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**Duty Free: Plagiarism, Academic Subjectivity and Transnational Higher Education**

In response to current imperatives to internationalise higher education, many Australian universities have actively pursued transnational opportunities in Asia. This paper reflects on one such 'exchange', the exportation of a cultural studies program from an Australian university to Hong Kong. The offshore delivery of cultural studies raises salient theoretical as well as practical questions about local and transnational contexts for the consumption of academic culture. Expectations that students' academic integrity and literacies are in comparative 'deficit', for example, are problematised when at the same time their insider or expert knowledge about current popular cultural practices are centralised. The diffusion of plagiarist methodologies in Hong Kong – renowned, among other things, for a thriving shopping culture of counterfeits, knockoffs and fakes – complicated expectations of rigorous research and citation practices, as well as models of academic subjectivity. This transnational experience therefore opened up an opportunity to interrogate familiar pedagogical formulations by reflecting on the ways in which students on the receiving end of cultural and academic instruction select, appropriate and refashion their writing and learning selves. In the short term, however, appeals to an institutional responsibility for transnational programs tend to result in an even more rigorous auditing of student compliance with Western academic norms, at the expense of the potentially more creative development of intercultural assessment strategies.