

POLITICAL SCIENCE AND INTERNATIONAL STUDIES



ESSAY GUIDE

The School takes the issue of plagiarism very seriously, and **all incidents of suspected plagiarism will be referred to the Head of School**. The maximum penalty that the Head of School can impose for students caught cheating is a mark of zero (0) for the piece of assessment, which will often result in a student receiving a failing grade for the course. Repeat offenders will be referred to the Executive Dean within the relevant Faculty or to the President of the Academic Board who can apply more severe penalties such as imposing a maximum grade or cancelling credit for the course; or in severe cases, expulsion from the University.

Further Information

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GENERAL

This guide is designed to assist students in the School of Political Science and International Studies to prepare and write essays in an appropriate scholarly style. It does not claim to be comprehensive. It does, however, deal with the major problems likely to be encountered when doing assignments, including the most common issues relating to writing and submitting an essay. For more detail on essay writing, study skills and related student services, refer to the *Further Information* section at the end of this guide.

Note: For individual courses, the Course Coordinator may have specific essay requirements that differ from those outlined in this Guide. Any such requirements will be set out in the course profile. Always comply with specific requirements set by your Course Coordinator. Otherwise, please use the citation method and other guidelines provided here when preparing essays for submission in all courses offered by the School of Political Science and International Studies.

Unless otherwise stated in the Course Profile or explicitly directed by the Course Coordinator, hard copy assignments are to be submitted, with a cover sheet signed and attached, by **3pm** on the due date to the Assignment Box located opposite the School's Enquiries Office on Level 5 of General Purpose North (Building 39A). You should not submit essays by fax or e-mail, unless specifically directed to by the Course Coordinator.

If you require an extension, you should contact the Course Coordinator on or before the due date. Requests for extensions after the due date will only be granted in exceptional circumstances. **Penalties for late submission** apply (unless an extension has been granted). Students are penalised 5% of the total available marks for every calendar day that the assessment is late (therefore if the essay is out of 40, you will lose 2 marks each day).

PLANNING ESSAYS

There are six major steps to planning good essays:

- Choosing an essay topic
- Analysing the question
- Outlining or planning the essay
- Reading
- Making notes
- Writing and revising

CHOOSING AN ESSAY TOPIC

You should **choose a topic early** in the semester and begin working on it with the aim of writing at least two drafts. A common mistake is to prepare essays in a frantic, last-minute rush. Effective **time management is essential** to successful undergraduate study, and so you must consider the work required in all your courses and plan accordingly.

ANALYSING THE QUESTION

The most common failing of undergraduate essays is an **inadequate understanding** of what the essay topic or question requires you to do. Before commencing any work on your essay, you should identify exactly what needs to be done to address the topic or question. What does the topic instruct you to do? Is a question asked? Is a quotation used? If so, what relationship does it have to the topic? In other words, begin by carefully examining the key words and concepts in the question. Essay topics often ask you to compare, contrast, analyse, discuss or evaluate. These words ask for rather different things.

Compare requires you to examine the characteristics of the objects in question to demonstrate their similarities and differences.

Contrast requires you to examine the characteristics of the objects in question to demonstrate their differences.

Analyse requires you to consider the various components of the whole and explain the relationships among them.

Discuss requires you to present the different aspects of a question and problem.

Evaluate requires you to examine the various sides of a question to reach a judgement.

In all cases you should develop an argument. While an essay question might ask you to 'contrast' or 'discuss' an aspect of a topic, your essay must still constitute a reasoned, evidenced argument.

Once you understand what your topic requires you should break it down into its component parts. This enables you to decide what material is relevant. Suppose, for example, the following question was set: 'Is a two-party system necessary for the existence of representative democracy?' A careful analysis of the question might suggest that a suitable answer would focus on components such as:

- the nature of representative democracy;
- the role of political parties in representative democracy;
- the characteristics of a two-party system;
- features of representative democracy strengthened by a two-party system;
- the idea that representative democracy is neither dependent on, nor weakened by, a two-party system; and
- a conclusion setting out your evaluation of these points.

Some of the components of an essay topic may not come to mind immediately. When de-constructing a topic refer to your lecture notes or related introductory reading material to get a better idea of what components might be contained in a topic. However, do not cite lectures in your assignment, as it suggests that you haven't progressed beyond this preliminary step. By reviewing what you already know about a topic and undertaking some introductory reading you may be able to develop ideas as to the argumentative line that could be taken in answering the question or responding to the topic. Having a rough idea of how you will approach your topic will assist you to identify reading material for further study.

MAKING AN ARGUMENT

One of the most common mistakes made when writing an essay is failure to make an argument. An argument is usually a response or statement made directly in relation to the essay question and is the guiding premise for how the rest of the essay will be developed.

In order to explain why you are making your argument or responding to the question in a particular way, you need to demonstrate that you have researched the topic. This requires the use of examples or cases to support the argument you are making. You are expected to show your understanding of the issue or subject by using ideas, theories, research findings and related information to put forward a considered argument that directly answers a set question. This requires an analytical, not a descriptive approach, so it is not sufficient to simply reproduce relevant information or repeat other people's arguments. Nor is it appropriate to answer an essay question with broad generalisations (for example 'democracy is desirable') for which no supporting evidence or reasoning is provided. Remember that a scholarly argument or claim cannot merely be asserted. It must be substantiated by **evidence** or supported by **authoritative sources**.

It is important to acknowledge alternative viewpoints as this demonstrates your ability to evaluate the arguments of others and also enables you to show how your argument differs from other authors.

BE CRITICAL IN YOUR APPROACH TO THE TOPIC

Being critical can have different meanings in different kinds of courses. In courses dealing with the politics of particular countries or groups of people, for instance, you are expected to be critical in the sense of determining whether or not the evidence available justified the conclusions that are drawn from it; in courses dealing with political ideas, on the other hand, you are expected to question the most basic assumptions involved in the material.

