



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

**SCHOOL OF HUMANITIES AND LANGUAGES**

**ARTS2278**

**US History 1750 – 1890  
Slavery and Freedom**

**SEMESTER 2, 2013**

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## **COURSE STAFF**

Course director: Eve Carroll-Dwyer

Room: MB353

Email: [evvec@unsw.edu.au](mailto:evvec@unsw.edu.au)

Consultation Times: Tuesday 2-3 (please email [evvec@unsw.edu.au](mailto:evvec@unsw.edu.au) to make appointment)

## **COURSE DETAILS**

Lectures: Monday 9-11am (Civ. Eng 101)

Tutorial: Tuesday 12-1pm & 1-2pm (MB G4)

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## **COURSE AIMS**

- 1) Present main themes in United States social, cultural and political history, from 1750 to the Progressive Era.
- 2) Analyse central role of slavery and its nemesis in the form of free labour as the theme around which the American nation was made.
- 3) Provide historiographical understanding of the transnational and national contexts within which American history is situated by historians

## **STUDENT LEARNING OUTCOMES**

Achieve progress in ability to do library and internet research in historical topics on the above; present findings in oral discussion in class; write essays and tutorial papers; attain a more detailed knowledge of US history ; be able to synthesise the interrelation of economic change, social structure, cultural life and politics; attain understanding of the transnational and national contexts within which American history is situated.

## **TEACHING RATIONALE AND STRATEGIES**

The lectures will provide an overview and a critical assessment of methods and interpretations adopted by historians. Because of the integrating role of lectures in providing shape and context to the expected student learning outcomes, attendance is essential.

Students are encouraged to contribute to discussions in the lectures. There will be detailed summary handouts for each lecture. Seminars build upon the main themes explored in the lectures allowing students to discuss issues in depth. The roles of students in this discussion process is crucial.

## **REFERENCES**

To accompany the lectures and keep you informed, there are particular readings set for each week. Please read one at least for each week.

Introductory for the course and included in many of the readings is:

Ian Tyrrell, Transnational Nation: United States History in Global Perspective since 1789 (Basingstoke: Palgrave Macmillan, 2007) **HUC (High Use Collection); and bookstore**

Other useful introductory texts have been ordered for the bookstore

Carl Guarneri, America in the World: United States History in Global Context (McGraw Hill, 2007)

Edward J. Davies, The United States in World History (Routledge, 2007) **HUC**

America on the World Stage: A Global Approach to U.S. History, ed. Gary Reichard and Ted Dickson (University of Illinois Press, 2008) **HUC**

## ASSESSMENTS:

### 1. Weekly responses (informal writing) 250 words x 10 - 20%

**Rationale:** This assessment is designed to ensure that you prepare for class, and therefore are about to participate fully in class discussions. It is also crafted to hone your skills at identifying and evaluation scholarly arguments.

We expect you to read the background chapter from Tyrrell at least one of the assigned readings each week. For 10 of 12 weeks you must write 1-2 paragraphs explaining the **main argument** of the required reading and **another argument** in the reading that you found interesting or controversial. You must also pose a **discussion question** to the class. A discussion question is not a question of fact, it is a problem or historical approach about that you'd like to share with your class.

**Due 12am on the day of the related tutorial (this is so that your tutor can incorporate your response into class discussions).** Email your responses to [evvec@unsw.edu.au](mailto:evvec@unsw.edu.au). Be sure to include your tutorial time within the title of your email.

**You are also required to submit a hard copy of all of your weekly responses for the semester on the day of the final tutorial (Tuesday, 29th October)**

**Assessment:** Responses will be graded 0 if it is not on time. 1 if it is on time and complete (demonstrating basic engagement with the text). 1.5 if it demonstrates significant engagement with the text. 2.0 if it demonstrates excellent engagement with the text. We will circulate model work throughout the semester for your guidance.

### 2. Tutorial Paper (short academic writing) 500 words - 15%

**Rationale:** This assessment is to hone and evaluate your writing and citation skills and your capacity to identify and deploy scholarly arguments.

**Details:** Polish two of your tutorial responses (omitting discussion questions), ensure that they are footnoted in Chicago style and constitute the most sophisticated answer possible to the tutorial questions answered therein. **Due 4pm 30 August**

**Assessment:** Work will be graded against a pre-circulated rubric. Additional written feedback will be provided. Oral feedback will also be provided to the group, and to individuals on request.

### 3. Major essay (extended academic writing) 3000 words - 50%

**Rationale:** This task builds on the skills tested in the tutorial responses, incorporating critical assessment of scholarly argument into a larger research essay.

