1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Ayxem Eli</td>
</tr>
<tr>
<td>Phone</td>
<td>93859059</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecturer</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Ayxem Eli</td>
</tr>
<tr>
<td>Phone</td>
<td>93859059</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutors</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Michelle Veljanovska</td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 — This course can be counted as part of your Major/Minor in Chinese Studies toward your Bachelor of Arts degree, or as an elective, as well as a General Education subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>The objective of this course is to: (1) chronicle the cultural, economic and social effects of trade along the Silk Road; (2) Look into relations between cultural and political entities, be they empires, oasis cities or nomad populations. These are approached from the perspective of politics and commerce, with the aim of clarifying basic conditions for international relations.</td>
</tr>
</tbody>
</table>
| Course Aims          | 1. To introduce the geographic, ecological and cultural conditions of Central Asia and in particular of Eastern Central Asia in their ongoing relevance for the development of Chinese culture and civilisation.  
                        2. To display details in the spread of ideas, social practices and religions in a multicultural environment.  
                        3. To give students a glimpse at the methods used for analysing the historical development of the Silk Road region with its multitude of languages, cultures and peoples. |
| Student Learning Outcomes | 1. Understand that great civilisations such as that of China do not develop in isolation.  
                               2. Appreciate the role of commerce in the dissemination of arts, technologies, beliefs and customs.  
                               3. Appreciate the cultural and economic consequences of long lasting, intense contacts between settled and nomadic populations.  
                               4. Evaluate different kinds of historical evidence, in particular written sources, artefacts, archaeological findings and ongoing traditions. |
| Graduate Attributes  | 1. The skill involved in scholarly enquiry.  
                        2. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context. |
3. Learning and Teaching Rationale

Readings, lectures, videos and workshop discussions and presentations introduce students to aspects of the history, culture and daily life of the Silk Road region. Students learn about the rise of mounted nomadism, the development of irrigation agriculture and the formation and decline of ancient Persian, Scythian, Turkic, Mongolian and other civilizations. They will study the growth and diversity of religious communities along the Silk Road.

Lecturers make use of archaeological findings and of textual materials in Chinese and other languages used in the Silk Road regions. They will attempt to engage students in discussions, taking the students’ interests and their disciplinary background into consideration.

4. Teaching Strategies

The course is intensive. The sequence of lectures and video presentations is meant to take a step by step approach. The sequence adheres as much as it is possible to a chronological and geographical order and framework. However, developments along the Silk Road were and are complex and students will find the subject much more enjoyable and interesting if they come prepared. There is a textbook which students are expected to have read prior to the start of classes and there are a handful of basic readings available on the Moodle site set up for the course. Please remember that the small textbook chosen is to give students a very basic and general understanding of the history of the Silk Road.

At the same time as they enrol in the subject, students will enrol in workshops (tutorials). On the first day of the course, each of these workshops will meet briefly in the lecture theatre (Central Lecture Block B) to be divided up into presentation groups. Each of these groups is responsible for preparing a presentation for their workshop meeting on their last day of the course (25 Jan. or 27 Jan 2016). The list of six topics to choose from for workshop presentations is given below in section III of Assessments. The presentation groups are expected to arrange their own meetings before and/or after the course lectures. For consultation, staff will be available in the lecture theatre before classes start and after the end of classes. The course coordinator and tutors can also be reached by emails. Presentation criteria are on Moodle on the same page as this Course Outline.

Lectures and readings are meant to give students the broad picture. Students are expected to work independently and in an inquisitive mode for the study of the topics for their presentation group and for their research essay. Here students are invited to make active use of their own disciplinary skills and interests by choosing topics they wish to work on and by using methods they are familiar with.

As the course is brief, therefore attendance is essential. Students MUST make sure not to forget to sign the roll, once in the morning, and once in the afternoon. If they miss
more than twenty per cent of the classes they will not pass the subject.

Moodle is used for announcements and for distributing reading and lecture materials. All assignments must be submitted to Moodle. Students must make sure that they have ready access to Moodle. There is no need to submit work in hard copy. You MUST make sure to keep the receipt of online submission which is automatically sent to your email address after each submission.

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>Essay</td>
<td>1800 words</td>
<td>40%</td>
<td>1,2,3,4</td>
<td>1,2,3,7</td>
<td>5 Feb</td>
</tr>
<tr>
<td>Take home exam</td>
<td>1500 words</td>
<td>35%</td>
<td>1,2,3</td>
<td>2,3,7</td>
<td>1 Feb</td>
</tr>
<tr>
<td>Workshop Presentation</td>
<td>15 to 18 minutes</td>
<td>25%</td>
<td>1,2,3,4</td>
<td>4,5,6,7</td>
<td>25, 27 Jan</td>
</tr>
</tbody>
</table>

Detailed information on the assessments are provided below:

I. Essay Assignment—due Friday, 5 Feb 2016 at 16:00.

Format: Write a 1,800-word essay on one of the essay topics listed below. The essay should be properly referenced (footnotes or endnotes are acceptable) and include a separate bibliography. You must submit to the Turn-it-in box marked “Essays” on the Moodle site. Be sure to write your FULL NAME and STUDENT ID on the first page of your essay and complete ALL of the sections in the upload dialogue box.