OUTLINING OR PLANNING YOUR ESSAY

Once the question has been analysed, the components or issues should be organised to form a workable essay outline (or plan) for answering the question. The outline should ensure your essay eventually has a coherent, logical structure. It also facilitates the preparation of your essay by guiding your reading, note taking and writing.

It is important at the outlining stage to keep in mind the **stipulated word limit** and any other particular requirements set by the Course Coordinator. It may help to assign an approximate number of words for each section of your outline. By recognising the points that are central and those that are peripheral to your argument, and by allocating appropriate word-lengths, your outline provides a good guide to your reading and writing effort. It also ensures that the total number of words corresponds to the required word length.

Be prepared to **revise your essay** outline. In the course of reading widely it may become evident that your initial outline is inadequate in some way. Revise it as new information and perspectives come to your attention, but always check that the new outline directly addresses the essay topic.

READING

It is important to read widely if you wish to submit a good essay. Without wide reading, you will not have the breadth of knowledge necessary to evaluate the worth of the materials and to put their themes into perspective. However, mere quantity is not enough: you should choose your material intelligently. Effective research depends on knowing what to look for, so always keep your essay outline in mind. Read with a focus on the specific issues you intend to address in your essay.

There are many books in the library with chapters in which students have begun underlining key passages. Usually there are few marked passages towards the end of the chapter. It is very difficult, and often not necessary, to carefully read a chapter from beginning to end. It is much better to initially **'skim'** read, to form a general impression of a chapter's content, and then to read carefully just the particular passages of interest. Often a book's index, or the sub-headings within chapters, can be used to focus upon relevant information.

It is usually best to read from the general to the specific, that is, to begin by reading the relevant sections of introductory texts, and then to move on to more detailed publications or specialised journal articles. Individual courses and assignments may require different amounts of reading. Some essay topics may require a detailed analysis of a small number of texts. However it is normally impossible to write a convincing essay based upon a limited number of sources.

Most Course Coordinators issue reading lists to help students choose relevant material. These are the **best place to start** researching an essay topic. Further references may be compiled by using bibliographies in textbooks, by looking at the subject index in the library catalogue, by consulting periodical indexes in the Library, and, in some cases, by searching for reliable, authoritative internet sources. Please note that internet sources are of variable quality.

INTERNET SOURCES

Unless recommended by your Course Coordinator, do not begin your reading with internet sources or mainly rely on them for your essay research. Where you do use material taken from the internet, you should take particular care to validate information and check that it has been compiled by a reputable scholar or by a dependable institutional source. Remember that the purpose of researching an essay is to gather evidence in support of an argument and to demonstrate to the marker that you understand the different schools of thought that define a field of study. If you do an internet search, use an academically-oriented search engine such as **<http://scholar.google.com>** rather than a regular one.

Internet sources which may be cited in an essay include:

- reputable media and news sites (such as **www.nytimes.com**, **news.bbc.co.uk**, **www.news.com.au**).
- publications and reports from governments, universities and well-known NGOs.
- conference papers and working papers by academics or researchers.

Internet sources which should not be cited in an essay include:

- online user-updated encyclopedias (such as Wikipedia).
- blogs, newsgroups, email lists.
- partisan, personal or anonymous websites.

If you find useful information from a doubtful site, try to find the same information from a more reputable source. If you can do so, then use the reputable source as your reference. If you cannot, then don't use the information at all.

MAKING NOTES

Work to your essay outline as you begin collecting information from various sources and start taking notes. In this way your approach will be systematic and organised. There are many ways of setting down information from your sources. You may use a different folder (or set of notes) for each of the sections (or points) of your essay outline. The major advantage of this system is that when you write your essay, each section of your outline can be dealt with in turn, without having to leaf through pages of disorganised notes.

It is important to keep track of the arguments, ideas and other information that you have read and intend to use in your essay. Using the arguments, ideas or words of another author, without acknowledging these via a citation

or reference, is **plagiarism**. Plagiarism is cheating and a major violation of University rules. It is important to read the section on plagiarism in this booklet to ensure you understand the definition of plagiarism.

To keep track of your sources (and to avoid plagiarism) the following three points are worth noting:

- Keep an accurate record of the full reference. For a book, make a note of the author's name, the name of the book publisher, place and date of publication, and, if applicable, the edition of the book. If you are reading a journal article make a note of the author and title of the article, the name and volume number of the journal, and the date and pages of the entire article;
- **Write down the page number(s)** from which you obtained every piece of information; and
- If you transcribe passages in your written notes, put them in quotation marks. If you paraphrase passages make a note of this. This will prevent you from unintentionally plagiarising the material you read.

WRITING AND REVISING

The essay should be a coherent and logical piece of analytical prose that is cogently argued, carefully documented, and well written. Achieving this requires that you begin with an essay plan or outline. Before commencing your essay you should map out how the argument will develop and be drawn to a conclusion. **Review**, and if necessary, **revise** your outline of the major arguments and your conclusions to ensure that the set question is addressed.

The structure of the essay typically has three parts: an introduction, the body of the essay, and a conclusion.

- The **introduction** should introduce the topic to be discussed by preparing the reader for what is to follow. Keep it concise and informative. It may be useful to summarise briefly the overall theme or argument of the essay, indicating the main points to be made.
- The **body** of the essay is where the bulk of the argument is made. The body comprises a coherent treatment of the topic as stated in the introduction, and consists of a series of major paragraphs that develop in a logical sequence. Support your arguments and generalisations with adequate evidence and references to the appropriate sources.
- The **conclusion** should restate briefly the key arguments or themes and their implications. You should show how your analysis has allowed you to draw general and specific conclusions about the topic. Do not introduce new ideas at this stage.

There are two ways to get started when beginning the writing process. Either you can begin by writing your introduction first, or you can start with the substantive content (the body) of the essay. Writing the introduction first may help to clarify the central argument of the essay, but remember that, like an essay plan, the introduction will often need to be revised as the essay progresses. The introduction can be the most difficult and time-consuming part of the essay to write. Some writers prefer to commence with the body of the essay, moulding the points from their outline into a structured argument. Once you have established the structure of the essay, this can serve as a guide for your introduction. Whichever method you use, the body of your essay must be consistent with your introduction and conclusion.

