ARTS 2281 Course Outline

School of Humanities and Languages

ARTS 2281, Ancient Egypt and Western Asia
Summer Session, 2015

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1. Course Staff and Contact Details

Course Convenor
Name: Anna-Latifa Mourad  
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Consultation Time: Wednesdays 9-10, 3-4

Lecturer
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2. Course Details

Units of Credit (UoC): 6

Course Description
The course explores the history and civilisations of ancient Egypt and the Near East from the prehistoric period to the Iron Age. Serving as an introduction, it surveys historical, political and religious shifts in ancient Egypt, the Levant and Mesopotamia. Students gain a solid understanding of these regions’ chronology, geography and cultural elements, acquiring essential skills on how to approach the variety of available evidence.

The course begins with an outline of the regions’ environment and chronology. It proceeds with a discussion on the rise of civilisation, the formation of the state, and the development of societal constructs and ideals. An overview of the Early Bronze Age and the Egyptian ‘Pyramid Age’ is provided, together with a perusal of the circumstances leading to regional collapse across Egypt and the Near East. Students will also learn about the Middle Bronze Age with its fortifications and literary highlights, the Late Bronze Age with its ‘international connections’, as well as the fall of administrations and environmental catastrophes. An outline of empirical rule in the Iron Age as well as the intriguing Israelite and Phoenician cultures will also be presented.

Course Aims
1. Impart an understanding of the historical evolution of Ancient Egypt and Western Asia from earliest times through the Macedonian conquest.
2. Introduce students to the historiography of Ancient Egypt and Western Asia.
3. Improve students’ ability to conduct independent, informed and ethical research.
4. Develop critical reasoning skills, focussing on analysis of primary and secondary sources.
5. Improve oral and written expression.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>6. Improve intermediate research skills.</th>
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<tr>
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<td>7. Prepare students for third year study, to create a deeper interest for ancient history and in history in general.</td>
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<tr>
<td></td>
<td><strong>Student Learning Outcomes</strong></td>
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<tr>
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<td>Students who have successfully completed this course can expect to have a good introductory knowledge of ancient history. They will understand the outlines of Egyptian and Western Asian history, society and culture, from prehistory through the Macedonian conquest.</td>
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<td>2. Knowledge of geography, focussing on the Mediterranean, North Africa and the modern Middle East.</td>
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<td>3. Ability to locate and employ a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles).</td>
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<td>4. Ability to analyse and critically assess primary and secondary sources (online and print).</td>
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<td></td>
<td>5. Improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical, not merely descriptive or narrative.</td>
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<td>6. Appreciate a range of current historiographical perspectives related to ancient Egypt and Western Asia.</td>
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<td><strong>Graduate Attributes</strong></td>
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<td></td>
<td>1. History: Demonstrate an understanding of at least one period or culture of the past.</td>
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<td></td>
<td>2. History: Identify and interpret a wide variety of secondary and primary materials.</td>
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<td>3. History: Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.</td>
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<td>5. History: Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.</td>
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<td></td>
<td>6. History: Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.</td>
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<td>7. History: Show how history and historians shape the present and the future.</td>
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</table>
3. Learning and Teaching Rationale

The intensive course will be taught over 12 days, each with a two-hour lecture and one-hour tutorial. Lectures will concentrate on imparting complex historical and archaeological concepts, with limited interaction between student and instructor. Tutorials will be focussed on the interpretation and analysis of primary material, allowing for engaging group and class discussions centred on student participation. Students are also encouraged to post their discussions in online forums.

4. Teaching Strategies

Content on the history and chronology of ancient Egypt and Western Asia will primarily be delivered in the lectures. Students must prepare set readings per lecture to gain a good understanding of historical developments as well as key theoretical approaches.

Tutorials offer students the opportunity to engage with ancient archaeological, artistic and textual material from Egypt and Western Asia. Such material will be provided before and during the tutorials, with students preparing set readings for discussion per tutorial. Each set will be based on one topic, with class discussions promoting critical thought, team work as well as clear and effective communication.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research essay plan and preliminary bibliography</td>
<td>1 A4 page</td>
<td>5%</td>
<td>1-3, 6</td>
<td>1-3, 5</td>
<td>Friday 4 December</td>
</tr>
<tr>
<td>Research essay</td>
<td>2000 words</td>
<td>35%</td>
<td>1-6</td>
<td>1-7</td>
<td>Sunday 20 December</td>
</tr>
<tr>
<td>Tutorial presentation</td>
<td>5-10 minutes</td>
<td>15%</td>
<td>1-6</td>
<td>1-6</td>
<td>Random</td>
</tr>
<tr>
<td>Two online tests</td>
<td>Short answer</td>
<td>30%</td>
<td>1-2, 5</td>
<td>1, 5-6</td>
<td>Random</td>
</tr>
<tr>
<td>Online post and response</td>
<td>200-300 words</td>
<td>15%</td>
<td>1-6</td>
<td>1, 3-7</td>
<td>Sunday 20 December</td>
</tr>
</tbody>
</table>

1. Essay plan and essay will be submitted electronically only via Moodle.
2. Essay plan and essay will be marked electronically and grades posted online.