List of essay topics

These are suggestions. You are not required to base your essay on the materials suggested for each topic. You might find material that better supports your argument or that is more accessible. Look at the section “Resources for Students” and also at the recommended websites. If you wish to write your essay on a topic not contained in this list you should apply for permission to do so by contacting your tutor by email as early as possible and certainly before the end of classes. Tell them the title of your proposed essay and a short list of the references you intend to use. Once you have chosen a topic, you must stick closely to that topic in writing your essay. This will be the title you enter into the “Submission title” section of the upload dialogue box.

In writing the essay make sure that you use only your own words. Refer to all your sources in footnotes or endnotes and attach a list of these sources as “Bibliography” to your essay. Both the Harvard and the Oxford system of referencing are acceptable. See section 9 of this course outline for information about “Academic Honesty and Plagiarism”.

1). What were the aspects of the geography and ecology of Central Asia that led to the rise of pastoral nomadism and irrigation agriculture. Did they lead to trade?

This question asks you to look at trade along the Silk Road as conditioned by ecological factors. You might want to look at such factors as availability of water; mountain, oasis, desert steppe ecology; animal populations, plant distribution; as well as human interactions with both other groups and the environment.
2). How is the viability and continuing impact of a religion affected depending on whether it arrives with missionaries, traders, pilgrims and travellers or by a kind of spontaneous osmosis? Or whether it is by conquest and forced conversion or by being imposed by a ruling class or ruler? Can more than one of these apply in any given case?

3). Discuss what contribution art and iconography made to the diffusion of religious traditions along the Silk Road?

4). To what degree did either Buddhism or Islam (choose one of the two) provide a basis for cultural exchange and trade along the Silk Road? The question asks you to view the believers’ religiosity and the active spread of religious beliefs as stimulating cultural exchange and facilitating commercial activities.

5). What were the characteristic components of international trade along the Silk Road in the Pre-Mongol era; the traders, their means of transport, their goods, their geographical range, the currency they used and so on? To what extent was this trade dominated by the major empires situated at either end of the Silk Road? This question asks you to look into the components that were important for trade along the Silk Road: the traders, their means of transport, their goods, their geographical range, the currency they used and so on. You are also asked to give some thought to how this trade was promoted or perhaps impeded by the empires whose inhabitants produced and bought the goods traded along the Silk Road.

6). Would you agree with the statement that, “International trade shaped the economy, culture and civilisation of many Central Asian Silk Road societies in the pre-Mongol era”. Compare the impact of this international trade to other forces such as economic, political and cultural forces that were at work in the societies along the Silk Road.

7). Discuss and express your opinion of the veracity of the claim that, “After arriving in China, religions imported from the Silk Road were changed almost beyond recognition.” This topic asks you to define the religions that have at different historical stages travelled to China and to compare their appearance in China with the form they had at the place and time of their origin. Use the example of one or two of these religions for a discussion of the above statement.

8). Nomadic pastoralists founded states and even empires long the Silk Road, using examples discuss the methods they used in this process and the particular problems they faced.

II. Take-home exam—due on Monday, 1 February 2016 at 1600.

The topics and questions of the take-home exam will be made available on Moodle in due course:

1. Write three short essays of 500 words each on three topics chosen from a list of five essay topics (worth 35%). Make sure to reference your essays properly.
III. Workshop presentation— Monday, 25, 27 January 2016

Workshop groups ("tutorials") will have their first meeting at 1600 on Monday, 18 January, the first day of the course. By this time students should know which tutorial they are in so they can meet with their tutor. The tutor will supervise the division of the workshop group into presentation groups. Each group will prepare a presentation for Monday, 25 January and 27 January, depending on their own choice made while enrolling for the course (25%). Each presentation group must choose one topic from the list of six topics below. The topics and questions of the presentation will be made available on Moodle in due course:

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/

Formal Examination

This course does not have a formal examination

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, a little more (8.6%) in first year courses. For more information on the grading categories see

Submission of Assessment Tasks

All assignments must be submitted to Moodle. Students must make sure that you have ready access to Moodle. Excuses such as “I went back to my home country after the course had ended, and there was no internet access/Moodle was not accessible from where I was” – are not acceptable.

Assignments must be submitted before 4:00pm 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 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 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, 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.