A very common mistake is to write only one draft. If you wish to get the best possible mark you should allow sufficient time to write **more than one draft**. The aim of a first draft is to get the ideas mapped out on paper. The aim of writing second and subsequent drafts is to refine your argument and to achieve the best possible wording. Your essay outline provides guidance about the points and their sequencing, so one way of thinking about the first draft is as an 'expansion' of the essay outline. Expression can be corrected when writing subsequent drafts. One way to revise a draft of your essay is to read it as if you were the marker. What are the shortcomings in the argument, writing, sequence, and so on? Revise the draft to overcome these deficiencies.

WORD LIMIT

Ensure you have written to the stipulated word limit. All words used in the text of your essay (including any quotations, block quotations, in-text citations, tables, figures, headings, footnotes and endnotes) count. Words used in your reference list do not count. It will usually be obvious to the marker if your essay is more than 10% under or 10% over the required word length. In most courses in the School, exceeding the stipulated word limit by these margins will attract a penalty. Part of the task in writing an essay is to be able to write within the word limit.

AVOID BIAS

Bias refers to prejudices, preconceptions or predispositions that distort your capacity to examine and assess material in a dispassionate manner. It may be found in any of the following practices:

- ignoring or suppressing contradictory data or alternative views;
- using only writers who agree with your own viewpoint; or
- presenting dogmatic views or opinions that are not supported by evidence or argument.

The best way to avoid bias is to draw upon a broad range of sources and evaluate the arguments and assertions contained within them critically. It is also important to acknowledge the existence of alternative arguments and evidence to demonstrate the depth of your understanding to the marker.

USING THE LIBRARY

Students also have full access to The University of Queensland Library, located on campus as well as full access via the internet, it offers one of the largest collection of materials in Australia, plus high quality computing and study facilities. The Library provides access to more than 800 on-line databases with Australian and International content.

The Library offers a comprehensive range of services for students including tours, information skills classes to help you use the Library resources and find information for your assignments, and for postgraduate students a flexibly delivered information skills course aimed at developing research skills.

For information queries librarians are available at the reference desk, by phone, email or via online chat using 'Ask a Librarian'.

For more information, please visit <http://www.library.uq.edu.au> or for help using the library resources and locating information contact the Liaison Librarian for the School of Political Science and International Studies at the Social Sciences and Humanities Library:

Ms Adriana De Michiel

Phone: 3346 3673

Email: a.demichiel@library.uq.edu.au

THE LIBRARY CATALOGUE

Once you have established key words and concepts in your topic or, alternatively, have particular books or authors in mind, the next step is to assess what is available in the University libraries. All books, periodicals, newspapers and audiovisual materials in the University's Library collection will be listed on the online catalogue and may be searched by author, title, subject and series. The reference staff will assist you in using the catalogue effectively.

FINDING READINGS AND JOURNAL ARTICLES

Articles and chapters listed as required readings for Political Science and International Studies courses are available online via the Library homepage by selecting the 'Course Resources' option.

The online catalogue also lists all journals held by the Library, but does not index the actual articles or authors. The most effective way of finding journal articles is to **use a database**. Many databases are available online or on CD ROM via computer terminals. They list articles published in a discipline over a given period by subject and author. Some databases offer full-text access to journal articles.

You can browse the available databases in political science by selecting the 'Databases' option from the Library homepage and selecting '**Political science**' from the 'Browse by subject' field.

Some key databases for politics are:

APAIS (Australian Public Affairs Information Service):

A subject index to current literature (1978 onwards). It indexes articles on Australian political, economic, social and cultural affairs. Political Science and International Studies students are likely to find this the most useful index.

APA-FT (Full Text):

Australian Public Affairs (full text from 1995 onwards). This is an online collection of scanned journal articles from more than 400 Australian journals indexed in APAIS. Other source documents include conference papers, newspapers and books.

Expanded Academic ASAP:

Via InfoTrac (full text from 1980 onwards). This database provides information on key educational disciplines such as humanities, communication studies, social science, the arts, science and technology for undergraduates. In addition, this database covers topical areas such as women's studies, national and international news, environmental issues and public affairs.

ISI Web of science:

Via Web of Knowledge (from 1900 onwards). Covers information from high impact research journals. This database allows you to search by an author's cited references, and covers several ISI citation databases, including the Science, Social Sciences and Arts & Humanities citation indexes.

PAIS international:

Via CSA Illumina (from 1972 onwards). An index to political, economic, and social issues in current debate, which covers the public and social policy literature of business, economics, finance, law, international relations, public administration, government, political science, and other social sciences - with emphasis on issues that are or might become the subjects of legislation.

ProQuest social science journals:

Via ProQuest 5000 (from 1988 onwards). ProQuest social science journals links to full text journals in the areas of social science and humanities. Formerly known as Social Sciences Plus text.

Worldwide political science abstracts:

Via CSA Illumina (from 1975 onwards). The database provides citations, abstracts and indexing of the international literature in political science and its complementary fields, including international relations, law, and public administration and policy.

Students should note that all databases are available through the University libraries and most are accessible from home via the Library website and then logging in using your UQ username and password. Information on accessing databases from home can be found at:

<http://www.library.uq.edu.au/database/dbasefaq.html>

SUBJECT AND "HOW-TO" GUIDES

The Library provides subject guides that list key resources in specific subject areas, these include: Australian Government, Industrial Relations, International Relations, Peace and Conflict Studies and Terrorism. "How-to" guides include citation styles, locating specific resources and research skills. Look for the 'Subject' and 'How-to guides' options on the Library homepage.

NEWSPAPERS & NEWS PERIODICALS

These sources may be relevant, however, they must be used cautiously, as they are not written as scholarly pieces. They may provide you with facts and occasional insight, but do not expect them to provide a coherent analytical framework.