**Details:** You must answer one of the tutorial questions posed in the course guide. You **MUST NOT** choose a question answered in your Tutorial Paper (assessment 2.) You must research broadly, using the provided sources, but also an array of scholarly sources to critically assess relevant academic arguments and to craft your own nuanced answer to

question. Scholarly sources means monographs, academic articles, and, if useful, from a university or the state library or from an approved academic index provided by the library (JSTOR, America: History and Life, or a library purchased US primary source repository),

### **Due 4pm 8 October**

**Assessment:** Work will be graded against a pre-circulated rubric. Additional written feedback will be provided. Oral feedback will also be provided to the group, and to individuals on request.

#### 4. **In class test. 90 minutes - 15%**

**Rationale:** This assessment is designed to test your overall knowledge of the course. It will reward students who have attended lectures and who have engaged closely with their tutorial readings.

**Details:** This **90 minute test** will constitute **1 essay** asking you to use lecture and tute materials to explore a key theme in the course. The topic will be pre-circulated after 8 October. Some tutorial time will be devoted to helping you to prepare. **9-11 am, 21 October in Class.**

**Assessment:** Work will be graded against a rubric. You will also receive oral group feedback in Week 13 tutorials.

### **Assignment Submission**

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard copy assessments should be posted into the Assignment Drop Boxes at the School of Humanities and Languages, outside the front counter located on Level 2, Morven Brown Building by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages due to assignments not being stapled properly.
- In addition, a soft copy must be sent by 4pm on the due date by email to [assessment@unsw.edu.au](mailto:assessment@unsw.edu.au). All emailed assessments sent to [assessment@unsw.edu.au](mailto:assessment@unsw.edu.au) will receive an electronic acknowledgement.

### **Important Note**

- Electronic copies emailed to [assessment@unsw.edu.au](mailto:assessment@unsw.edu.au) will not be marked. Only hard copies submitted in the drop boxes will be marked/assessed.
- The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. Therefore it is essential that students keep the electronic record of their sent assignment (eg. If assignment was sent to [assessment@unsw.edu.au](mailto:assessment@unsw.edu.au) : the original sent email with the attached assignment kept in their 'sent box' and the electronic acknowledgment).

### **Assignment Collection**

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

## **Assignment Extensions**

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

## **Late Submission of Assignments**

Assignments submitted after the due or extended date will incur a 1% penalty of the maximum marks available for that assignment for the first day late and a further 1% for each day between 2 and 20. Assignments received more than 21 calendar days after the due or extended date will not be allocated a mark.

## **ATTENDANCE**

**To complete this unit you are required to attend minimum 80 percent of classes. If this requirement is not met you will fail the unit. The Lecturer will keep attendance records.**

## COURSE SCHEDULE

### WEEK 1 (Begins 29 July 2013)

**Introduction: American exceptionalism; general theme of US and World History; what is globalisation? What are the phases of globalisation; the Colonial world of empires**

#### Introductory reading:

- a. American Exceptionalism. What is it?

Reading on American exceptionalism from Professor Ian Tyrrell's personal website  
<http://iantyrrell.wordpress.com/papers-and-comments/>

- b. Globalization. Frederick Cooper, "What Is the Concept of Globalization Good For? An African Historian's Perspective," *African Affairs*, 100 (2001), pp. 189-213 (JSTOR)

### WEEK 2 (Begins 5 August 2013)

**Lectures: Revolution, War, and the Early Republic to 1815-- How American destiny was determined by the rivalries of European powers in the 1760s to 1780s, and by the French Revolution and Napoleonic Wars (1789-1815).**

#### Reading:

I. Tyrrell, *Transnational Nation*, introduction and chap. 1

Laurent DuBois, *Avengers of the New World*, esp. pp. 1-7 HUC

#### Discussion topics for students:

- a. How did ideas of liberty, equality and fraternity circulate in the Atlantic world in the wake of the American Revolution?
- b. Did the American revolution (1776-83) have an impact on the French Revolution (1789-93), and vice versa? How was slavery affected?
- c. What does the Atlantic revolutions tell us about the nature of transnational history?

#### Supplementary Reading:

C. Guarneri, *America in the World* pp. 103-12

Christopher Leslie Brown, *Moral Capital: Foundations of British Abolitionism* (Chapel Hill, 2006)

David Brion Davis, *Inhuman bondage: The rise and fall of slavery in the New World* (New York, 2006).

