School of Humanities and Languages

**ARTS2362, Freedom, Alienation and Modern Life**

**Semester 1, Year 2016**

“Universal Geist does not stand still”*

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**Course Arrangements**

This is a one-session course carrying six units of credit. Students must attend two hours of lectures and a one hour tutorial each week.

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Lecture time: Thursday 11 – 1pm (CLB 1)

Tutorial times: Thursday 1 – 2pm (Mat 227)
Thursday 3 – 4pm (Mat 226)

1. Course Staff and Contact Details

Course Convenor and Lecturer

Dr Simon Lumsden
Room: 335 Morven Brown
Phone: 9385 2369
Email: s.lumsden@unsw.edu.au
Consultation Time: Wednesday 1:30-2:30
At other times by appointment. If contacting me please provide a phone number

2. Course Details

Course Description

6UOC
Examines how the notions of freedom, alienation, self-determination and historical progress have come to assume a central place in modern and 20th Century Philosophy. The central question this course is concerned with is if in a secular age human beings can be at home in the world and with nature. Covers the different approaches to these notions developed in the work of key figures in early philosophy (St Augustine), and 18th, 19th and 20th century Philosophy. Figures examined include Rousseau, Kant, Hegel, Heidegger, Adorno, Gadamer, Freud, MacIntyre, Arendt, Taylor.

Course Aims

1. Introduce the work of a number of key thinkers and themes in modern philosophy and 20th Century European philosophy.
2. Involve students in their own learning through course structure and ongoing assessment.
3. Enhance ability to interpret texts and develop appreciation of core philosophical concepts.
4. Provide a philosophical understanding of concepts in a way that allows the philosophical issues to be recognised and developed in diverse forms of human experience.
5. Provide the basis for ongoing engagement with many of the key figures in 20th Century European philosophy and political philosophy.
6. Situate the historical background to contemporary philosophy. This should allow students to have an ongoing appreciation of the dialogue between the history of philosophy and contemporary developments in philosophy.

Student Learning Outcomes

1. Awareness of a number of themes and debates in the area of moral philosophy and political philosophy.
2. Experience in reflectively engaging with important issues and traditions in the areas of modern philosophy, and the argumentation surrounding these issues.
3. Experience in thinking systematically in analysing philosophical arguments and in producing their own.
4. Inculcation of skills of critical analysis and reflective thinking.
Graduate Attributes

1. Ability to read and interpret texts sensitively and carefully, especially appreciating the importance of intellectual tradition

2. Ability to evaluate and critically analyse beliefs, ideas and information using a range of techniques of philosophical reasoning

3. Appreciation of the importance of reasoned enquiry and an ability to apply tools of philosophical analysis to a range of issues including those in contemporary debates

4. Skills of effective communication;

3. Learning and Teaching Rationale

Through a selection of readings, exercises, small group discussions, and modelling, the course aims to initiate philosophical appreciation and philosophical ability in the students in the areas of reading, analysing, criticising, discussing, and writing.

We expect you to participate in this course: to attend lectures, to engage with others in tutorial and online discussions (where applicable) and to complete the required reading in preparation for tutorials.

4. Teaching Strategies

The course will normally be taught with a two-hour weekly lecture, and a one-hour discussion-based tutorial. Lectures will be interactive, and student participation will be strongly encouraged. Students will be expected to come to class with their Course Reader and to have prepared for class each week. The course will also feature a short interpretive essay of a key section of a specific text as well as a longer more sustained essay. Lectures will cover philosophical topics, background historical issues, research skills, and writing skills.

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>Textual analysis</td>
<td>1,200-1,500 words</td>
<td>25%</td>
<td>The point of this exercise is for you to unpack, explicate and critically examine a short section from a philosophical work.</td>
<td>1234</td>
<td>Monday April 4 by 4pm</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>To be submitted electronically.</td>
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<tr>
<td>Workbook</td>
<td></td>
<td>35%</td>
<td>1234</td>
<td>1234</td>
<td>Due – Week 12</td>
</tr>
<tr>
<td>Essay</td>
<td>2,000-2,500 words</td>
<td>40%</td>
<td>1234</td>
<td>1234</td>
<td>Due – June 3 by 4pm</td>
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N.B. There is no formal Formal Examination for this course
**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

**Workbook**

Your preparation for each class and reflection upon the material discussed in class should be recorded in a workbook. Time will be made available in tutorials for you to work individually and collaboratively on your workbook entries. Though where work is collaborative you will need to specify with whom you have worked.