The Social Sciences and Humanities Library has subscriptions to many of the national daily and weekly newspapers, and also many international newspapers. Recent papers can be found on the shelves on level one, while back issues are normally kept on microfilm and are held in the Fryer Library. Call numbers for particular papers can be found through the online catalogue. Newspapers can also be accessed through various archive databases such as *Factiva* and *Proquest ANZ Newsstand*. Databases can be accessed at:

www.library.uq.edu.au/database.

For further information on how to find and use newspaper information, consult the Library's 'News & Newspapers' webpage, available at: <http://www.library.uq.edu.au/newspapers/index.php>

SPECIALISED DICTIONARIES

Specialised dictionaries can be effective tools for getting through the jargon and occasional obscure concepts confronted in academic disciplines. Numerous dictionaries of politics are available in the reference sections of the Social Sciences and Humanities Library. Some are also kept on the shelves and are available for loan. All dictionaries are listed on the online catalogue and many are listed in the various 'Subject guides' related to Political Science. Note that 'general dictionaries' are inadequate for the purposes of defining or clarifying terms and concepts used in the study of politics and should not be cited as references.

PARLIAMENTARY AND GOVERNMENT RECORDS

The University Library has a subject guide to accessing information on the Australian Government, which can be found at

<http://www.library.uq.edu.au/findit/>

Parliamentary debates, recorded by Hansard, can be a useful resource. Be alert, however, for party-political bias. Links to the Federal and all Australian State and Territory governments, parliaments, bills and legislation and Hansard records can be found on the School website www.uq.edu.au/polsis under 'Web Resources'. Many parliamentary papers, bills and legislation and past Hansard records are also available in print at the Library.

STYLE

Markers are always disappointed to read essays that display a considerable amount of research but are presented in a haphazard style. Your ideas deserve a polished presentation. Lack of clarity in exposition is often a symptom of confused thinking. Here are some suggestions to improve your writing.

Role Models: Pay attention to the style used in the articles and chapters that you read in researching your essay. Model your own writing style on the work of authors who you enjoy reading.

Grammar: Sloppy grammar and spelling distracts the reader's attention from your ideas. Political science essays are not the place for literary experiments. Pay careful attention to the construction of paragraphs that are the basic building blocks from which essays are constructed.

Points: Do not submit an essay written in point (or note) form or with a series of one-sentence paragraphs. Write in complete sentences (with a verb).

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

First Person: It is acceptable in the School for you to write in the first person. Rather than writing: 'In this essay it will be argued that...', try the alternative: 'In this essay I argue that ...'. Moreover, the royal 'we' is outdated.

Avoid Qualifiers: Try to avoid the following expressions: it seems, it appears, very, quite, mostly, often, frequently, which distort your meaning. For example: 'It seems that Peter Beattie is a very strong Premier' is tentative; why not 'Peter Beattie is a strong Premier'. Note the deletion of 'It seems that' and 'very'.

Quotes: Each time you are tempted to include a direct quotation, ask yourself if it is necessary. While they may add variety to a paragraph, quotes are often an imprecise method of writing. You may paraphrase the idea in your own words, remembering to give proper credit to the author. Quotations of **more than 40 words** should be presented as a 'block quote'; that is, they should be indented on both sides with single spacing in the text and presented without quotation marks. Always give the correct citation. Including the page number(s) for the quotation is essential.

Quotations must use the exact words and punctuation of the original text. If you want to omit some words from the middle of a quotation, indicate the omitted words with ellipses (...). If you want to add words or clarifying comments, you must include them in square brackets []. For example, the quote 'Never in the field of human conflict has so much been owed by so many to so few' could be shortened or clarified respectively as:

"Never in the field of human conflict has so much been owed ... to so few."

"Never in the field of human conflict has so much been owed by so many [people] to so few."

Gender-Neutral Language: Avoid inappropriate gender-specific language, including gender-specific terms for groups of people or the characterisation of groups as male or female. The use of 'he', 'him', or 'his' as the default pronoun is a common trap; do not use 'man' to mean humanity in general. See The University of Queensland's *A Guide to Using Inclusive Language* (2005).

Non-Racist Language: Terms that are discriminatory or prejudicial to ethnic or racial groups are unacceptable in academic writing. Avoid the pejorative use of words such as 'Asians'; 'blacks'; or 'ethnics'. Instead, use the terms 'ethnic minority' or 'racial minority'. When referring to Australia's indigenous peoples, the terms Aborigines *and* Torres Strait Islanders should be used. There is no point using the terms 'Murri' or 'Koori(e)', as the regional and community specificities are too complex. 'Non-English speaking background' is used generally to denote someone whose cultural background is derived from a non-English-speaking tradition or whose first language is not English.

Clichés and Jargon: Avoid words and phrases that suffer from overuse. Clichés impede clear perception, feeling and thought. Phrases such as: 'the moment of truth', 'history tells us' and 'at this point in time' should be avoided.

Contractions, Colloquialism and Slang: Avoid contractions, slang and colloquial expressions. A 'colloquialism' is a word or expression appropriate to a conversational level of usage, but is not suited to academic composition. For example, the statement 'The increasing levels of pollution in China *goes along with* scientific predictions...' is vague. A better statement would be that the levels of pollution '*support* scientific predictions' or *sustain* or *reinforce* them. Slang

is an extreme form of colloquialism, where ordinary words have been given a special meaning; for example, words such as 'cool'. You should also avoid using 'e.g.' as an abbreviation of for example (except in tables or charts).

Numbers: Spell out the numbers one to nine and spell out even hundreds, thousands and millions. Use Arabic numerals (1, 2, 3, etc.) for other numbers. Percentages are expressed as figures followed by % even if the number is less than 10. Always write out a number or year if it begins a sentence. Do not use an apostrophe if referring to a decade – for example, 1990s (**not** 1990's).

Sub-headings: Sub-headings may sometimes be useful in dividing an essay into discrete sections. However, the inappropriate use of sub-headings in an essay can prevent the development of a coherent central argument. As a general rule, avoid using sub-headings unless these clearly contribute to the establishment of an argument.

