School of Humanities and Languages

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

King Tutankhamen

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Geoff Nathan</td>
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<tr>
<td>Room</td>
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<tr>
<td>363 Morven Brown</td>
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<tr>
<td>Phone</td>
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<tr>
<td>9385 8014</td>
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<tr>
<td>Email</td>
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<tr>
<td><a href="mailto:g.nathan@unsw.edu.au">g.nathan@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
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<td>Mondays 10-12</td>
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<tr>
<th>Lecturer</th>
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<td>Name</td>
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<td>Geoff Nathan</td>
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<td>Consultation Time</td>
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<th>Tutors</th>
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<tr>
<td>Name</td>
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<tr>
<td>Geoff Nathan</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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<tr>
<td>Course Description</td>
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<tr>
<td>ARTS2281 Ancient Egypt and Western Asia explores the origins and evolution ancient Egyptian and West Asian civilizations. After a brief consideration of Palaeolithic precursors, we will examine the beginnings of agriculture, social complexity, economic specialization, and political hierarchy in Predynastic Egypt and Neolithic Mesopotamia, Anatolia, the Aegean, and the Levant. Our examination of Early Dynastic Egypt and the Old Kingdom will focus on the institutions and ideology surrounding divine kingship, comparing strategies of authority and legitimacy to their West Asian analogues. The First Intermediate Period and the Middle Kingdom, with its rich literary legacy, will offer an expanded opportunity to explore Egyptian social and cultural history, again using West Asian context to determine what, if anything, marks a uniquely Egyptian culture. As we investigate the Second Intermediate Period, the New Kingdom, and the Third Intermediate Period focus will shift to Egypt’s rise and fall as a leading imperial power within an increasingly integrated Mediterranean, West Asian, and North African world. The course will conclude with the Late Period, when Egypt ceased to be an independent state and was incorporated into larger West Asian Empires, but at the same time remained an importance source of cultural influence.</td>
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<tr>
<th>Course Aims</th>
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<tr>
<td>1. Impart an understanding of the historical evolution of Ancient Egypt and Western Asia from earliest times through the Macedonian conquest.</td>
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<td>2. Introduce students to the historiography of Ancient Egypt and Wester Asia.</td>
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<td>3. Improve students’ ability to the conduct independent,</td>
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</table>
4. Develop critical reasoning skills, focussing on analysis of primary and secondary sources.
5. Improve oral and written expression.
6. Improve intermediate research skills.
7. Prepare students for third year study, to create a deeper interest for ancient history and in history in general.

**Student Learning Outcomes**

1. 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.
2. Knowledge of European geography, focussing on the Mediterranean, North Africa and the modern Middle East.
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).
4. Ability to analyse and critically assess primary and secondary sources (online and print).
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.
6. Appreciate a range of current historiographical perspectives related to ancient Egypt and Western Asia.

**Graduate Attributes**

1. History: Demonstrate an understanding of at least one period or culture of the past.
2. History: Identify and interpret a wide variety of secondary and primary materials.
3. History: Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
5. History: Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.
6. History: Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.
7. History: Show how history and historians shape the present and the future.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Tutorial T09A</th>
<th>Tutorial T10A</th>
<th>Tutorial 11A</th>
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<tbody>
<tr>
<td>Civ Eng 101</td>
<td>MAT 303</td>
<td>MAT 303</td>
<td>MAT 309</td>
</tr>
<tr>
<td>Monday 14:00-16:00</td>
<td>Tuesday 9:00-10:00</td>
<td>Tuesday 10:00-11:00</td>
<td>Tuesday 11:00-12:00</td>
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### 3. Learning and Teaching Rationale

Different courses at different levels require different approaches. This course will be centred on the standard two-hour lecture and one hour tutorial format.
The nature of the lectures is meant to deliver a number of complex concepts and broad information in an understandable way. By nature, it does not permit much interaction between student and instructor. The tutorial, however, allows students to have an opportunity to discuss in-depth the issues in lecture as well as other issues that might interest students. It is meant to be much more freeform and permit students to take a much more direct approach to what they learn.

4. Teaching Strategies

The two-hour lecture will deliver most of the course content, combined with proscribed readings to give students a good overall knowledge the ancient Near East and Africa and the varying theories and approaches historians take to understand a historical period almost 3000 years in length.

Tutorials will serve for students to analyse not only the broad aspects of the period, but also offer weekly topics, permitting interaction and more detailed than the general lecture will allow.

