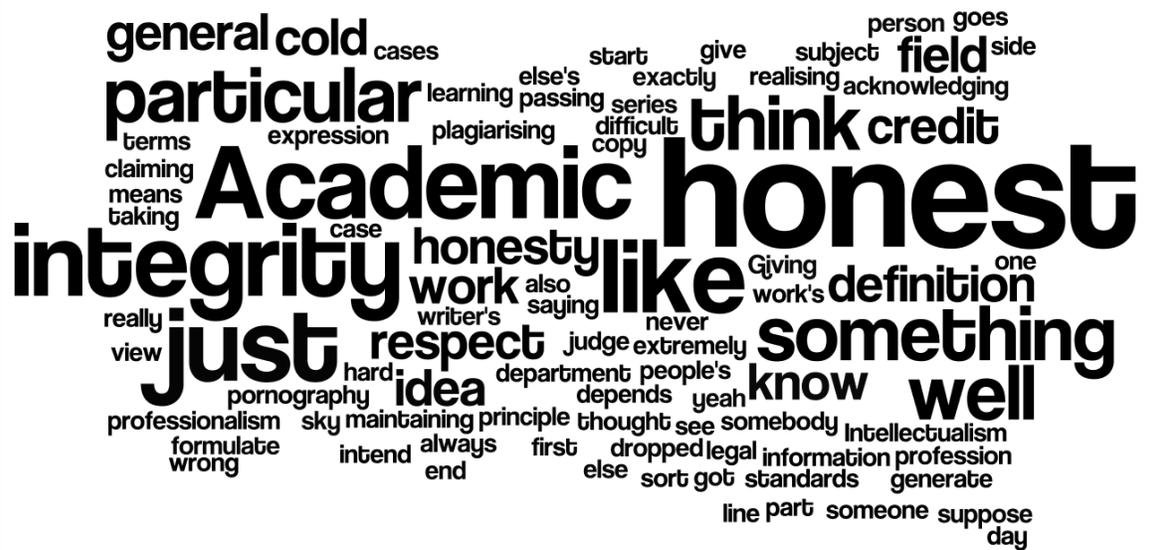




STUDENT ACADEMIC INTEGRITY POLICY



Student Academic Integrity Policy

Introduction

Purpose

This policy informs students and staff of the responsibilities of students for upholding school standards on ethical scholarship. It sets out the responsibilities of staff in providing guidance and feedback to students on academic integrity. Procedures are provided for staff to deal with breaches by students of school policy and rules on academic conduct.

Scope

This policy applies to all students in all modes of teaching at any location. Its procedures are for use in situations where:

- the assessor of an assignment has evidence to suggest that a student may have engaged in plagiarism or other forms of academic misconduct;
- the Examinations Officer has identified or been notified of an alleged misconduct in an examination.

Principles

Academic integrity, based on the principles of ethical behaviour and a respect for knowledge, is fundamental to the academic environment at the school. Good scholarship involves building on the work of others but this use must be acknowledged and proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices which contravene academic values. The school is committed to honest behaviour and ethical scholarship.

Why Should I Acknowledge My Sources

At school a large percentage of your written work is based on the ideas of other writers. Therefore, it is important to let the reader of your writing know where you found your ideas. Whenever you have taken something from another author (that is, you have taken an author's theory, opinion, idea, example, conclusion, or findings), you must say where the original can be found. In other words, you must acknowledge and cite your sources. This is important whether or not you use the author's own words and, importantly, to avoid plagiarism.

Plagiarism occurs when you use other people's ideas, words or data as if they were your own. Deliberate plagiarism is a serious act of academic misconduct. We impose strict penalties on students who are found to contravene the Student Academic Integrity Policy.

You need to acknowledge your sources:

- to show that you have read and understood the research in your area of study
- to lend authority to what you are writing
- to strengthen your argument
- to support your own ideas
- to provide details or background to what you are writing
- to provide interest

- to draw on the ideas, language, data, and/or facts of others. (You are expected to read and research widely)
- to provide depth and support to academic work through citation of theories or key writers whose work supports your answer, argument, or contention
- to support academic writing, essays, business reports and oral presentations
- to demonstrate your ability to synthesise and analyse ideas sourced through your research
- to acknowledge work from others that you have quoted, summarised, paraphrased, synthesised, discussed or mentioned in your assignments
- to provide a list of the publication details so that your readers can locate the source if necessary
- to demonstrate the level and breadth of research undertaken by a student
- references used correctly will benefit your work and add to your final grade.