Acronyms: An acronym is a word formed from the first (or first few) letters of a series of words. For example, AJPS is an acronym for the Australian Journal of Political Science. Acronyms should be in parentheses at the first reference, following the spelled-out full form. In later references the letters are sufficient:

The Australian Journal of Political Science (AJPS) has published a comprehensive Style Guide for academic writing. Every student would find the AJPS Style Guide useful.

Text: You should avoid using bold or italicised text to emphasise certain words.

Spacing and alignment: The line spacing for text should be either 1½ or double spacing, in order to provide sufficient space for marker comments. Your text should also be justified to be even on both sides (like this guide).

CITATIONS AND REFERENCES

You must acknowledge all sources of information and ideas used in your essay. To do this it is essential that you be familiar with the conventions and practices for documenting and acknowledging these sources. Citations and references are meant to provide a 'clear trail' so that the marker or reader can identify the information and ideas you have used as well as verify the sources if need be.

The purpose of citations is to **add weight to your argument** by indicating that there are authoritative sources, theories, studies, or data that support particular points made in your essay. You should think carefully about what a citation adds to your argument. For example, a reference to a journal article usually carries more weight than a view on a web page. An opinion set out in an undergraduate textbook counts for less than a conclusion to a carefully researched study. An up-to-date reference usually adds more than a reference to out-dated data. A solitary reference carries less weight in demonstrating that there is a consensus of scholarly opinion than does a sequence of carefully chosen references. A general citation to a study is often less convincing than a reference pointing to specific pages.

Here we describe the system used by the *Australian Journal of Political Science* which is the official journal of the Australasian Political Studies Association. This system, a variant of the Harvard system, uses citations within the text that enable the reader to locate the item in a reference list (included at the end of the document).

CITATIONS

The basic citation in the Harvard system consists of the last name of an author and the year of publication of the work, followed by the page numbers (see examples below). Under this system, terms such as *ibid.* and *op. cit.* are not used, and you should not use *p.*, *pp.* and *page* to indicate the page numbers. As a general rule, **citations must include page numbers**. The citation of an entire book for a specific point is not acceptable.

Here are some examples of citations:

Australia's political culture has been characterised as consisting of compliant subjects rather than active citizens who genuinely participate in the country's civic life (Smith 2001: 27).

Jacobs (2002: 6) initially advanced this idea, and it was later developed in the United States (Brown 2005: 92).

Where the words of an author are quoted directly, this **must** be indicated by enclosing the words in quotation marks. All quotations must have an in-text citation, including a page number:

Ruling classes "do not justify their power solely by de facto possession of it, but try to find a moral and legal basis for it" (Mosca 1939: 70).

Where an author's name is mentioned in the text, it does not need to be repeated in the in-text citation:

Friedrich insists that "constitutionalism, both in England and abroad, was at the outset not at all democratic" (1937: 31).

Where a direct quotation of an author's work is drawn from another source this should be indicated in the text:

The central question of political science has been formulated as 'who gets what, when and how?' (Lasswell 1936, cited in Dunleavy and O'Leary 1987: 18).

When citing an anonymous article from a newspaper or website, you must include the **title** of the publication, webpage or website. Do not cite a web address or URL in the text.

Canadian opinion polls indicate that the Opposition will win the next election (*The Economist* 2006: 12).

If the article has a 'by line' (author), cite the journalist as you would the author of a text.

There is widespread resentment within the Liberal Party about the perceived poor performance of National Party ministers (Shanahan 2006: 1).

When more than one study is cited, arrange the references in alphabetical order and separate them with semicolons.

A number of researchers (Bennett 1997:142; Dent 1999, 2000; Yates 1999) have advanced this argument; however, others support an alternative view (Abato 2005; North 2004: 256-260).

Use commas to separate two works by the same author. If works by the same author are also published in the same year, add lower case letters to the dates of publication and repeat these in the reference section.

This theory was originally advanced in two articles (Habermas 2000, 2001) which...

Vromen (2003a, 2003b, 2004) has strongly criticised the idea that young people...

When citing publications with no obvious author, such as government reports, cite the sponsoring body. If this body has a cumbersome or long name (such as the Australian Bureau of Statistics) cite it in abbreviated form.

The level of unemployment fell from 11.1% to 5.2% between 1993 and 2003 (ABS 2005: 3).

If there are two or three authors, cite all names in every reference. If there are four or more authors, *et al.* (meaning 'and others') should follow the first author's name in the citation. If two or more authors have the same last name, the first initial should be used to distinguish between them.

The idea was originally advanced by Arndt, Wee and Smart (1985). Independently, other scholars (Drew et al. 1987) advanced a similar idea, which was criticised by Irish researchers (R. Smith 1990; J. Smith 1992). Nonetheless, the idea gained acceptance in Ireland (Dent 1999) and overseas (Eckhart 2002: 131-150).

Where you are citing or quoting from a chapter in an edited book you must cite the author of the chapter in the text and include the author and title of the chapter in your reference list, not just the editor(s) of the book. For example, a 2002 book by Bell has a chapter by Beeson and Capling. The chapter is cited in the text as (Beeson and Capling 2002), not as (Bell 2002).

When citing legislation, the format to follow is *Title Year* (Abbreviation of Jurisdiction). The Commonwealth is abbreviated 'Cth'. For example:

The University is governed by the *University of Queensland Act 1998* (Qld), which requires....

Shortly before the 2004 federal election, the Howard government moved to ban same-sex marriage in Australia by passing the *Marriage Amendment Act 2004* (Cth).

Footnotes are not used for the purpose of citations; however, they can be used sparingly to expand on points in the text. Notes should be numbered consecutively and placed at the end of the essay ('endnotes') or at the bottom of the page ('footnotes'). The corresponding note number in the text should be typed as a superscript.