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: http://www.lc.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) 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 and lecture/workshop venues, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Days</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 18 Jan 10:00-12:00</td>
<td>A General Introduction to the Silk Road</td>
<td>• The ecological conditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Major terminologies related to peoples, places and empires</td>
<td></td>
</tr>
<tr>
<td>Mon. 18 Jan 13:00-14:00</td>
<td>All about this course</td>
<td>Introduction to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The structure of the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attendance</td>
<td></td>
</tr>
<tr>
<td>Mon. 18 Jan 14:00-16:00</td>
<td>Form workshop Groups with the guidance of tutors; each group decides on their presentation topic</td>
<td>All readings are made available on Moodle</td>
<td></td>
</tr>
<tr>
<td>Mon. 18 Jan 16:00-17:00</td>
<td>Self-study</td>
<td>Presentation group work</td>
<td></td>
</tr>
<tr>
<td>Tue. 19 Jan</td>
<td>Eurasian</td>
<td>• State formation in the steppes</td>
<td></td>
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<tr>
<td>Time</td>
<td>Topic</td>
<td>Details</td>
<td></td>
</tr>
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<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10:00-12:00</td>
<td>Nomads</td>
<td>• Later development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• An emphasis on Mongol empires</td>
<td></td>
</tr>
<tr>
<td>Tue. 19 Jan</td>
<td>Trade: silk, spice, and consumers</td>
<td>• Complexity of commercial networks</td>
<td></td>
</tr>
<tr>
<td>13:00-15:00</td>
<td></td>
<td>• Specific socio-cultural and political contexts for the survival/decline of these networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Emphasis on silk and spice trade</td>
<td></td>
</tr>
<tr>
<td>Tue. 19 Jan</td>
<td>Silk Road video (1)</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>15:00-16:00</td>
<td>Self-study</td>
<td>Presentation group work</td>
<td></td>
</tr>
<tr>
<td>Wed. 20 Jan</td>
<td>Religions along the Silk Road</td>
<td>• The creation, spread and encounter of a plethora of religious beliefs and movements</td>
<td></td>
</tr>
<tr>
<td>10:00-12:00</td>
<td></td>
<td>• Particular emphasis on Manichaeism and Zoroastrianism</td>
<td></td>
</tr>
<tr>
<td>Wed. 20 Jan</td>
<td>China and Its Neighbours to the West</td>
<td>• The history of China’s western frontier</td>
<td></td>
</tr>
<tr>
<td>13:00-15:00</td>
<td></td>
<td>• Special reference to the spread of Islam in Central Asia and China</td>
<td></td>
</tr>
<tr>
<td>Wed. 20 Jan</td>
<td>Silk Road video (2)</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>15:00-16:00</td>
<td>Self-study</td>
<td>Presentation group work</td>
<td></td>
</tr>
<tr>
<td>Thu. 21 Jan</td>
<td>Hellenism in Central Asia</td>
<td>• The connection between the Mediterranean and Central Asia with an emphasis on Afghanistan</td>
<td></td>
</tr>
<tr>
<td>10:00-12:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu. 21 Jan</td>
<td>Dunhuang</td>
<td>• The historical and cultural significance of an oasis city</td>
<td></td>
</tr>
<tr>
<td>13:00-15:00</td>
<td></td>
<td>• Transformation of Buddhist art along the Silk Road</td>
<td></td>
</tr>
<tr>
<td>Thu. 21 Jan</td>
<td>Silk Road video (3)</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>15:00-16:00</td>
<td>Self-study</td>
<td>Presentation group work</td>
<td></td>
</tr>
<tr>
<td>Fri. 22 Jan</td>
<td>Travellers and explorers along the Silk Road</td>
<td>• Important travellers, diplomats, scholars and missionaries along the Silk Road</td>
<td></td>
</tr>
<tr>
<td>10:00-12:00</td>
<td></td>
<td>• Their legacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Special emphasis on travellers in the 19th and 20th centuries</td>
<td></td>
</tr>
<tr>
<td>Fri. 22 Jan</td>
<td>A 'New Silk Road'</td>
<td>The revival of the concept of “Silk Road” in the 21st century, from geo-political and economic perspectives</td>
<td></td>
</tr>
<tr>
<td>13:00-15:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri. 21 Jan</td>
<td>Self-study</td>
<td>Presentation group work</td>
<td></td>
</tr>
<tr>
<td>15:00-17:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon. 25 Jan</td>
<td>Workshops</td>
<td>See the Course Timetable for details of times and rooms for your enrolled tutorial class</td>
<td></td>
</tr>
<tr>
<td>9:00-16:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed. 27 Jan</td>
<td>Workshops</td>
<td>See the Course Timetable for details of times and rooms for your enrolled tutorial</td>
<td></td>
</tr>
<tr>
<td>9:00-16:00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Course Resources

**Textbook Details**


**Additional Readings**

Will be made available on Moodle according to the content of each lecture.

**Websites**

Kenyon University: [http://www2.kenyon.edu/Depts/Religion/Fac/Adler/Asia201/links201.htm](http://www2.kenyon.edu/Depts/Religion/Fac/Adler/Asia201/links201.htm)

International Dunhuang Project: [http://idp.bl.uk](http://idp.bl.uk)


Iransaga: [http://www.artarena.force9.co.uk/iran.htm](http://www.artarena.force9.co.uk/iran.htm)


*More useful websites are listed on Blackboard*

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 below website:

[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 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. Further information about UNSW grievance procedures is available at: [https://my.unsw.edu.au/student/atoz/Complaints.html](https://my.unsw.edu.au/student/atoz/Complaints.html)

15. Other Information
myUNSW

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

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 to 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.