In-Text Citation

You need to provide an in-text reference if you:

- use a long direct quotation
- use a short direct quotation
- use an indirect quotation by either paraphrasing or summarising.

In-text references typically contain the following information, in this order:

- the surname (family name) of the author/s
- the year of publication of the text
- the page number/s of the text (usually for direct quotations, particular ideas and concepts).

References

You will need to compile a list of all sources used in your assignment/report. Your Reference list must provide full and accurate details, as it is the means by which the reader can follow up your sources. Guidelines for referencing a variety of sources are available in Appendix 5.

Forms of academic dishonesty

The school regards academic dishonesty as a serious offence and a penalty will be imposed on anyone found guilty of such conduct. The two main forms of academic dishonesty are plagiarism in assignments or projects and misconduct in examinations.

Plagiarism means claiming and using the thoughts or writings or creative works of others without appropriate acknowledgment or attribution. It includes:

- a) copying part or all of another student's assignment or project;
- b) allowing another person to write some or all of an assignment or project;
- c) copying paragraphs, sentences or parts of sentences directly from texts or the internet without enclosing them in quotation marks or otherwise showing them to be copied - even if the source is acknowledged, this is still plagiarism;

- d) using concepts or developed ideas, even if paraphrased or summarised, from another person, from texts or the internet without acknowledging the source;
- e) copying graphics, architectural plans, multimedia works or other forms of intellectual property without appropriate acknowledgment.

The school recognises that some acts of plagiarism may arise from genuine ignorance or lack of skill in using academic conventions for referencing. This is considered *unintentional plagiarism*.

[Staff should take into account that many students, including some from other cultures, will not be familiar with the conventions for referencing which are expected in our school.]

Misconduct in an examination includes the following forms of dishonesty:

- a) using a substitute or acting as a substitute to undertake an examination;
- b) using unauthorised materials or prohibited electronic devices, such as mobile phones, in an examination;
- c) not complying with the school's instructions for students for an examination.

Other forms of academic misconduct covered by this policy include:

- a) the fabrication or falsification of data or results of laboratory, field, or other work;
- b) submitting for an assessment item any work previously submitted for an assessment item relating to that unit (except with the approval of the school staff member who administers the unit of study) ;
- c) assisting another student to commit an act of academic dishonesty.

Procedures

Dealing with plagiarism

Note: In the case of offshore or off-campus students, any discussion with the student may occur by e-mail or telephone which would be arranged through the Assessment Manager or the Head of Department.

1. The assessor has evidence suggesting plagiarism.
2. If the assessor is the Director of Studies, then the assessor should seek advice from, and/or refer the matter to the Director. In all other cases the assessor, if not the Head of Department, refers the matter to the Head of Department. Only the Head of Department may discuss the matter with the student.
3. The Head of Department makes a judgment on the basis of the evidence as to whether plagiarism may have occurred. In making this judgment, the Head of Department may:
 - consult the Student Academic Misconduct Register on previous cases of plagiarism, with permission of the Director of Studies;
 - consult the schools's records on previous cases of unintentional plagiarism, with permission of the Director of Studies;

- discuss the matter with the student and with the student and the Director of Studies.
4. The Head of Department provides a written report to the Director of Studies if he or she considers the action may constitute plagiarism.
 5. If the Director of Studies confirms that plagiarism may have occurred, the Director of Studies will conduct a Summary Inquiry. (See Appendix 4.)

Dealing with misconduct in an examination

1. The Examinations Officer is authorised to take action to prevent misconduct in centrally scheduled examinations. The responsibility includes determining the immediate action to be taken when an alleged misconduct is discovered.
2. Where necessary, the Examinations Officer will send a report on an alleged breach to the Director of Study. The Examinations Officer will also provide a copy of the report to the Head of Department of the Key Stage in which the alleged breach took place.
3. The Director of Studies will discuss an alleged case of misconduct informally with the student, where possible. If the Director of Studies confirms that academic misconduct may have occurred, the Director of Studies will conduct a Summary Inquiry. (See Appendix 4.)