REFERENCE LIST

Citations in the body of the text refer to the more detailed Reference List, which should be placed at the end of your essay. The Reference List should provide an accurate, **alphabetically sequenced** and complete account of the sources you have consulted and/or cited in the essay.

Reference lists should be presented in the following style:

- List all references alphabetically by author's surname. After the surname, list the full first name of the author (unless they are widely known only by their first initial).
- After the author name/s, list the year of publication. Multiple publications by the same author should be listed in date order, with the **earliest first**. Where there are two or more publications by the same author in the same year, separate publications are indicated by lower-case letters: Cox, Gary 2002a. Cox, Gary. 2002b.
- After the date of publication, list the title of the book or the name of the journal article followed by the title of the journal. The edition of a book should be indicated if it is not the first edition. Book and journal titles should be italicised or underlined. The name of journal articles should be placed in single quotation marks.
- For books, the title is followed by the place of publication (use the city, not the suburb; for example, Brisbane, not St Lucia) and the name of the publisher. Cities which have obscure or common names may be followed by a country or state identifier (Cambridge, UK or Cambridge, MA).
- For journal articles, the title of the journal is followed by the volume number, issue number (if any) and page numbers.

EXAMPLES

Here are some examples of how to correctly reference books, journals and other materials. **Please take careful note of the placement of commas, full stops and colons.**

BOOKS

Gorard, Stephen. 2003. *Quantitative Methods in Social Science*. London: Continuum.

Baylis, John and Steve Smith, eds. 2005. *The Globalization of World Politics: An Introduction to International Relations, 3rd ed.* Oxford: Oxford University Press.

JOURNAL ARTICLES

Mackenzie, Chris. 2004. 'Policy Entrepreneurship in Australia: A Conceptual Review and Application'. *Australian Journal of Political Science* 39(2): 367-386.

Walt, Stephen. 2005. 'The Relationship between Theory and Policy in International Relations'. *Annual Review of Political Science* 8: 23-48.

PUBLICATIONS WITH MULTIPLE AUTHORS

Citrin, Jack, Eric Schickler and John Sides. 2003. 'What if Everyone Voted? Simulating the Impact of Increased Turnout in Senate Elections'. *American Journal of Political Science* 47(1): 75-91.

Singleton, Gwynneth, Don Aitkin, Brian Jinks and John Warhurst. 2006. *Australian Political Institutions, 8th ed.* Melbourne: Longman.

EDITED BOOKS

Galligan, Brian, ed. 1989. *Australian Federalism*. Melbourne: Longman Cheshire.

Ward, Ian and Randall Stewart, eds. 2006. *Politics One, 3rd ed.* Melbourne: Palgrave Macmillan.

CHAPTER IN AN EDITED BOOK

Beeson, Mark and Ann Capling. 2002. 'Australia in the World Economy'. In *Economic Governance and Institutional Dynamics*, ed. S. Bell. Melbourne: Oxford University Press.

Mackerras, Malcolm. 1990. 'How Unfair is Queensland's Electoral System?'. In *Corruption and Reform: The Fitzgerald Vision*, eds. S. Prasser, R. Wear and J. Nethercote. Brisbane: University of Queensland Press.

BOOK REVIEWS

A book review published in a journal is cited in the same way as a journal article, but with a comment identifying the reviewed book's title and author (if this information is not included in the title of the review). If a review has no title, then the reviewed book's title and author is used instead.

Weber, Jennifer. 2006. 'Andrew Johnson's Good Deed'. Review of *Forever Free: The Story of Emancipation and Reconstruction*, by Eric Foner. *The Washington Monthly* 38(1): 50-52.

Kirchner, Stephen. 2005. 'Review of *Australia's Money Mandarins: The Reserve Bank and the Politics of Money*, by Stephen Bell'. *Australian Journal of Political Science* 40(4): 567-568.

TRANSLATED WORKS

For books which have been translated, the author is the original writer and the translator is identified after the title:

Politkovskya, Anna. 2004. *Putin's Russia*. Trans. Arch Tait. London: Harvil Press.

OLDER WORKS

For reprinted editions, both the original date [in brackets] and the reprint date are given.

Popper, Karl. [1945] 2002. *The Open Society and Its Enemies*. London: Routledge.

UNPUBLISHED WORKS

Unpublished works such as theses or papers presented at a conference are cited like a journal article:

Johnson, Carol. 2002. 'Australian Political Science and the Study of Discourse'. Paper presented at the Australasian Political Studies Association (APSA) conference, Canberra.

Ungerer, Carl. 2003. 'The Force of Ideas: Middle Powers and Arms Control Diplomacy after the Cold War'. PhD thesis. University of Queensland.

NEWSPAPERS & MAGAZINES

Newspapers and magazines also follow the same format as journal articles. The only difference is that the date of the newspaper is given where you would usually place the volume or issue number of a journal. Include the page number(s) if known. The Library's *Factiva* database reports page numbers for nearly all newspaper articles.

Cloud, John. 2005. 'The Battle over Gay Teens'. *Time* 10 October: 40-47.

Stevenson, Richard. 2006. 'In Address, Bush Is Seen Avoiding Large Initiatives'. *The New York Times* 26 January: 1.

Where the source is an anonymous article, the title of the publication takes the place of the author's name.

The Australian. 2006. 'Europe Softens Stance on Iran'. 19 January: 8.

If there are two anonymous articles from a newspaper from the same year, they are referenced as:

The Australian. 2006a. 'Europe Softens Stance on Iran'. 19 January: 8.

The Australian. 2006b. 'McCain slips into poll position over Clinton'. 23 January: 10.

In the text of your essay, the citation would be in the form:

Senator John McCain is leading fellow Senator Hillary Clinton by 18 points in a hypothetical 2008 presidential match-up (*The Australian* 2006b).

PARLIAMENTARY & GOVERNMENT PUBLICATIONS

Government publications, papers and reports have the same format as for books. Include individual authors or editors if they are identified:

Manning, Ben and Roberta Ryan. 2004. *Youth and Citizenship: A Report for the National Youth Affairs Research Scheme*. Canberra: Department of Family and Community Services.

