environment in the region?
- How have states tried to "brand" their countries/economies? Has it worked?

Lectures will be followed by a 60 plus minute group discussion and debate:

Activity and preparation:

Students should prepare a brief set of thoughts on the investment environment in either Egypt, Saudi Arabia, or the UAE, and be prepared to discuss this in groups and more widely. Consider the country’s economic profile, investment laws, its trading rules, how safe property rights and other protections are, how “business friendly” its government and their policies towards foreign firms seem, etc. Key questions to address are:

1. On balance, would you advise for or against investing in the country you have looked at? Why or why not – or if the answer depends on the economic sector or other conditions, explain these.

Readings:

- Other sources are the latest Economist Intelligence Unit (EIU) reports on each country.
- Also recommended:
  - Department of Foreign Affairs and Trade, More than Oil: Economic Developments in Bahrain, Kuwait, Oman, Qatar and the United Arab Emirates (Canberra: DFAT, 2005), Chs. 1-2 (pp. 1-34), online at http://www.dfat.gov.au/publications/eau_more_than_oil/toc.pdf
  - Svitlana Khyeda, “Foreign Direct Investment in the Middle East: Major Regulatory Restrictions”, Insight Turkey, 9, 2, 2007, pp. 73-104.
When  |  Topic  | Notes
---|---|---
Lecture  | Week 7: Banking, Islamic Finance and Capital Markets  | • This week is focused on the banking and finance sector in the Middle East. Other issues, such as managed funds and high-value individual financial services, will be briefly discussed if time permits.

• It begins with a single (lengthy) lecture on some of the themes of the week, including a discussion of questions such as:

  What are the characteristics of (conventional) banking and finance in the Middle East?
  What is Islamic finance (sometimes called "Shari'a-compliant finance") all about?
  What accounts for its rise in popularity in recent decades? What does it mean for banking in the Middle East, and for the region’s economic and trade dynamics more broadly?
  What challenges does the region face in developing its capital markets (especially its stock markets, but with attention now starting to turn to the development of its debt markets as well)?
  What other capital raising and financing options and characteristics does the region possess?

Activity and preparation:
To prepare for a group activity this week, students should think about the Middle East as a region for portfolio investment: If you were making investment decisions for a managed fund at a major financial firm in Australia, and the firm wanted to have a product with exposure to frontier / high risk investments, how much emphasis would the Middle East receive from you (compared to other such emerging and high risk markets), and why? Prepare a brief set of thoughts on this.

• If necessary, have a look at some Australian financial firms (large banks, investment companies, etc) and their managed funds products or similar products that have an exposure to riskier emerging or frontier markets, to get an idea for how these products are structured, priced, and marketed.

• In the workshop, a set of questions will be presented as discussion topics based around this scenario of an Australian managed fund investor looking at the Middle East region as a (small) part of one or two of their higher-risk products.

Readings:
For an overview of some of the banking and finance issues in the region, read:


• Look at some relevant websites, to get an up-to-date idea of how these markets work and how they have been performing in 2014 and 2015 thus far, for example:
  - http://www.arabianmoney.net/category/gcc-stock-markets/

• On Islamic banking and finance, read:
  - David Bassens, Ben Derudder, and Frank Witlox, "Oiling global capital accumulation: analysing the principles, practices, and geographical distribution of Islamic financial services", The Service Industries Journal, 31, 3, 2011, pp. 327-341. DOI: 10.1080/02642060802712830. Link: http://dx.doi.org/10.1080/02642060802712830 (http://dx.doi.org/10.1080/02642060802712830).]
Lecture 9 May

Week 8: Leadership and Human Resource Management in the Region

- This week looks at the issues related to human resources in the Middle East, including the styles and patterns of leadership common in the region, the status and dynamics of human resources management, industrial dynamics, and other similar/related issues.
- The week begins with a pair of 45 minute lectures, covering:
  - Approaches to the concept of leadership in scholarship, and issues of leadership and decision-making styles in the Middle East;
  - The factors shaping human resource management (HRM) in the region in recent decades and the changes in HRM in that time;
  - Whether any particular Middle Eastern country is a “model” for HRM best practice;
  - Gender, leadership, and management;
  - What unique problems or challenges foreign firms operating in the region face, in comparison with domestic ones, and how these issues can be addressed.
  - Some brief documentary films may be shown as well, on issues of leadership, HRM, and how these link to other dynamics such as culture, values, and political economy.
- There will then be a group discussion on a leadership conundrum in the region.

