



School of Humanities and Languages

ARTS2150, MODERN UNITED STATES HISTORY Semester 1, 2014

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1. Course Staff and Contact Details

Course Convenor			
Name	Dr. Peter Schrijvers	Room	Morven Brown 358
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Consultation Time	TBA		
Lecturer			
Name		Room	
Phone		Email	
Consultation Time			
Tutors			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details

Units of Credit (UoC)	6		
Course Description	This course forms a key component of the School of Humanities and Languages' strong program on the history of the Americas. By focusing not only on the transformation of the United States' society, but also on this superpower's evolving relations with the outside world, this course at the same time contributes to the School of Humanities and Languages' highly developed global perspective.		
Course Aims	1.	In today's media it is hard to find reporting on any kind of major event that does not involve the US. But what is the US and who are the Americans? And how did this former colony acquire the status of hyperpower? We cannot, as many tend to do, look for answers to these questions merely by relying on Hollywood images and foreign stereotypes.	
	2.	This course will analyze US history from the aftermath of the Civil War to the reverberations of 9/11.	
	3.	It will do so from the perspective of politics, economics, culture, minorities, and foreign policy.	
Student Learning Outcomes	1.	Critically reflect upon the nature of US society and the American role in the world and develop an appreciation of the complexities, sensitivities, and evolving nature of US society and foreign relations.	
	2.	Display communication skills through formal presentation as well as impromptu exchanges.	
	3.	Collect and synthesize sources of history and present a coherent argument.	
	4.	Better organize, research, and write essays.	
Graduate Attributes	1.	Demonstrate an understanding of at least one period or culture of the past.	
	2.	Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.	
	3.	Analyze historical evidence, scholarship and changing representations of the past.	

3. Learning and Teaching Rationale

By making certain that current affairs serve as a constant touchstone for the course's learning, students are encouraged to become more engaged in the learning process through awareness of the relevance of their efforts.

Conversely, by placing current affairs in a thorough historical and historiographical context, students are allowed to develop more complex understandings of the world around them, which in turn will allow them to deal more critically with government spin, media bias, and popular stereotyping.

4. Teaching Strategies

The course's teaching strategies are twofold:

- The two-hour lectures provide the students with a framework of understanding by means of an up-to-date synthesis of the historiography on key issues.
- The one-hour tutorials introduce students to the more intricate complexities and nuances of those key issues. They will do so in dual fashion. First, by asking students to critically engage with literature presenting divergent interpretations as well as case studies. Secondly, by offering students a structured forum for critical discussion with lecturer and fellow students.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay	200-word synopsis + 3,000-word analysis	60%	# 1, 3, and 4	# 1, 2, and 3	Before 4 pm on Monday, 12 May 2014 (=Week 10).
Tutorial facilitation	2 x 25min during one tutorial week	20%	# 1, 2, and 3	# 1 and 3	Facilitation week to be assigned for each student in tutorial Week 2
In-class test	50 min	20%	# 1 and 3	#1, 2, and 3	Tuesday, 27 May 2014 (=Week 12). During first hour of regular lecture slot and in regular lecture theater.

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. (Meaning you cannot be absent from the tutorials more than 2 out of 12 sessions.)

Please note the following *IMPORTANT* additional information on the assessments:

ESSAY

!Make sure to tick the following boxes before handing in your essay!

- Synopsis is on first page and separate from analysis starting on second page
- Synopsis does NOT exceed 200 words (this includes any kind of margin/leeway, so no ifs or buts for exceeding upper word limit)
- Analysis does NOT exceed 3,000 words (this includes any kind of margin/leeway, so no ifs or buts for exceeding upper word limit)
- Exact word count is indicated at top of synopsis (false information will be penalized)
- Exact word count is indicated at top of analysis (false information will be penalized)
- Pages are clearly numbered
- Essay sentences are double spaced
- Essay is printed on one side only
- Essay is based on at least 10 significant quality sources – these include academic articles or academic books and, possibly, sources drawn from academic or similar *quality* Internet sites
- References are FOOTNOTED in a uniform manner
- All sources used are listed in separate bibliography at end of essay (in author alphabetical order)
- For assignment submission of hard AND electronic copy, see below. NOTE: Date stamped on hard copy by School is hand-in date and hard copy is only one that will be read. (Electronic copy is merely a back up.)