For publications with no known author, the organisation's name is listed as the author. If this name has been abbreviated in the in-text citation, reference it in full, followed by the abbreviation in parentheses.

Australian Bureau of Statistics (ABS). 1995. *The Labour Force, Australia, June 1995*. Canberra: ABS.

Department of Foreign Affairs and Trade (DFAT). 2005. *Annual Report 2004-2005*. Canberra: AGPS.

References for parliamentary publications in a series, such as journals, votes and proceedings, parliamentary debates and parliamentary papers, often have titles which are long and vary widely over time and between different states. It is therefore convenient to use a simplified form of reference that gives the jurisdiction and legislative body as the author, followed by the date, series title, issue or volume number and page numbers(s). For example:

Australia, House of Representatives. 2004. *Votes and Proceedings* 191: 1815.

Australia, Senate. 2005. *Journals* 68: 1762-1765.

INTERNET REFERENCES

The format for sources from the internet follows similar principles to those for printed sources:

Author's surname, Author's first name. Year of publication or year last updated. Title of publication or webpage or website (as appropriate). Accessed on: Date you viewed the site. Available at: Site address (URL).

Identify an author if possible. Otherwise, use the organisation which owns or sponsors the website as the author. Here are some examples:

Bush, George. 2005. *President's Address to the Nation, 18 December 2005*. Accessed 25 January 2006. Available at <http://www.whitehouse.gov/news/releases/2005/12/20051218-2.html>.

Human Rights and Equal Opportunity Commission (HREOC). 2005. *Aboriginal and Torres Strait Islander Justice*. Accessed 20 December 2005. Available at http://www.hreoc.gov.au/social_justice/index.html.

Duff, David. 2005. 'The Abolition of Wealth Transfer Taxes: Lessons from Canada, Australia and New Zealand'. University of Toronto, Legal Studies Research Paper No. 05-08. Accessed 27 January 2006. Available at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=719744.

These sources are cited in the essay in the normal way, for example as (Bush 2005). Reference page numbers if they exist, although many internet sources will consist of a single webpage with no page numbering.

E-Journals

For newspaper, magazine and journal articles accessed through the internet, it is not necessary to cite the URL unless the source exists **only in an electronic form**. So an article (here with no author) from *The Australian's* website is cited in the same way as if it were from the hard-copy edition:

The Australian. 2006. 'Europe Softens Stance on Iran'. 19 January: 8.

However, an article from an electronic-only source such as an e-journal or news site should include the URL:

Reibelt, Rebecca. 2005. 'Gender and the Queensland Legislative Assembly'. *Dialogue* 3(1): 80-134. Accessed 25 January 2006. Available at <http://www.polsis.uq.edu.au/dialogue/vol-3-1-3.pdf>.

CNN. 2006. 'Election likely means closer Canada, US ties'. Accessed 25 January 2006. Available at <http://www.cnn.com/2006/WORLD/americas/01/24/canada.election.ap/index.html>.

Blogs, Newsgroups, Email Lists, Discussion Boards

These informal internet sources are seldom appropriate as references in academic writing. They should not be used as a secondary source. Occasionally, they might be a legitimate primary source (for example, for an essay on a political leader, it might be appropriate to cite that person's own blog or one by a colleague). The format is the same as for other internet sources. For example, a blog is cited like an e-journal:

Schlesinger Jr., Arthur. 2005. 'Patriotism and Dissent'. *The Huffington Post* 14 November. Accessed 25 January 2006. Available at http://www.huffingtonpost.com/arthur-schlesinger-jr/patriotism-and-dissent_b_10642.html.

PLAGIARISM

It is the University's task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behaviour expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examinations or other forms of assessment and must ensure that they do not plagiarise.

The University has adopted the following definition of plagiarism:

Plagiarism is the act of misrepresenting as one's own original work, the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media.

The following are examples of plagiarism where appropriate acknowledgement or referencing of the author or source does not occur:

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence.
- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text.
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these.
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc without changing the basic structure and/or meaning of the text.
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is.
- A 'cut and paste' of statements from multiple sources.
- Presenting as independent, work done in collaboration with others.
- Copying or adapting another student's original work into a submitted assessment item.

The School takes the issue of plagiarism very seriously, and **all incidents of suspected plagiarism will be referred to the Head of School**. The Head of School, in consultation with the staff member, will determine if the plagiarism has resulted from poor academic practice or was intentional.

- Unintentional plagiarism, such as cavalier or inadequate referencing or failure to reference, will be considered "poor academic practice" and a demonstration of carelessness in research and presentation of evidence. In these cases, you may lose marks for that part of the assessment that has been plagiarised and/or you may be required to correct the error.
- Intentional plagiarism will be treated as misconduct. The Head of School will proceed in accordance with HUPP 3.60.1 – Procedures for dealing with Student Discipline and Misconduct.

The maximum penalty that the Head of School can impose for students caught cheating is a mark of zero (0) for the piece of assessment, which will often result in a student receiving a failing grade for the course. Repeat offenders will be referred to the Executive Dean within the relevant Faculty or to the President of the Academic Board who can apply more severe penalties such as imposing a maximum grade or cancelling credit for the course; or in severe cases, expulsion from the University.

You are encouraged to read the UQ Academic Integrity and Plagiarism policy, available at <http://www.uq.edu.au/hupp/index.html?page=25128>, which makes a comprehensive statement about the University's approach to plagiarism, the consequences and the principles associated with preventing plagiarism.

PRESENTATION

All essays must be submitted with an *Assignment Cover Sheet*. Cover sheets are available from the School of Political Science and International Studies Enquiries Office or from the School website. Make sure you fill in all the spaces.