**Instructions: workbook**

**Form:** Create a blog at wordpress or blogspot or some other readily accessible on-line platform or else you can simply create a workbook for example as a world document on your computer. Exactly what form the workbook will take is up to you. It is expected that something be written on the readings each week before the tutorial.

**Length:** the minimum requirement will be 7 x 500 word entries. There is no maximum word limit. Your entries should be predominantly prose rather than abbreviated notes, though some notes and bullet points are fine.

**Feedback:** If you would like feedback on your workbook please email me a link to your blog or provide me with a printout of the entries sometime before the middle of semester.

**Marking Criteria:** The primary expectation of the workbook is that it should demonstrate that you have thought about the weekly readings independently and that you have actively engaged with the text and the themes of the course. The mark you receive will be based on the depth and comprehensiveness of your engagement. The form that engagement will take is largely up to you.

**Content:** A list of questions will be available on Moodle prior to week two that relate to each week’s reading. You may use these to guide your response to the readings should you wish but there is no requirement to answer these questions. These questions are an aid for those students who wish to have specific direction for their weekly readings and workbook entry. They are not questions that you are required to answer.

What you may wish to cover in the workbook:

- A substantial component of your entry should be comprehension of the primary text, i.e. explaining what you think is articulated in the primary text, that is, the ideas and arguments in themselves.

- A useful thing to do in the workbook is to use it to prepare for the tutorial – noting questions you would like to raise. After the tutorial you could write in answers to the questions or correct misunderstandings.

- Raising questions and objections to the text.

- You may try to understand and explain the material by, for example, connecting the ideas with your experiences of art, popular culture, politics, the media and so on: for example factory farming as an exemplification of Heidegger’s idea of enframing, you might find in poetry, architecture, or music an exemplification of Heidegger’s idea of dwelling or films that illustrate his critique of technology, or contemporary discussion of religious fundamentalism as an example of modern alienation. You could appeal to literature and/or film to question a core philosophical distinction.

- You are not required to relate the texts and ideas to your experience, culture, media or art but you may find it productive to do so.
• Preparation of material for a tutorial presentation. Should you decide to participate in the tutorial by offering a short presentation of how the texts connect to some form of artistic medium you could incorporate this into your workbook, including your experience of talking to the class; how you might improve your presentation, why this was useful and so on. You could also reflect on the experience of presenting: how might that experience itself be exemplary of for example the theme of alienation.

It is hoped that suggestions will be made for music, films or literature that might help other students to explore the issues. Opportunity will be made for examining any such media in class.

All explorations of the ideas that emerge from the readings should be tied back to the text – to its overall theme or a particular passage. The aim of the workbook is to provide a forum for you to explore passages and ideas from your weekly readings that have made you think. How you explore them is largely up to you. You can also explore your negative reaction to the readings: if there is something you find objectionable – say why you think it is objectionable.

The workbook might also be a useful place to explore ideas that you may wish to cover in your essays or as a forum for relating ideas to your experience and developing your writing skills, though it should not be a draft of your essay.

Above all the workbook should represent your engagement with the texts and the ideas. If the ideas are not convincing this is a forum for you to examine why you think this to be the case.

**Reflection on the Workbook:** I expect a reflection on the workbook itself, how it does or does not help in your learning, you might also like to include suggestions as to how it could be improved. If you think it is not a useful learning tool state your reasons.

**Referencing:** I do not expect elaborate referencing in the workbook – but you must indicate where work is not your own.

**Final Submission of Workbook**
By the end of week 12 you must email me a link to your blog or upload a full version of your workbook into Moodle.
**N.B.** When emailing me the link to your workbook you must state the following in the subject line: ARTS2362 Workbook (Your Name)

**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:

**Submission of Assessment Tasks**
Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.
There are two assessment tasks that are required to be submitted electronically through the link “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Critical Analysis</td>
<td>Monday, 4 April</td>
</tr>
<tr>
<td>Workbook</td>
<td>Week 12, Friday May 27</td>
</tr>
<tr>
<td>Essay</td>
<td>Friday, 3 June</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:
I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in soft copy for the first assignment and hard copy for the final essay usually within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

- The Critical Analysis (due 4 April) will be submitted via Turnitin on the Moodle page for this course.
- The Final Essay (due 3 June) will be submitted via Turnitin on the Moodle page for this course.
• Written feedback on the final essay will be provided only to those students who submit a hard copy by the due date and who provide a stamped self-addressed envelope.