C. L. R. James, *Black Jacobins* (1939, 1965)

R. R. Palmer, "The American Revolution in Comparative Perspective," in Carl Guarneri, *America Compared*, pp. 102-15

Anthony McFarlane, "Independence and Revolution in the Americas," in Carl Guarneri, *America Compared*, pp. 116-32

### WEEK 3. Jacksonian America: 1820-1850s (Begins 12 August)

#### Lectures: Jacksonian Democracy; Antebellum Reform; The Market and Communications Revolutions; Transatlantic Revivalism

Reading: Tyrrell, Transnational Nation chap. 3.

Discussion topics for students: What was “Jacksonian Democracy”, and why was it so named?

- a. Was the United States fundamentally unique as a source of “social reform” in the Jacksonian era? What were the European influences upon American reform and the American influences on European?
- b. What were the key reform movements? How was reform intended to change individuals and society?
- c. How did the “communications” revolution affect American reform? Do you prefer the terminology of a “market revolution”?

Supplementary Reading:

Daniel Walker Howe, What Hath God Wrought, pp. 4-7, 690-98

Sean Wilentz “The Market Revolution,” in E. Foner, ed., New American History (Washington, 1992)

H-SHEAR Forum On Daniel Walker Howe's What Hath God Wrought at <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=vx&list=H-SHEAR&month=0811&week=b&msg=1vGEslA6v7PF6F6yHB3tew>

I. Tyrrell, Sobering Up: From Temperance to Prohibition in Antebellum America, 1800-1860 (Westport, Conn., 1979)

R. Carwardine, Transatlantic Revivalism, chap. 1

### WEEK 4: The Native American peoples and Indian Removal (Begins 19 August)

#### Lectures: Indian-White Relations; Indian removal

Reading: Tyrrell, Transnational Nation chap. 6 (also information in chapter 1, use the index)

Discussion topics for students:

- a. How did Indians use of the land differ from whites? Was the nature of cultural contact assimilation, adaptation, resistance, or what?

W. Cronon, Changes in the Land, chaps 4-5. **RESERVE**

- b. Was Jefferson the real architect of Indian policy and what did he stand for regarding Indians? Was the removal of the Indians in the 1820s and 1830s a form of “ethnic cleansing” similar to what happened in 1990s Bosnia and Kosovo?

Anthony Wallace, Jefferson and the Indians, for example, pp. 19-20, 223

Students can consult Jefferson’s own views on the Indians in the online version of his Notes on Virginia (google to “Notes on Virginia”), e.g., “They [Native-Americans] astonish you with strokes of the most sublime oratory; such as prove their reason.” (p. 266); there are quotations at <http://etext.virginia.edu/jefferson/quotations/jeff1300.htm>



- c. Jackson and the Indians:

Read <http://www.mtholyoke.edu/acad/intrel/andrew.htm>

- d. Why is Jackson's account inaccurate in regard to Indians. How does he characterise Indians.

Michael Rogin, Fathers and Children: Andrew Jackson and the Subjugation of the American Indian (New York, 1975), chaps. 7-8

Robert Remini, Andrew Jackson and the Course of American Freedom, 1822-1832 (New York, 1981), chap. 15

### Week 5: Frontiers/Borderlands (Begins 26 August)

**Lectures: Territorial Expansion, including 'continental' imperialism; Manifest destiny; the Mexican War, its Causes and Consequences; the American Frontier and others compared, e.g., Russian, South African.**

Reading:

Tyrrell, Transnational Nation, chap. 6

Discussion topics for students:

- a. How did Americans justify the Mexican War and how far did their justifications differ from the causes of the war? How did the Mexican War change the position of the United States in the world?
- b. The frontier thesis and American exceptionalism: Compare the U.S. and Australian frontiers.

Supplementary Reading:

Thomas Hietala, Manifest Design: Anxious Aggrandizement in Jacksonian America, chap. 5, pp. 152-72 **HUC**

Robert W. Johannsen et al.; edited by Sam W. Haynes and Christopher Morris, Manifest destiny and empire : American antebellum expansionism (College Station, TX, 1999).

Anders Stephanson, Manifest destiny : American expansionism and the empire of right (New York : Hill and Wang, 1995).

G. Stedman Jones, "The History of US Imperialism," in R. Blackburn, ed., Ideology in Social Science (Glasgow, 1972), pp. 207-37.