Activity and preparation:
The group activity this week is on a scenario related to workplace cultures and a human resources problem; this will be used to drive group and/or wider discussion and debate. To prepare, look at the strategic consulting industry and get a basic idea of how consulting firms are structured, what they do, how they operate, etc.

- See articles and websites on the consulting sector, e.g.
  - http://www.wetfeet.com/articles/career-overview-managementconsulting

Readings:


Also Recommended:


External Assignment: A Mythology II (Film) - Western Perceptions of the Middle East

(Week of 9 May)

- This the second of two films intended to give insight into Western perceptions of the region and how these perceptions shaped Western political, economic and business policies with regional countries.
Students are expected to watch the movie *Syriana* on their own time.

Following the film students are expected to draft a 1-2 page business style memo written for an Australian CEO looking to invest in the region in partnership with local state-owned enterprises. This will count as a Quiz. In the memo the students should, drawing on learnings from class discussions and readings to date, address the following questions:

- State key messages of the film regarding the challenges of engaging in the region as a foreign business.
- Assess how these messages are the same or different than those from Film I (*Lawrence of Arabia)*
- Assess whether these messages are accurate and why they are / are not.
- Business memos are to be submitted no later than 1700 hrs. on Thursday, 12 March.
This week covers several issues relating to business operations in the Middle East. Key topics covered will be the supply chain (transport, logistics, infrastructure, etc); marketing and sales (covering intranet, internet and other aspects); and public and government relations.

There are four 30 minute lectures, one each on these two issues, covering questions such as:

- The operational and logistics challenges of doing business in the region
- Have regional bodies such as the GCC, and/or rivalry between some economies, helped enhance cross-border trade, investment and human mobility? Why or why not?
- The state of e-business and online sales and marketing in the region
- How is consumer behaviour similar to, and different from, elsewhere in the world?
- How do public relations work in the Middle East?
- How is public and government relations in the Middle East different to Australia?
- How valid is the argument that traditional face-to-face or trust-based methods of contact remain strong in the Middle East? If this has some validity, how much?
- How does business lobbying work in the region? How should foreign firms conduct lobbying efforts in the region?
- How should foreign firms respond to issues that threaten their public image? What if they are powerless to influence such issues – is there anything they can do?
- The final hour will be used for either a guest speaker (on a topic to be confirmed) or a group workshop to address specific dilemmas raised during the different lectures.

Activity and preparation (if a group activity - will be confirmed the week prior):

The topic for discussion this week revolves around a public relations dilemma related to the Middle East, specifically on how to engage a government client regarding new investments in a Gulf Arab country while existing protecting investments and relationships in another country (or countries) that are antagonistic with the government in your new target market. Students will be asked to discuss and identify possible solutions/ideas in response to a scenario to be given during the class period. To prepare students should in their own time, in addition to the readings, watch the ~50 minute documentary Black Money (2009), from PBS Frontline in the US, on the UK-Saudi Al-Yamama project and issues of corruption; link to video at http://www.pbs.org/video/1114436938/.

Readings:

- Look at the marketing and sales advice online provided by the Australian Trade Commission (Austrade) (http://www.austrade.gov.au/Country/default.aspx) and the US Department of State’s Country Commercial Guidelines (http://www.buyusainfo.net/2_body.cfm?dbf=ccg1%2Cbmr1%2Cmsearch1&search_type2=int&avar=19998&region=Middle%20East&logic=and&loadnav=no (http://www.buyusainfo.net/2_body.cfm?dbf=ccg1%2Cbmr1%2Cmsearch1&search_type2=int&avar=19998&region=Middle%20East&logic=and&loadnav=no)) and consider some specifics of key countries such as the UAE, Saudi Arabia, Egypt, Israel, etc

Also Recommended:


This week will look at current issues in the Middle Eastern business environment and an outline of the challenges and opportunities going forward. This will be covered in two 30 minute lectures covering:

- The collapse in oil and gas prices, the youth dilemma, historical legacies / conflicts, political / economic stability in the wake of the Arab Spring, and emergent trends of either state fragmentation or regime retrenchment, other current or emerging areas of research / interest.
- The second hour will be a final lecture, which includes:
  - A reiteration of key themes and ideas from the course
  - Some final advice on approaching, analysing, and working in and with the region in the future
  - Exam hints and advice.
- The remainder of the workshop will be kept free for any questions or discussion of remaining topics, or to talk about any topics not covered in the course. Students will be able to nominate the issues they would like to cover and drive this discussion.

Readings:

- Additional to be advised closer to Week 10.

Also Recommended:


Please Note: Due to the reduced number of lecture periods held in the classroom during semester 1, students will be expected to complete a limited amount of additional work, including a second film review, outside of stated lecture periods.