NOTE:
1. All assessments must be attempted. Failure to attempt the essay plan, essay, presentation and tests results in a final failing mark (UF).
2. You must keep a receipt of your essays submitted to Moodle.

Research essay plan and preliminary bibliography (5%)

Students must submit an essay plan outlining the aim(s) and structure of their essay, as well as a preliminary bibliography citing at least 8 sources. The essay plan, excluding the bibliography, must be no longer than one page (11-12 point font). The plan must be submitted electronically via Moodle by Friday, 4 December, midnight.
Research essay (35%)

In the first day of tutorials, students must select one topic for a research essay. The topic should be related to the tutorial presentation. It must be approximately 2000 words (2200 words max). Students should use one referencing style consistently throughout the essay, and include a bibliography. **Essays without proper referencing will not be passed.** Students who would like written feedback on their work must indicate this on the first page, or cover page, of their submission. Otherwise, they will only receive a mark. **The essay must be submitted electronically via Moodle by Sunday 20 December, midnight.**

Tutorial presentation (15%)

In the first day of tutorials, students must select one topic for a tutorial presentation. It should be the same as the topic selected for the research essay. The presentation should be **a maximum of 10 minutes long**, discussing and analysing set primary sources and their relation to the topic. The student may be called to discuss the topic with their peers and answer questions from their tutor.

Two online tests (30%)

Students must complete two online tests, each worth **15%**. The tests will include short answer questions related to historical knowledge and primary source analysis, the material covered in both lectures and tutorials. Each student is only allowed one attempt per test. Once the attempt is started, students will have **30 minutes** to complete all questions.

**Test I** will be available to complete at any time from **Friday 4 December, 12 pm to Sunday 6 December, midnight.**

**Test II** will be available to complete at any time from **Tuesday 15 December, 12 pm to Thursday 17 December, midnight.**

Online post (15%)

Three online blogs, each on a current issue in Egyptian and/or Near Eastern history, will be available online. Students must post one 200-300 word concise and critical response on **only one blog**. They must also reply at least once to another student's post in the same blog, engaging in the discussion. Any references consulted **must be cited at the end of the post(s)** but are not included in the word count. Posts can be made throughout the course and **all** are due by **Sunday, 20 December, midnight.**

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of **UF (Unsatisfactory Fail).**

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Formal Examination**

There is no formal examination in the course
Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

All assessment submissions are paperless. The online tests, research essay and online post must all be submitted on Moodle.

It is your responsibility to make a backup copy of the assignment prior to submission and retain it. A receipt of submission should also be kept.

Assignments must be submitted before 12 am (midnight) on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.
6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.
Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

### 10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Day Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings*</th>
</tr>
</thead>
</table>
Near East: VDM, *ANE*, ch. 1 |
| Day 2 (01/12/15) | Prehistory to the Early Bronze Age | *Urbanisation and the rise of the early state*  
Egypt: Prehistory to the Early Dynastic Period  
Near East: VDM, *ANE*, ch. 2  
Topic 1: Primary sources |
| Day 3 (02/12/15) | Third Millennium BCE | *The First Cities and States*  
Egypt: Dynasties 3-4  
Near East: VDM, *ANE*, ch. 3  
Topic 2: Primary sources |
| Day 4 (03/12/15) | Late Third Millennium BCE | *Crises and Collapse*  
Egypt: Dynasties 5-10  
Near East: VDM, *ANE*, ch. 4-5.1  
Topic 3: Primary sources |
| Day 5 (04/12/15) | Middle Bronze Age | *Migrations, Power and Politics*  
Egypt: Dynasties 11-13  
Near East: The Middle Bronze Age, Old Assyrian/Old Babylonian Period | Topic 4: Gender in the past | Egypt: VDM, *Egypt*, ch. 5  
Near East: VDM, *ANE*, ch. 5.2-6.2  
Topic 4: Primary sources |
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>Day 6</td>
<td>Middle to Late Bronze Age</td>
<td><em>Regional Change</em> <em>Egypt:</em> Dynasties 13-16</td>
<td>Topic 5: Cities</td>
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<tr>
<td>(07/12/15)</td>
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<td><em>Near East:</em> The late Middle Bronze Age and the Hittites</td>
<td>and settlements</td>
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<tr>
<td>Day 7</td>
<td>Late Bronze Age (I)</td>
<td><em>Reclaiming Power</em> <em>Egypt:</em> Dynasty 17 - early Dynasty 18</td>
<td>Topic 6: Primary</td>
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<tr>
<td>(08/12/15)</td>
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<td><em>Near East:</em> The early Late Bronze Age and Mitanni</td>
<td>sources</td>
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<tr>
<td>Day 8</td>
<td>Late Bronze Age (II)</td>
<td><em>Age of Internationalism</em> <em>Egypt:</em> Late Dynasty 18</td>
<td>Topic 7: Trade,</td>
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<tr>
<td>(09/12/15)</td>
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<td><em>Near East:</em> The Late Bronze Age, Middle Assyrian/Middle Babylonian Period</td>
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<td>Day 9</td>
<td>Late Bronze Age (III)</td>
<td><em>Warfare and Trade</em> <em>Egypt:</em> Late Dynasty 18 and Dynasty 19</td>
<td>Topic 8: Military</td>
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<tr>
<td>(10/12/15)</td>
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<td><em>Near East:</em> The Late Bronze Age, Middle Assyrian/Middle Babylonian Period</td>
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<td>Day 10</td>
<td>Late Bronze Age to Iron Age</td>
<td><em>End of an Era</em> <em>Egypt:</em> Dynasties 19-25</td>
<td>Topic 9: Regional</td>
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<tr>
<td>(11/12/15)</td>
<td></td>
<td><em>Near East:</em> The Late Bronze Age to Iron Age, Middle Assyrian/Middle Babylonian</td>
<td>collapse</td>
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<td>Period</td>
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<tr>
<td>Day 11</td>
<td>Iron Age (I)</td>
<td><em>Age of Empires</em> <em>Egypt:</em> Late Period</td>
<td>Topic 10: Fit</td>
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<tr>
<td>(14/12/15)</td>
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<td><em>Near East:</em> The Assyrian and Persian Empires</td>
<td>for an Emperor. The</td>
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<td>art and architecture of</td>
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<td><strong>Egypt</strong>: Late Period</td>
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<td></td>
<td><strong>Near East</strong>: Israelites and Phoenicians</td>
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* NOTE:
1. Readings from at least one stream (Egypt or the Near East) must be completed before the lecture (lectures will assume knowledge contained in that week’s readings).
2. Primary sources from at least one stream (Egypt or the Near East) must be read/examined before the tutorial (tutorials will assume knowledge of the sources). All sources are available on Moodle.