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.

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

The Arts and Social Sciences Extension Guidelines state the following:

• A student seeking an extension should contact the course convenor (Dr Lumsden in person or email) or apply through the Faculty’s online extension tool available in LMS.

• A request for an extension should be submitted before the due time/date for the assessment task.

• The Course Authority should respond to the request within two working days of the request.

• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.

• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

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, 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/
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Comments and Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3/3 Background and examination of course themes: What is Modernity? And how is it a philosophical problem.</td>
<td>No tutorial Useful Background Reading: Löwith, Meaning in History, introduction Pippin, Modernism as a Philosophical Problem, Habermas Philosophical discourse of Modernity (a long and very difficulty book NB. Lectures 1 and 2), Velkley Being after Rousseau, introduction.</td>
<td>No Tutorial</td>
<td></td>
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<tr>
<td>2</td>
<td>10/3 St Augustine: God’s destiny for the earth, The fall, break with the cyclical view of nature.</td>
<td>St Augustine, various extracts From The City of God Against the Pagans</td>
<td>Tutorials commence</td>
<td></td>
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<tr>
<td>3</td>
<td>17/3 Rousseau: History, progress and the corruption of civilisation, the relation of humanity to nature.</td>
<td>Reading: Rousseau, ‘Preface and extracts from Part two of Second Discourse’</td>
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<tr>
<td>4</td>
<td>24/3 Kant: Does history progress or is it static? The quest for wholeness, self-determination, freedom and history</td>
<td>Kant ‘Idea for a Universal History’</td>
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<td></td>
<td>Easter Break</td>
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<td>Easter Break</td>
<td>March 25 – April 3</td>
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<tr>
<td>5</td>
<td>7/4 Hegel and Lear: historical development, modern freedom, history and trauma</td>
<td>Hegel extract from Lectures on History of Philosophy and extracts from Jonathan Lear’s Radical Hope.</td>
<td>First Assignment due Monday April 4</td>
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<tr>
<td>6</td>
<td>14/4 Freud : The libidinal economy and the emergence of civilisation.</td>
<td>Freud, ‘Civilisation and its Discontents’ Chapters VI-VIII.</td>
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<td>7</td>
<td>21/4 Adorno and Hokheimer: The limits of modernity, The rationalisation process in Western modernity, reason as myth</td>
<td>Adorno and Horkheimer ‘The Concept of Enlightenment’ from The Dialectic of Enlightenment</td>
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<td>8</td>
<td>Heidegger Part 1: The</td>
<td>Martin Heidegger, ‘Question’</td>
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### Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
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<tbody>
<tr>
<td>28/4</td>
<td>instrumentalism of modernity, nature as resource, standing reserve</td>
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**Reading**

- Course Reader pp.85-92

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<thead>
<tr>
<th>Week</th>
<th>Reading</th>
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<tbody>
<tr>
<td>9 5/5</td>
<td>Heidegger Part II: Gestell, The relation of humans and world, dwelling, Technology and Ecology</td>
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**Reading**

- Course Reader pp. 93-109

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<th>Week</th>
<th>Reading</th>
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**Reading**

- Course Reader pp. 110-127

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<th>Week</th>
<th>Reading</th>
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**Reading**

- Course Reader pp.128-147D

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<tr>
<th>Week</th>
<th>Reading</th>
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<tbody>
<tr>
<td>12 26/5</td>
<td>Charles Taylor: Authenticity and Individualism</td>
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**Reading**

- Course Reader pp.148-165

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
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<tbody>
<tr>
<td>13</td>
<td>No Lectures No Formal Tutorial Essay Consultation</td>
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**Workbook Due**

### 11. Course Resources

**Textbook Details**

**Text:** ARTS2362 Course Reader

Reader for sale at the University Bookstore.

The material in this reader will form the basis of discussion in the tutorials each week. You must be able to access the readings in the tutorials each week.

There are many other suggested readings listed in Moodle.

### 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://my.unsw.edu.au/student/atoz/Complaints.html

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 http://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://my.unsw.edu.au/student/atoz/SpecialConsideration.html

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.