**MATERIALS**

**Prescribed Readings**

Prescribed readings are listed in the 'Schedule' section of this course outline, with links provided for many of the readings. Some others are placed, as scans, on the course Wattle site. Other ad hoc readings and/or other material may be posted to Wattle from time to time. Readings may be updated by the convener in advance (at least 1 week) of the corresponding lecture period thus students are encouraged to pay close attention to the Wattle site.

**Recommended Reading**

The course does not assume that students have prior study of business or of the Middle East, however there is a substantial amount of background material covered in the initial few weeks of the course. Therefore, students who do not have some background knowledge of business or of the Middle East are strongly advised to consult relevant material. Students with no background on the Middle East should acquaint themselves with the basic history, culture and politics of the region. Suggested texts include:
Students with no background in business or related areas should acquaint themselves with basic business terms and concepts

**ASSESSMENT OVERVIEW**

<table>
<thead>
<tr>
<th>Summary</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined marks of up to 3 short assessments done at random</td>
<td>15%</td>
<td>All of LOs 1-3 and the written aspect of LO4</td>
<td>Due Date: Four pieces of assessment conducted at fixed dates in Weeks 3, 6, External Assignment (Week of 9 May), and Week 9. The 15% mark is the sum of the three best marks; format to be a mix of 1 page business memo, short answer or multiple choice at course convenor's discretion.</td>
</tr>
<tr>
<td>Group presentation at a workshop and an accompanying paper</td>
<td>10%</td>
<td>LO4 plus at least one of LOs 1-3</td>
<td>Due date: To be decided in the Week 1 workshop. Topic to be agreed with course convenor.</td>
</tr>
<tr>
<td>Short Essay on Agreed Topic</td>
<td>25%</td>
<td>All of LOs 1-3 and the written aspect of LO4</td>
<td>Due date: 2 May 2016</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50%</td>
<td>All of LOs 1-3 and the written aspect of LO4</td>
<td>To be held in the S1 examination period; date TBD</td>
</tr>
</tbody>
</table>

Note: Details about assessment may change during the first two weeks of semester, based on student consultations. Any changes to the proposed assessment will be posted on Wattle by the end of Week 2 of the course, but please ensure that you check with the lecturer if you are unsure about any changes.

**Grading Scale**

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603 (https://policies.anu.edu.au/ppl/document/ANUP_004603)), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
</tbody>
</table>
**Grade Range Notes**

- **D** 70-79% Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level
- **C** 60-69% Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level
- **P** 50-59% Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level
- **N** 0-49% Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated

---

**ASSESSMENT ITEMS**

**Assessment Task 1: Short Assessments**

Short assessments will be conducted in workshops or outside workshops as decided by the convener, throughout Weeks 2-10 inclusive.

- Four such assessments will be conducted during the semester.
- The format of these assessments will vary; they may include:
  - A 1-page business memo answering a question(s) put forward by the course convener.
  - Several short answer questions.
  - Several multiple-choice questions.
- Short Assessments will be given during Weeks 3, 6, External Assignment (Week of 9 May), and Week 9.
- For Week 3 and the External Assignment, the assignment will be a 1-page business memo.
- The course convener will provide a suggested format for business memos in advance.
- The due date for the Week 3 assessment is 2 May (Wednesday) at 1700 hrs.; to be submitted electronically.
- The due date for the External Assignment is 11 May (Wednesday) at 1700 hrs.; to be submitted electronically.
- The Short Assessments for Week 6 and Week 9 will be done in the classroom.

The content of these assessments will be chosen from either:

- The readings set for the week in which the assessment is conducted.
- Class reviews of specific films.
- Content from the week previous to the one in which the assessment is conducted (this could be the readings for that week, or the lectures, group presentations, or key material from films, presentations, etc).

Each student is given a mark out of 15% for Assessment Task 1. A student’s total mark will be calculated by taking the highest results of up to three of these assessment pieces. Where a student has completed less than three pieces, the total of the pieces completed will be used to calculate the total mark plus a score of 0 calculated for each missing assessment.

**Assessment Task 2: Group Presentation**

In Week 1, or later as necessary, students will be put into groups (number in each group TBD by course convener). Each group will prepare a brief workshop presentation for a set week and on a set question from the course outline.

Each group should make a presentation at an agreed workshop:

- The topic, format and style should be agreed with the course convener at least one week in advance. The topic may be and be drawn from one of the questions posed for the week, or it may be a summary or contrast of one or more of the week’s readings, or it may take another form as agreed
- Presentations should be of 10-15 minutes’ duration in total (i.e. plan on 3-5 minutes per group member, with 3-5 members in a group)
• All members of a team should play a role in the presentation

Each student is given a mark out of 10% for Assessment Task 2.