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>Tutorial Essay</td>
<td>1500 words</td>
<td>30%</td>
<td>1, 3-6</td>
<td>1, 3-6</td>
<td>Friday week 5 or week 9</td>
</tr>
<tr>
<td>5 in-class Quizzes (5% each)</td>
<td>Short answer</td>
<td>25%</td>
<td>1-2, 5</td>
<td>1, 5-6</td>
<td>Random</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2,750 words</td>
<td>45%</td>
<td>1-6</td>
<td>1-7</td>
<td>Friday, week 11</td>
</tr>
</tbody>
</table>

1. Essays will be submitted electronically only via Moodle.
2. Essays will be marked electronically and grades posted online.

NOTE:
1. All assessments must be attempted. Failure to attempt the essays, or three of the in-class quizzes results in a final failing mark (UF).
2. You must keep a receipt of your essays submitted to Moodle.

Tutorial Essay: approximately 1,500 words (1650 max). There are two choices; students complete one (30% of total mark). They are to largely based on the tutorial topics on weeks 5 and 9, and must be submitted by Friday at 5 pm, week 5 or 9 respectively. **To be submitted electronically via Moodle.**

Research Essay: This 2750 (3000 max) word paper must be submitted on Friday 9 October by 5 pm. **To be submitted electronically via Moodle.** Students wishing written comments on their research essays must indicate they wish them in writing on the submission itself. Otherwise, students will receive a mark only.

Random Quizzes: At random times during the course of the session, five in-class quizzes will be given during lecture (5% each). They will take a short answer form (25% of total mark).
Formal Examination

There is no formal examination in this 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

With the exception of in-class quizzes, this course is paperless. All assessments will be collected online through Moodle.

It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

The cut off time for the assessment submission is 5 pm of the stated 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 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:

### 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>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Introduction</td>
<td>Introduction to the course, the topic and to Prehistory</td>
<td>No Tutorial</td>
<td>Egypt reading:&lt;br&gt; VDM Egypt ch. 1&lt;br&gt; Western Asia (WA) reading:&lt;br&gt; VDM ANE ch. 1</td>
</tr>
<tr>
<td>Two</td>
<td>Early Bronze Age</td>
<td>Urbanization and the rise of the early state</td>
<td>Introduction to course; discussion of earliest Bronze Age societies</td>
<td>Egypt reading:&lt;br&gt; VDM Egypt ch. 2&lt;br&gt; WA Reading:&lt;br&gt; VDM ANE ch. 2</td>
</tr>
<tr>
<td>Three</td>
<td>Third Millennium BCE</td>
<td>Egypt's first dynasties and Bronze Age religion</td>
<td>Man and the universe</td>
<td>Egypt reading&lt;br&gt; VDM Egypt ch. 3&lt;br&gt; LAE: Selections from the Pyramid Texts&lt;br&gt; OR Three Autobiographies of the Old Kingdom&lt;br&gt; WA Reading&lt;br&gt; VDM ANE ch. 3-4.1&lt;br&gt; ANE-HST: Selections from Sumerian Early Dynastic Royal Inscriptions, Old Akkadian Period Texts, and Late Third Millennium Sumerian Texts OR MM, Epic of Gilgamesh</td>
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<tr>
<td>Four</td>
<td>From Early to Middle Bronze Age</td>
<td>Crises in Egypt and Mesopotamia; Middle Kingdom Egypt</td>
<td>Kingship and Legitimacy</td>
<td>Egypt reading&lt;br&gt; VDM Egypt: Chapter 4&lt;br&gt; LAE: Instruction of Hardedef, Maxims of Ptahhotep, Teachings for the Vizier Kagemni&lt;br&gt; WA reading</td>
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</table>
| Five | The Middle Bronze Age | VDM ANE: Chapter 4.2-5.1  
ANE-HST: Selections from Sumerian Early Dynastic Royal Inscriptions, Old Akkadian Period Texts, and Late Third Millennium Sumerian Texts OR MM, Atrahasis and Epic of Gilgamesh | Egypt reading  
VDM Egypt: Chapter 5  
LAE: The Tale of the Eloquent Peasant AND The Admonitions of an Egyptian Sage  
WA reading  
VDM ANE: Chapter 5.2-6.3  
ANE-HST: Selections from Late Third Millennium Sumerian Texts OR Old Babylonian Period Inscriptions OR Miscellaneous Old Babylonian Period Documents |
| Six | The Middle Bronze Age | Middle Kingdom  
Egypt continued and MBA Mesopotamia  
Collapse and Chaos  
TUTORIAL ESSAY 1 Due on Friday | Egypt reading  
VDM Egypt: Chapter 6  
LAE: Selections from MK literature (TBA)  
WA reading  
VDM ANE: Chapter 6.4  
ANE-HST: Selections from MBA historical texts (TBA)  
MM: Selections from MBA literature (TBA) |
| Seven | The Late Bronze Age | New Kingdom  
Egypt, Babylonia, Assyria and the Hittites  
New Kings, New Concepts | Egypt reading  
VDM Egypt: Chapter 7  
LAE: (TBA)  
WA reading  
VDM ANE: Chapter 7-8  
ANE-HST: Selections from LBA Inscriptions (TBA) |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Eight</td>
<td>Society and Culture of the Bronze Age</td>
<td>Society and Culture of the Late Bronze Age</td>
</tr>
<tr>
<td>Nine</td>
<td>Collapse of the Bronze Age</td>
<td>The Late Bronze/Early Iron Age collapse and the &quot;vacuum&quot; states</td>
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<tr>
<td>Ten</td>
<td>Holiday</td>
<td>No Lecture</td>
</tr>
<tr>
<td>Eleven</td>
<td>Birth of Empire</td>
<td>The Assyrian and Persian Empires</td>
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<tr>
<td>Twelve</td>
<td>The Hellenistic World</td>
<td>The wider world of the Eastern Mediterranean New Directions 500-300 BCE</td>
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</table>
11. Course Resources