Summary and Committee Inquiries

1. The Director of Studies will determine an outcome from the Summary Inquiry. (See Appendix 4.)
2. The Director of Studies will recommend that the Principal refers the matter to the Student Conduct Committee if the seriousness of the alleged offence warrants a Committee Inquiry. (See Appendix 4.)

[Circumstances which might warrant such a referral include submitting an assignment prepared by another student or downloading an entire essay from the internet.]

3. Upheld cases of academic misconduct will be entered into the Student Academic Misconduct Register if the student does not appeal within 14 days of the issuing of the notice on the outcome of the Summary or Committee Inquiry. Where the outcome of an inquiry is that a student has unintentionally, rather than intentionally, plagiarised, a record will be kept by the School Administration but the case will not be entered on the Student Academic Misconduct Register.

Appeals

1. A student may appeal to the Student Conduct Committee against the finding of a Summary Inquiry or to the Appeals Board against the decision of a Committee Inquiry. (See Appendix 4.)

2. The student should apply in writing to the Student Conduct Officer no later than 14 days after the day on which a notice is issued to the student.
3. If the appeal is unsuccessful, the case will be entered into the Student Academic Misconduct Register, except in the case of unintentional plagiarism (see Section 20 above).

Student Academic Misconduct Register

1. The Student Academic Misconduct Register will:
 - a) be maintained by the School Administration
 - b) record cases of academic misconduct
 - c) record for each case:
 - the name of the student and class
 - the date and nature of the offence
 - the outcome of the investigation
 - d) retain records of academic misconduct of individual students until their graduation.
2. In the case of plagiarism, only acts of intentional plagiarism will be recorded on the Academic Misconduct Register. Records of unintentional plagiarism will be kept by the School Administration.

Responsibilities

School

The School has responsibility to:

- a) set in place policies and procedures relating to academic integrity;
- b) provide training for staff to minimise opportunities for academic dishonesty, and to help staff deal with any instances;
- c) provide advice for students to avoid plagiarism;
- d) provide students accused of academic misconduct proper opportunity to answer allegations;
- e) provide and advertise a process for students to appeal decisions involving academic misconduct;
- f) maintain records of established academic misconduct in a Student Academic Misconduct Register.

Executive staff

The Principal is responsible for referring more serious cases of academic misconduct to the Student Conduct Committee for a Committee Inquiry. The Principal is responsible for maintaining the Student Academic Misconduct Register.

Director of Studies

The Director of Studies has a responsibility to:

- a) investigate alleged cases of academic misconduct;
- b) ensure that allegations of academic dishonesty are based on firm evidence;

- c) follow school policy and procedures when dealing with cases of academic dishonesty;
- d) conduct Summary Inquiries;
- e) refer more serious cases to the Director for possible consideration by a Committee Inquiry;
- f) notify the Director of cases of academic misconduct for recording in the Student Academic Misconduct Register, except in the case of a finding of unintentional plagiarism.

Heads of Department

1. Heads of Department have a responsibility to:
 - a. explain to students both good scholarly practice and the concept of plagiarism;
 - b. ensure students are informed of referencing requirements and academic conventions for the use of others' work, as appropriate for the discipline area;
 - c. inform students of obligations regarding acknowledgment of collaborative work, and give clear guidelines for group work;
 - d. give clear feedback about referencing problems;
 - e. refer students to sources of advice on writing such as the Academic Skills Program and Library information sessions on referencing;
 - f. ensure outlines contain links to information on referencing and information on any unit-specific materials permitted in examinations.
 - g. notify the Director of Studies of cases of alleged academic misconduct;
2. Heads of Department who intend to use text-matching software through an external service must:
 - a. state that the service will be used;
 - b. obtain written permission from each student/parent on the assignment coversheet before using the service to check the student's work.

Students

Students have a responsibility to:

- a) read, understand and respect the policy and rules concerning academic integrity;
- b) familiarise themselves with the conventions of referencing in their discipline;
- c) familiarise themselves with conduct and materials permitted in examinations;
- d) avoid all acts which could be considered instances of academic dishonesty.

Relevant information

Responsibilities

Responsibilities for implementing this policy are set out in Section D.