• The presentation mark is based on a mark out of 5% for the team overall (i.e. this mark is shared by all team members) and a mark out of 5% for the team member individually.
• Both parts of the presentation mark are based on how fully and cleverly the topic is addressed or the question answered, the analytical quality and sophistication of the content, the effort that is evidenced to have gone into the presentation, and the clarity, precision, and engagement of the delivery.
• Some written feedback will be provided on the presentation and the paper.

Assessment Task 3: Short Essay

Each student is to submit a short written paper on a topic to be agreed with the course convenor:

• It could be a more detailed examination of one aspect of the presentation made by their group, or a special topic chosen by the student and agreed with the course convenor.
• The written paper should be presented in an essay format.
• The paper should be roughly 1,500 words in length.
• The written paper must be submitted on or before 2 May 2016 in two ways: a hard copy must be provided at the end of the 2 May workshop, and an electronic copy, identical to the hard copy, must be uploaded to Wattle the same day.
• The hard copy:
  • Must have a cover sheet, with student ID number identified.
  • Students must keep a copy of the written paper: if the paper is lost or not recorded as received, the onus will be on the student to supply another copy of it.

Each student is given a mark out of 25% for Assessment Task 3.

• The mark for the written paper is based on how fully the topic is addressed or the question answered, the analytical quality and sophistication of the content, the effort that is evidenced to have gone into it, and the technical quality of the paper.
• Some written feedback will be provided on the paper.

Assessment Task 4: Final (end-of-semester) Examination

The final examination will be scheduled for during the first semester examination period (TBD). The final examination:

• Will be a 150-minute (two-and-a-half-hour) exam, plus 15 minutes reading time.
• Will consist of different types of questions, e.g. short answer questions, medium length answer questions, essay questions, scenarios or case studies, etc.
• It will cover material from across the entire course: e.g. readings, lectures, films, content from group activities, guest lectures, etc.
• Student suggestions on the structure of the exam are very welcome, and will be sought in one of the classes as well.

The final examination will be marked on the basis of the following:

• How accurately and fully the questions are answered, relative to the expected length and level of detail of the response. It is impossible to obtain a good mark without meeting this criterion.
• The strength and clarity of any argument, analysis or assessment required in the question and/or accuracy of the points made in support thereof (this criterion will depend on the actual format of the exam).
• The originality and insightfulness shown in some questions, as applicable.
• Technical quality is not a criterion, but exams must be legible.

Full details about the content, format, and style of the examination, and some hints on the types of questions and topics to expect, will be provided no later than in the workshop in Week 10.
The final examination will count for 50% of the final course mark/grade.

**Note on Participation in the Classroom**

Attendance at, and active participation in, the weekly workshops is expected. There are regular pieces of small assessment conducted in workshops, and students who are absent from more than two workshops risk their final course mark being affected where they miss one or more of these assessments. The workshops will also provide students with valuable advice that will assist their performance in the group assessment task and the final examination. Finally, some aspects of the workshops (e.g. films, guest lectures, group discussions) may not be recorded or otherwise accessible beyond the workshop.

Students who cannot commit to attending most workshops are, therefore, placing themselves at a disadvantage, and should consider whether taking the course this semester is advisable; it may be better to undertake it in a future year.

**COURSE EXPECTATIONS**

**Announcements**

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

**Tutorial and/or Seminar registration**

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

**Extensions and penalties**

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of **5% of the possible marks available per working day** or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.
Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration .

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au . You will be notified by your lecturer if an extension has been approved.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class,
- in person by appointment with the course lecturer, or
- via the course Wattle site.

Referencing requirements

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html

Deferred examinations

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Complete the form at http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations
- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au
- Submit completed application no later than three working days after the scheduled examination.
Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produced by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: http://policies.anu.edu.au/ (http://policies.anu.edu.au/)

Key policies include:
- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

Academic Integrity

Students are expected to have read the ANU’s Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392 (https://policies.anu.edu.au/ppl/document/ANUP_000392))

The following is an extract from the Code of Practice for Student Academic Integrity:

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.

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

- they are familiar with the expectations for academic integrity 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 integrity on appropriate pro formas 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.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf)).
Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

Assessment Requirements

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University’s approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin (http://online.anu.edu.au/help_support/turnitin)).

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)

Library

- Information about the library can be found at http://anulib.anu.edu.au (http://anulib.anu.edu.au/)
- (http://anulib.anu.edu.au/about/open/)For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn (http://anulib.anu.edu.au/research-learn)/