Regarding the general presentation of your essay, note the following guidelines:

- All essays are to be submitted on A4 size white paper.
- Essays should be produced on a word-processor. Ensure that your essay has been printed clearly.
- Double or 1½ line spacing should be used for the typescript, to allow space for marker corrections.
- Justify your text so that it is even on both sides of the paper.
- Margins should be of three centimetres on all four edges of the paper.
- Use Tahoma 10pt font, or a font of similar size and appearance.
- The pages should be numbered and secured by a staple - not a paper clip or a pin - in the top left hand corner.
- Do **not** use plastic folders or any other cover.

Carefully **proof read** your essay for typographical errors and incorrect grammar. Spell checking by word-processor is not adequate. **Always keep a copy of the essay for your own files**. If an essay is misplaced you will be asked to provide another copy immediately and electronically so it can be graded.

REMARKS

If you wish to request a re-mark for a piece of assessment, you should complete the University's '**Request for Assessment Remark**' form available from the **Student Resources** section of the School's website <http://www.uq.edu.au/polsis>. If you submit a remark request, you must explain in writing how the mark you received does not reflect your performance in that piece of assessment with respect to the published assessment criteria, and include both the original and a clean copy of the assessment item with your request. Please note that you must obtain feedback from the Course Coordinator before you submit your remark request.

Remember that you do not have an automatic right to have an essay remarked simply because you are dissatisfied with the grade. You must establish adequate grounds for a remark. The following are not regarded as compelling reasons: the fact that you have done well in other courses; you spent a lot of time on the essay; mere dissatisfaction with the initial mark.

Prior to the release of results you should submit your request for assessment remark, along with your written explanation in support of your request, and both the original and clean copy of your assessment to your Course Coordinator. All requests must be made within one month of the release of the mark for that piece of assessment. The Course Coordinator will then make a recommendation either for or against a remark to the Head of School, who will make a final determination. If the Head of School approves the remark request, the clean copy of the paper will be passed to a new examiner and marked as a fresh paper. You will be advised by the Senior Administration Officer (Academic) of the outcome.

After the release of results your request for assessment remark should be submitted directly to the Head of School, along with the supporting documentation outlined above. The Head of School will then make a recommendation either for or against a remark to the Executive Dean of the Faculty, who makes the final determination on the request.

Please note that **the new mark, whether lower or higher than the original mark, will prevail**. That is, in all cases, the remark will replace the original mark in the calculation of the final grade which could result in the grade going up, down or remaining the same as the original grade.

* Students are advised to read and follow the procedures outlined in the Handbook of University Policy and Procedures (HUPP) entry 3.30.2 – please refer to section 1.2.2 prior to release of results and section 1.2.32 after the release of results <http://www.uq.edu.au/hupp/index.html?page=25110&pid=25075>.

FURTHER INFORMATION

You can discuss issues relating to research methods, as well as the style and presentation of your essay with your Course Coordinator and Tutor.

Research Material: For further advice, consult the Librarians at the Social Sciences and Humanities Library.

Essay Writing: For more information on essay writing consult Clanchy and Ballard (1997) or the books listed in the References list of this guide or search in the Library under the subject 'Report Writing'. For more information on citations and referencing, see the Australian Journal of Political Science (2000).

Study Skills: Student Support Services conduct regular workshops in study skills (Phone: 3365 1704 or <http://www.sss.uq.edu.au>).

Word-processors: The Social Sciences and Humanities Library has personal computers for student use.

ACKNOWLEDGMENTS

This guide uses the recommendations and examples from a number of sources. In particular, we wish to acknowledge that examples have been drawn from Clanchy and Ballard (1981), Kane (1983), APSA (1992), AGPS (1988), Turabian (1988), the American Political Science Association (1988), Page (1995), Pauwels (1991) and the (old) Bureau of Ethnic Affairs, Qld.

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American Political Science Association. 1988. *Style Manual for Political Science*. Washington, D.C.: American Political Science Association.

Australian Journal of Political Science. 2000. *Style Guide*. Canberra: APSA. Accessed 30 January 2006. Available at: <http://auspsa.anu.edu.au/publications/ajps%20style%20guide.pdf>

Australasian Political Studies Association. 1992. *Essay Writing and Style Guide for Politics and the Social Sciences*. Canberra: APSA.

Bureau of Ethnic Affairs. 1994. *Resource Kit for the Inclusion of People from Non-English Speaking Backgrounds in Government Programs and Services, 2nd ed.* Brisbane: Bureau of Ethnic Affairs.

Clanchy, John and Brigid Ballard. 1981. *Essay Writing for Students: A Guide for Arts and Social Science Students*. Melbourne: Longman Cheshire.

Clanchy, John and Brigid Ballard. 1997. *Essay Writing for Students: A Practical Guide, 3rd ed.* Melbourne: Addison Wesley Longman.

Gibaldi, Joseph. 2003. *MLA Handbook for Writers of Research Papers, 6th ed.* New York: Modern Language Association of America.

Kane, Thomas. 1983. *The Oxford Guide to Writing: A Rhetoric and Handbook for College Students*. New York: Oxford University Press.

McEvedy, M. Rosanna, Patricia Smith and Gillian Packham. 1985. *Reading Efficiently and Note-making Accurately*. Melbourne: Nelson.

Page, Melvin. 1995. *A Brief Citation Guide for Internet Sources in History and the Humanities*. Accessed 6 January 2003. Available at www2.h-net.msu.edu/~africa/citation.html.

Pauwels, Anne. 1991. *Non-Discriminatory Language*. Canberra: AGPS.

Peters, Pam. 1988. *Strategies for Student Writers: A Guide to Writing Essays, Tutorial Papers, Exam Papers and Reports*. Brisbane: John Wiley and Sons.

Strunk, William and E. B. White. 2000. *The Elements of Style, 4th ed.* New York: Macmillan.

Style Manual for Authors, Editors and Printers, 6th ed. 2002. Brisbane: Snooks & Co.

Turabian, Kate. 1996. *A Manual for Writers of Term Papers, Theses and Dissertations, 6th ed.* Chicago: University of Chicago Press.

The University of Queensland. 2005. *A Guide to Using Inclusive Language.* Brisbane: The University of Queensland, Equity Office.