- Policy owner: Principal
- Policy custodian: Director of Studies
- Policy contact: Secretary

Other related documents

Documents related to this policy are:

- *Examination Rules and Regulations*

- *Assessment Policy*

Definitions

The following definitions are relevant to this policy:

1. Assessor: The person who undertakes the assessment of an assessment item, for example, a lecturer, tutor or demonstrator.
2. Examination:
 - a. A final examination as a supervised examination based on, for example, a test, quiz or essay paper set for students to complete in the official examination period at the end of each semester.
 - b. An intra-semester examination is an examination held by a Faculty during a teaching period.
3. Plagiarism: Claiming and using the thoughts or writings or creative works of others without appropriate acknowledgment or attribution.
4. Unintentional plagiarism: Plagiarism which arises from lack of knowledge or understanding of the concept of plagiarism, or lack of skill in using the relevant academic conventions.
5. Misconduct: We define misconduct as:
 - a. cheating or plagiarism;
 - b. copying or submitting another person's work;
 - c. submitting for an assessment item any work previously submitted for an assessment item relating to that unit (except with the approval of the school staff member who administers the unit of study);
 - d. failing to comply with school instructions in relation to an assessment item;
 - e. acting or assisting another person to act dishonestly in relation to an examination.
6. Prescribed authority: We define the 'prescribed authority' as:
 - a. The Principal, or
 - b. The Director of Studies, or
 - c. a Head of DepartmentFor cases of academic misconduct, the appropriate prescribed authority would normally be the Director of Study.
7. Summary Inquiry: Inquiry undertaken by the prescribed authority, taking submissions or evidence from the parties and making a decision from a limited range of options.
8. Committee Inquiry: An inquiry undertaken by a Committee established for this purpose.

APPENDIX 1

Advice and resources

Advice to students

1.1 The Mentor is available to advise students concerned with possible breaches of school policy and rules on academic integrity. Offshore or off-campus students should contact their local agency to facilitate such contact.

Resources

Minimising plagiarism

1.2 The following resources are available for staff and students:

- The Academic Skills Program website and Library citation guides provide information for students on the conventions of referencing and give useful examples.
- Where appropriate, staff should encourage students to attend an Academic Skills Program workshop or Library information session on acknowledging sources.
- Staff should encourage students to consult the appropriate style manual to documenting sources.
- Outlines provide links for students to information on referencing.