F. J. Turner, The Frontier in American History

"Beyond the View from Euro-America: Environment, Settler Societies and Internationalisation of American History," in Thomas Bender, ed., Rethinking American History in a Global Age (Berkeley, 2002), pp. 168-92

D. Goodman, Gold Seekers, chap. 1 **GOOGLE BOOKS**

I. Tyrrell, "Peripheral Visions: Californian-Australian Environmental Contacts, c. 1850s-1910," Journal of World History, 8 (September 1997), pp. 275-302 **JSTOR**

G. Frederickson, "Expansionism on the American and South African Frontiers," in Guarneri, America Compared, 232-46 **HUC**

## WEEK 6. Slavery (Begins 2 September)

**Lectures: Slavery in Comparative Perspective; Origins of slavery; slave culture; resistance, family life and religion**

Reading:

I. Tyrrell, Transnational Nation, chap. 5

a. What was slave culture?

P. Kolchin, "Re-evaluating the Antebellum Slave Community: A Comparative Perspective," *Journal of American History*, 70, No. 3 (Dec., 1983), pp. 579-601 JSTOR

b. Was Africa important to slaves and /or free blacks as a source of inspiration or a refuge before the Civil War?

Search the web for information on Martin Delany and his Back to Africa scheme of the 1850s. Why does Delany think Liberia not suitable as a place for emigration? See

<http://www.libraries.wvu.edu/delany/liberia.htm>

On his African venture, see

<http://www.libraries.wvu.edu/delany/afrotrip.htm>

James T. Campbell, Middle Passages (2009) **RESERVE**

c. Why was the race barrier so much stronger in the United States than in Brazil or the Caribbean?

Guarnieri, America in the World, 79-84

C. Degler, Neither Black Nor White (1964)

Guarneri, America Compared, pp. 278-96 **S 973/511 / (1)**

## WEEK 7. Abolitionism, Anti-slavery, Free Soil, and the Birth of the Republican Party (Begins 9 September)

**Lectures: Revivalism, antislavery, transatlantic abolitionism.**

Reading:

Tyrrell, Transnational Nation, chap. 7

Discussion topics for students:

a. What were the sources of abolitionism in antebellum America. Why did abolitionists look overseas for inspiration?

b. How easy or difficult was it to abolish slavery in the British empire compared to the United States?

c. What was the Free Soil movement and what were its sources? And its consequences?

Supplementary Reading:

E. Foner, Free Soil Free Labor, Free Men

C. Bolt, "Abolitionism and Women's Rights in the United States and Britain," in Carl Guarneri, America Compared, pp. 314-33 **HUC**

William McFeeley, "Frederick Douglass in Great Britain," in Guarneri, America Compared, pp. 298-313 **HUC**

### **Week 8: The American Civil War (Begins 16 September)**

**Lectures: Causes and course of war; the global impact of war; constitutional revolution; the growth and limits to national power.**

Reading:

Tyrrell, Transnational Nation, chap. 7

Discussion topics for students:

- a. To what degrees and in what ways was the Civil War of 'world' significance? Was it the first 'modern' war?

Supplementary Reading:

Stig Förster and Jörg Nagler, eds., On the road to total war: the American Civil War and the German Wars of Unification, 1861-1871 (Washington, D.C. : German Historical Institute and Cambridge University Press, 1997). **HUC**

James McPherson, The Battle Cry of Freedom

Sven Beckert, "Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War," American Historical Review December 2004 <http://www.historycooperative.org/journals/ahr/109.5/beckert.html>

### **WEEK 9: Reconstruction and the Creation of 'White' Nations (Begins 23 September)**

Reading:

Tyrrell, Transnational Nation, chap. 7

Discussion topics for students:

- a. Was Reconstruction (1865-77) a failure?
- b. How did emancipation in Cuba compare with that in the US? What was the role of the Ku Klux Klan?

Supplementary Reading:

Eric Foner, Nothing but freedom : Emancipation and its legacy (Baton Rouge: Louisiana State University Press, 1983)

Eric Foner, Reconstruction: America's Unfinished Revolution (1988). **HUC**

Rebecca Scott, Degrees of Freedom: Cuba and Louisiana After Slavery, pp. 1-10 **HUC**

M. Lake and H. Reynolds, Following the Global Colour Line

Kolchin, Slavery (New York: Oxford, 1993), chap. 7. **HUC**

**WEEK 10. Immigration and Race (Begins 7 October: This is Labour Day Break, Lecture notes will be posted online, tutes are on as usual)**

**Lectures: The transnational nature of American migration; Shaping a 'Racial' Nation**

Reading: Tyrrell, Transnational Nation chaps. 4, and pp. 125-26, 168-69

For background see also Adam McKeown, "Global Migration, 1846-1940." Journal of World History 15 (2004): 155-89 **JSTOR**

Discussion topics for students:

- a. What factors encouraged migrants to return to their home countries, or alternatively, to stay in the United States?
- b. Why do scholars now prefer the term 'migration' to 'immigration' to describe the processes going on in the movement of peoples in the 19<sup>th</sup> century?