Textbook Details
Students CHOOSE to read from either the Egypt stream or Near Eastern Stream. All required course readings are available through the UNSW Bookstore.

Egypt

Ancient Near East

Some supplementary class materials will be available on Moodle.

Journals (all available online via JSTOR and/or Cambridge University Press Journals)
- *Aegyptus* (Italian journal, with a few English articles; mostly papyrological material)
- *Anatolian Studies* (geographically focusing on what is now modern Turkey)
- *L’Antiquité Classique* (French journal, but with some English articles)
- *Classical Antiquity* (mostly book reviews)
- *Egypt and the Levant* (German publication, but many English articles; one of the most important journals published)
- *Journal of Cuneiform Studies*
- *Journal of Egyptian Archaeology*
- *Journal of Near Eastern Studies*
- *Near Eastern Archaeology*
- *Phoenix*
- *Revue d’Assyriologie et d’archéologie orientale* (French journal, but many English articles)

Synoptic/Reference Resources
- Cambridge Ancient History, 3rd edition (CAH3; 1970-2005). A brilliant and large summary of ancient western history; vols. 1-4 cover our era (available online)
Loeb Classical Series (1889-): the complete canon of Greek and Roman authors containing the original language on one page and English translations on the facing page. Some good material on the ancient Near East and Egypt from Greek and Roman authors (UNSW will soon have the complete collection online)


**Websites**

- Bryn Mawr Classical Review: [http://ccat.sas.upenn.edu/bmcr](http://ccat.sas.upenn.edu/bmcr)
- Digital Karnak: [http://dlib.etc.ucla.edu/projects/Karnak/](http://dlib.etc.ucla.edu/projects/Karnak/)
- (Diotima): Materials for the Study of Women and Gender in the Ancient World: [www.stoa.org/diotima](http://www.stoa.org/diotima)
- Etana. Searchable database of artefacts from across the Ancient Near East: [http://etana.org/home](http://etana.org/home)
- Internet Ancient History Sourcebook (includes primary sources for Mesopotamia, Egypt, Israel, and Persia): [http://www.fordham.edu/halsall/ancient/asbook.html](http://www.fordham.edu/halsall/ancient/asbook.html)
- JSTOR, Electronic Classical Resources (through UNSW Library)
- *L'Année Philologique*: (through UNSW Library)
- Perseus Digital Library: [www.perseus.tufts.edu](http://www.perseus.tufts.edu)
- UNSW History Guide: [http://subjectguides.library.unsw.edu.au/history](http://subjectguides.library.unsw.edu.au/history)

**Classical Organisations**

- Society for Classical Studies (formerly that American Philological Association): [www.apaclassics.org](http://www.apaclassics.org)

### 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](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.