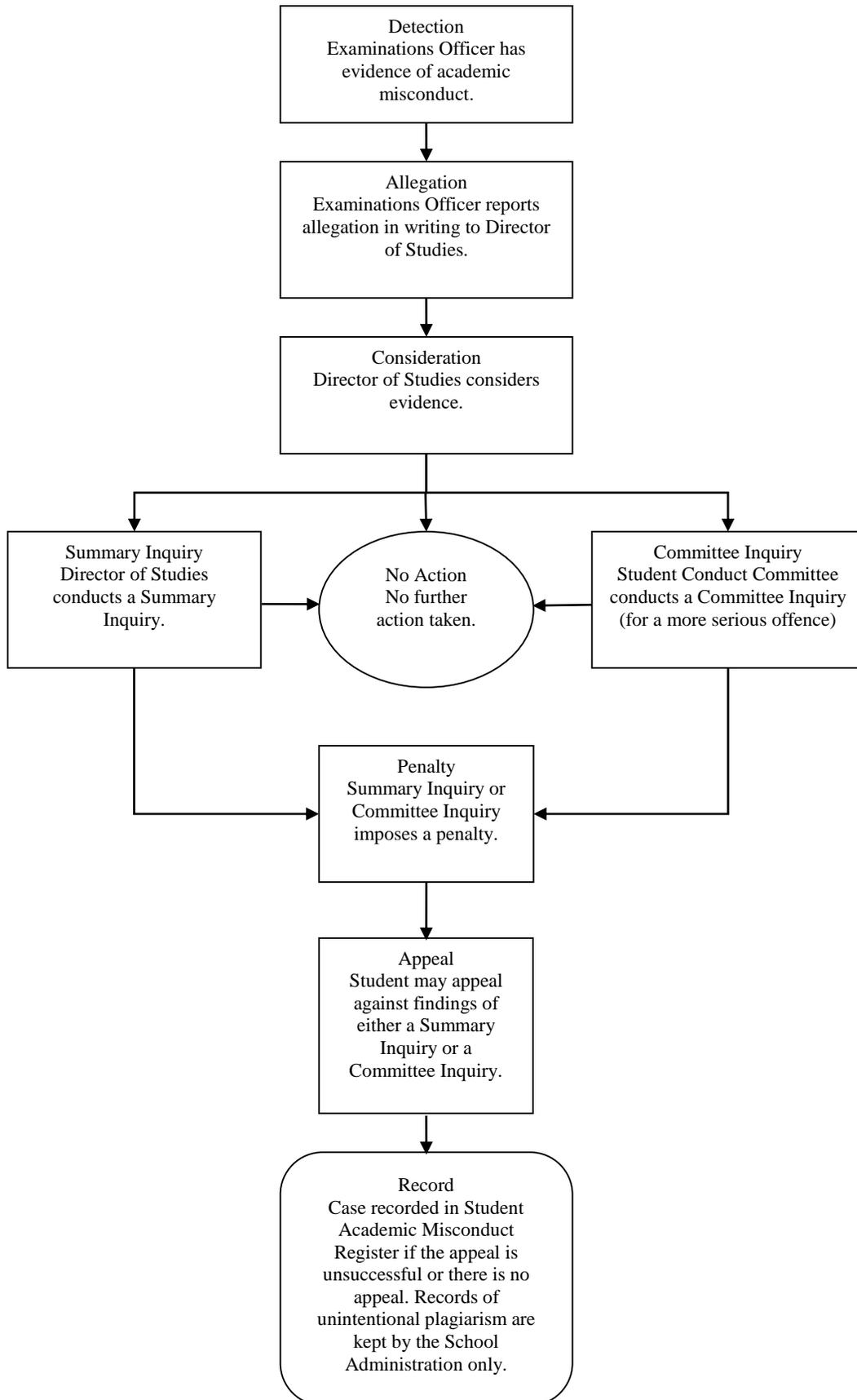
Conduct in examinations

1.3 The following information is available on conduct in examinations:

- The *Examination Rules and Regulations Policy* provides information on conduct as well as materials permitted in examinations. Advice on the use of electronic devices is given.
- Outlines set out information on any unit-specific materials permitted in an examination.

APPENDIX 2.

Flowchart on dealing with academic misconduct



APPENDIX 3.

Determining if plagiarism is unintentional

The following questions are relevant in determining if plagiarism is unintentional:

- What year is the student enrolled in?
(A Key Stage 4 student should be familiar with referencing conventions, while a Key Stage 3 student enrolled in his/her first semester may require guidance.)
- Is the student known to have committed previous acts of plagiarism?
(A student who has been reprimanded or penalised in the past would have difficulty arguing a subsequent act was unintentional.)
- Has the student's standard of work changed dramatically?
(This could be a sign of dishonest practice.)
- Has the student sought advice on honest academic practice from school staff?
(This would suggest that the student has recognised his or her own lack of knowledge and has acted in good faith.)
- Has the student completed tasks in their course which explicitly address and provide feedback on the principles of honest academic practice?

APPENDIX 4.

Inquiry and appeals process

Stage 1: Summary Inquiry

- 4.1 The prescribed authority, normally the Director of Studies, will write to the student at least a week before the date of the Summary Inquiry. The letter will specify the alleged misconduct and state the date, time and place of the Inquiry.
- 4.2 The student may, but is not required, to attend the Inquiry in person.
- 4.3 The student may submit written evidence no later than two days before the day of the Inquiry.
- 4.4 The prescribed authority will determine one of the following outcomes as a result of the Inquiry:
- (a) declare no action is required as the allegation of misconduct is not proven.
 - (b) where the student is found to have committed the alleged misconduct (but the misconduct does not warrant a Committee Inquiry):
 - require the student to resubmit an assessment item or to undertake additional assessment towards the unit; or
 - fail or reduce the student's mark for the assessment item; or
 - recommend to the Assessment Officer that the student be failed in the relevant unit; or
 - order the suspension of the student's enrolment from the school for a specified period or the termination of the student's enrolment in the school; or
 - reprimand the student, with a warning that all incidents of academic misconduct are recorded in the Student Academic Misconduct Register and a second offence will be treated more seriously.
 - (c) In the case of plagiarism, the prescribed authority may conclude that the plagiarism was unintentional (see Appendix). Such a finding should be reflected in the penalty that is applied and in the record made in the Academic Misconduct Register.
- 4.5 The prescribed authority will recommend that the Principal refer the matter to the Student Conduct Committee if the seriousness of the offence warrants a Committee Inquiry (See clauses 4.7- 4.13.)