Supplementary Reading:

Suzanne Sinke, "Crossing National Borders: Locating the United States in Migration History," in America on the World Stage: A Global Approach to U.S. History ed. Gary Reichard and Ted Dickson (University of Illinois Press, 2008), pp. 170-77

H. Runblom and H. Norman, From Sweden to America (Minneapolis, 1976)

Mark Wyman, Round-trip to America : the immigrants return to Europe, 1880-1930 Ithaca, N.Y. : Cornell University Press, 1993. **HUC**

- c. Examine the Chinese Exclusion Act (1882); why do you think Americans singled out the Chinese for exclusion?
- d. If you have done Australian history, what comparisons can you find with Australian labour and the Chinese?

Supplementary Reading:

<http://www.mtholyoke.edu/acad/intrel/chinex.htm> (Focus on the preamble, section 6, sections 13-15)

Erika Lee , At America's gates: Chinese immigration during the exclusion era, 1882-1943 (Chapel Hill : University of North Carolina Press, 2003), chap. 1.

Andrew Gyory, Closing the gate: Race, politics, and the Chinese Exclusion Act (Chapel Hill: University of North Carolina Press, 1998)

Alexander Saxton, The indispensable enemy: Labor and the anti-Chinese movement in California (Berkeley, University of California Press, 1971).

## **WEEK 11. Empire and the Environment (Begins 14 October)**

**Lectures: Cultural 'expansion' and American Empire; Environmental change; wilderness, national parks; the discovery of Conservation**

Reading:

Tyrrell, Transnational Nation, chap. 8, 10.

Discussion topics for students:

- a. Compare Spalding's baseballers and American missionaries as agents for the spread of American influence.
- b. What change and continuity was there between American continental "empire" before 1898 and the "island" empire after?

## Supplementary Reading:

Thomas Zeiler, Ambassadors in Pinstripes - go to Google books, type in "Ambassadors in Pinstripes" in quote marks. Sample the chapters.

You can also read a review of this book at [www.shafr.org/newsletter/2007/august/yoshii.pdf](http://www.shafr.org/newsletter/2007/august/yoshii.pdf)

I. Tyrrell, "Empire in American History," in A. McCoy and Scarano, Colonial Crucible, pp. 541-56. HUC

Carol C Chin, "Beneficent Imperialists: American Women Missionaries in China at the Turn of the Twentieth Century," Diplomatic History, 27 (June 2003): 327-352. **LIBRARY ELECTRONIC ACCESS**

Tyrrell, Transnational Nation, pp. 129-31

R. Nash, Wilderness and the American Mind

Douglas Brinkley, Wilderness Warrior

W. Cronon, "The Trouble with Wilderness," at

[http://www.williamcronon.net/writing/Trouble\\_with\\_Wilderness\\_Main.html](http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html)

Michael Williams, Americans and Their Forests (New York, 1989), chap. 12.

Film: Robert Hughes, American Visions: The Epic History of Art in America (New York, 1997), episode 3 (**Library**).

- c.. Why did Americans discover conservation of natural resources by 1910?
- d. How did the conservation of resources become a vehicle for the assertion of American nationalism and the growth of the American state.

## Supplementary Reading:

Brian Balogh, "Scientific Forestry and the Roots of the Modern American State: Gifford Pinchot's Path to Progressive Reform," Environmental History, 7 (April 2002), pp. 198-225

Donald Pisani "Forests and Conservation, 1865-1890," Journal of American History 72 (1985): 340-59

Michael Williams, Americans and Their Forests (New York, 1989), chap. 12.

**WEEK 12 (21 October 2013)**

**Lecture: In class essay**

Reading: To be advised.

Class discussion: To be advised.

**WEEK 13 (28 October 2013)**

Class discussion:

This week students will share the findings of their major research essay with the class, as well as an analysis of the research methods employed.

- a. What did you learn from researching your major research essay? What skills did you gain and what did you find difficult? Would there be anything you would do differently next time?

## **STUDENT FEEDBACK AND COURSE DEVELOPMENT**

Student evaluative feedback on this course is welcome and is gathered periodically, using among other means UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## **ACADEMIC HONESTY AND PLAGIARISM**

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

## **OCCUPATIONAL HEALTH AND SAFETY POLICY**

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:

[http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

## **STUDENT EQUITY AND DIVERSITY**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at:

<http://www.studentequity.unsw.edu.au>

## **GRIEVANCES**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

## **OTHER STUDENT INFORMATION**

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>