**Abbreviations:**

## 11. Course Resources

### Textbook Details
Students should read either the *Egypt* and/or *Near Eastern stream*. All required course readings are available through Moodle, the UNSW library or UNSW bookstore.


Supplementary materials will be available on Moodle.

### Journals
- *Ancient Near Eastern Studies*
- *The Biblical Archaeologist*
- *Bulletin de l'Institut Français d'Archéologie Orientale* (BIFAO)
- *Bulletin of the American School of Oriental Research*
- *Bulletin of the Australian Centre for Egyptology* (BACE)
- *Bulletin of the Egyptological Seminar* (BES)
- *Chronique d’Égypte* (Cd’É)
- *Discussions in Egyptology* (DE)
- *Ägypten und Levante/ Egypt and the Levant*
- *Göttinger Miszellen* (GM)
- *Israel Exploration Journal*
- *Journal of Ancient Egyptian Interconnections*
- *Journal of the American Oriental Society*
- *Journal of Cuneiform Studies*
- *Journal of the Economic and Social History of the Orient*
- *Journal of Egyptian Archaeology* (JEBA)
- *Journal of Near Eastern Studies* (JNES)
- *Journal of the American Research Center in Egypt (JARCE)*
- *Mitteilungen des Deutschen Archäologischen Instituts, Abteilung Kairo (MDAIK)*
- *Near Eastern Archaeology*
- *Studien zur Altägyptischen Kultur (SAK).*

### Additional General Readings (available online or through the library)

**Egypt and Western Asia**

**Egypt**
- W. Grajetzki, *The Middle Kingdom of Ancient Egypt* (Duckworth, 2006).
- E. Hornung, R. Krauss and D. Warburton (eds), *Ancient Egyptian Chronology* (Leiden, Boston, 2006). [available online]
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**Western Asia**

- **L. Allen**, *The Persian Empire* (Chicago, 2005). [available online]
- **D. R. Bolger**, *Gender through Time in the Ancient Near East* (Lanham, 2008). [available online]
- **S. Wachsmann**, *Seagoing Ships & Seamanship in the Bronze Age Levant* (2nd printing, College Station, 2009).

### Websites

- The Egyptologists’ Electronic Forum, with a wide collection of digitised ancient Egyptian texts ([http://egyptologyforum.org/EEFSourcetexts.html](http://egyptologyforum.org/EEFSourcetexts.html))
- JSTOR database, with links to digitised journals and books ([www.jstor.org/](http://www.jstor.org/))
- Digitalisierte Literatur zur Ägyptologie (University of Heidelberg: [http://www.ub.uniheidelberg.de/helios/fachinfo/www/aegypt/online.htm](http://www.ub.uniheidelberg.de/helios/fachinfo/www/aegypt/online.htm))
- Etana (Electronic Tools and Near Eastern Archives: [http://www.etana.org/coretexts.shtml](http://www.etana.org/coretexts.shtml))
12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

14. 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://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and 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

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.
Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:
https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

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, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.