[Circumstances which might warrant such a referral include submitting an assignment prepared by another student or downloading an entire essay from the internet.]

- 4.6 The prescribed authority will notify the Director of upheld cases of academic misconduct for entering into the Student Academic Misconduct Register:
- if the student does not appeal within 14 days of the issuing of the notice on the outcome of the Summary Inquiry, or
 - the matter is not considered further under a Committee Inquiry.

However, if an act of plagiarism is deemed to be unintentional, a record will be kept by the School Administration only.

Stage 2: Committee Inquiry

- 4.7 Committee Inquiries are conducted by the Student Conduct Committee. This is chaired by a Senior Educator and consists of an academic and an administrative member of staff and a student member of the Student Council. The membership of the Committee Inquiry may not include the Director of Studies who conducted the Summary Inquiry.
- 4.8 The Chair of the Student Conduct Committee will write to the student at least a week before the date of the Committee Inquiry. The letter will set out the alleged misconduct, the referral of the matter to the Committee, and state the date, time and place of the Inquiry.
- 4.9 The student may, but is not required, to attend the Committee Inquiry in person. The student may be assisted or represented by either a student or academic or general staff member of the school (not a qualified lawyer), or his or her parents/guardians.
- 4.10 The Director may nominate an academic or general staff member of the school (not a qualified lawyer) to represent the school. The nominated person will advise the Committee on the student's breach of conduct.
- 4.11 The Committee may still exercise its powers if either the student or his or her representative does not appear at the Inquiry.
- 4.12 If the Committee finds the student has committed a breach of conduct, action taken will include one or more of the following:
- reprimand the student, with a warning that all incidents of academic misconduct are recorded in the Student Academic Misconduct Register and a second offence will be treated more seriously;
 - order the suspension or exclusion of the student; or
 - take action as set out in 4.4(b).
- 4.13 The Committee secretary will notify the Principal of upheld cases of academic misconduct for entering into the Student Academic Misconduct Register if the student does not appeal within 14 days of the issuing of the notice on the outcome of the inquiry.

Appeals process

Appeals against a decision of a Summary Inquiry

- 4.14 A student may appeal to the Student Conduct Committee against the finding of a Summary Inquiry or against any reprimand or order as a result of the finding.
- 4.15 The student should apply in writing to the Student Conduct Officer no later than 14 days after the day on which the Director of Studies issues a notice to the student.
- 4.16 The appeal will be in the nature of a rehearing.
- 4.17 The Appeals Committee will confirm, vary or set aside any findings, recommendations or reprimands issued by the prescribed authority at the Summary Inquiry.
- 4.18 The student will be notified in writing of the Committee's decision and the reasons for the decision. The decision will be final.
- 4.19 If the appeal is unsuccessful, the Committee secretary will notify the Director of the case for entering into the Student Academic Misconduct Register

Appeals against a decision of a Committee Inquiry

- 4.20 A student may appeal to an Appeals Board, consisting of three members, against the finding of a Committee Inquiry or against any reprimand or order as a result of the finding.
- 4.21 The student should apply in writing to the Student Conduct Officer no later than 14 days after the day on which the Committee issues a notice to the student.
- 4.22 The appeal will be in the nature of a rehearing.
- 4.23 The Appeals Board will confirm, vary or set aside any orders, reprimands or findings of the Committee.
- 4.24 The student will be notified in writing of the Board's decision and the reasons for the decision. This decision will be final.
- 4.25 If the appeal is unsuccessful, the Committee secretary will notify the Director of the case for entering into the Student Academic Misconduct Register, except in the case of unintentional plagiarism, where a record will be kept by the School Administration only.

APPENDIX 5

Referencing Guide

In this section, we provide an introduction to the Chicago-style which is our default referencing style. Students may use other referencing styles as well, but are then themselves responsible for using that style of referencing in a proper way. We would like to point out the fact that we do not expect students at all levels to follow all these referencing regulations. We introduce this with the purpose of making students conscious about referencing, and preparing them for later university studies. Our aim is to:

- Introduce students at Key Stage 2 to referencing, and making them conscious about using the work of others. By the end of the Key Stage, students should be able to correctly use a list of references.
- Students at Key Stage 3 are expected to use a proper bibliography for all their work throughout the Key Stage. They will also be introduced to rules and regulations for other types of referencing, like footnotes. By the end of Key Stage 3 they should be familiar with all types of referencing. Students should also be made aware of the consequences of plagiarism.
- From Key Stage 4 and onwards, all students are expected to use the Chicago-style referencing in all their academic work.

What is referencing?

- Referencing means acknowledging someone else's work or ideas. It is sometimes called 'citing' or 'documenting' another person's work.
- Referencing is a basic academic requirement.
- It is mandatory for all students to cite or acknowledge information that has come from other sources.
- Without appropriate referencing students are in effect "stealing" the work of others - this is tantamount to academic fraud.

There are consequences if students fail to reference their assignments or projects. These may include:

- Reduction in marks for assessment tasks.
- Failure in a subject.
- Expulsion from the school.

When do I reference?

You reference whenever you have used a piece of information that comes from:

- Text books
- Journals
- Published papers, (e.g. conference or working paper)
- Newspapers
- Websites
- TV/Radio interviews

- Personal communication
- Others

Chicago 16th A

Chicago 16th A is the reference style described in chapter 14 of *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010. This style is based on the use of notes (footnotes or endnotes) and a bibliography or citation list. (Chapter 15 of the manual describes an Author-date style known as Chicago 16th B).

How to refer with Chicago 16th A

This is what you do:

If your text does not include a full bibliography or exhaustive reference list, full details should be given in the note at the first mention of any source. Subsequent references may be in the short form. If you have a full bibliography and exhaustive reference list, all citations in the running text can be short notes.

Articles in journals:

In notes, full citation

First name Surname, "Title of the article," *Name of the journal in italics* volume number, issue number (Year): quoted pages.

In notes, short citations

Surname, "Short title of the article," quoted pages.

In the bibliography

Surname, First name. "Title of the article". *Name of the journal in italics* volume number, issue number (Year): page numbers.

Article in an electronic journal – with DOI

In notes, full citation

First name Surname, "Title of the article," *Name of the journal in italics* volume number, issue (Year): quoted pages, doi.

In notes, short citations

Surname, "Short title of the article", Quoted pages.

In the bibliography

Surname, First name. "Title of the article." *Name of the journal in italics* volume number, issue number (Year): page numbers. doi.

Articles in electronic journals – without DOI

In notes, full citation

First name Surname and First name Surname, "Title of the article," *Name of the journal in italics* Volume number, issue number (Year): quoted pages, retrieved from http.

In notes, short citations

Surname, "Short title of the article ", Quoted pages.

In the bibliography

Surname, First name. "Title of the article." *Name of the journal in italics* volume number, issue number (Year): page numbers. Retrieved from http.

Books

In notes, full citation

First name Surname, *Title in italics* (Place of publication: Publisher, Year), Quoted pages.

In notes, short citations

Surname, *Short title in italics*, quoted pages.

In the bibliography

Surname, First name. *Title in italics*. Place of publication: Publisher, Year.

Books with an editor

In notes, full citation

First name Surname, ed., *Title in italics* (Place of publication: Publisher, Year), quoted pages.

In notes, short citations

Surname, *Short title in italics*, quoted pages.

In the bibliography

Surname, First name, ed. *Title in italics*. Place of publication: Publisher, Year.

Books with no author or editor

In notes, full citation

Title in italics (Place of publication, Publisher, Year), Quoted pages.

In notes, short citations

Title in italics, quoted pages.

In the bibliography

Title in italics. Place of publication: Publisher, Year.

Chapters in books

In notes, full citation

First name Surname, "Title of the chapter," in *Title of the book in italics*, ed. Editor's First name Surname (Place of publication: Publisher, Year), quoted pages.

In notes, short citations

Surname, "Short title of the article," quoted pages.

In the bibliography

Surname First name. "Title of the article." In *Title of the book in italics*, edited by editor's First name Surname. Page from-to. Place of publication: Publisher, Year.

Web pages

In notes, full citation

Publisher, "Title," publication date, or revision date, or, if these are not available, access date. URL.

In notes, short citations

Publisher, "Short title".

In the bibliography

Publisher. "Title." Date published or last modified. URL.

Example of bibliography

Students should use hanging indentation, i.e. indent all lines following the first line of each entry.

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