List of essay questions: choose ONE:

1. Explain how US policy toward Native Americans has been characterized by paradox and contradictions from the Dawes Severalty Act of 1887 to the present.
2. How can both World Wars be said to have influenced the lives of African-Americans?
3. Explain why and how in the Progressive Era and the New Deal Era the principle of public intervention became established.
4. Identify the major immigration waves since the late nineteenth century and explain how each of them has challenged and changed the United States.
5. In what ways did the Vietnam War transform the United States both in terms of its domestic and its global affairs?
6. The election in 2008 and reelection in 2012 of an African-American president was understood to be a major watershed in United States history. More than five years later, can Barack Obama's presidency be said to have changed the nation? Explain why/why not.

TUTORIAL FACILITATION

In the second week of the semester, each student will be assigned the role of facilitator during one of the following tutorials. This role involves a careful analysis of the assigned week's required reading and the creation of a number of core questions regarding the article

or chapter that will stimulate discussion about its content, assertions, thesis, and methodology. During the actual tutorial session, the facilitator has the responsibility to keep the discussion flowing smoothly in two debates of 25 minutes each. For this purpose the facilitator is expected a) to handle questions posed by fellow students regarding the assigned article or chapter or to pass them on to other students b) to use as many of her/his own questions as possible to keep the momentum of discussion going.

→ At the **end of the tutorial**, the facilitator will provide the lecturer/tutor with a **typed list of questions** prepared for the debate.

Once the students have been assigned a week as facilitator they are expected to show up on the date agreed upon. Failure to do so will result in a 'zero' mark for this assignment unless they a) notify the tutor of their absence at least 24 HOURS prior to the meeting AND b) provide valid MEDICAL documentation as soon as possible.

IN-CLASS TEST

The in-class test will be administered in the first hour of the final lecture slot in Week 12 (in the same room where the lectures take place). The test will draw upon lecture content **AND** tutorial readings. The precise format of the test will be clarified during the lecture in Week 10.

Formal Examination

Not applicable.

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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box on the second floor of the Morven Brown Building 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.

2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy. The electronic copy must be sent by 4pm on the due date to Turnitin on

Moodle. Electronic copies will not be marked. Only hard copies submitted in the drop boxes will be marked.

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A stamped self-addressed envelope must be provided on submission of the essay (attached to it) if students require their assignment to be posted back to their home address with mark and feedback.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Lecture Topic	Tutorial	Readings
Wk 1: 3 March	Native Americans	No tutorial	
Wk 2: 10 March	African-Americans	Assignment of tutorial presentations. All students are required to attend this tutorial.	
Wk 3: 17 March	Immigrations and Ethnicities	Tutorial on Lecture Wk 1	Some of the below readings can be found in the Study Kit that must be purchased at the UNSW bookshop on campus. Those required readings that should be accessed electronically via the UNSW library website are indicated as such. Michael H. Hunt. "The Hierarchy of Race," in <i>Ideology and U.S. Foreign Policy</i> . New Haven and London: Yale University Press, 1987. Pp. 46-

			91.
Wk 4: 24 March	Economic Hardship and Reform	Tutorial on Lecture Wk 2	Grace Elizabeth Hale. "Without Sanctuary: Lynching Photography in America." <i>The Journal of American History</i> Vol. 89, No. 3 (December 2002): 989-994.
Wk 5: 31 March	The Quest for Empire	Tutorial on Lecture Wk 3	James R. Barrett and David R. Roediger. "The Irish and the Americanization of the New Immigrants in the Streets and in the Churches of the Urban United States, 1900-1930." <i>Journal of American Ethnic History</i> Vol. 24, No. 4 (Summer 2005): 3-33. (This article is not part of the Study Kit and should be accessed electronically via the UNSW library website.)
Wk 6: 7 April	The World Wars	Tutorial on Lecture Wk 4	David M. Kennedy, "The Rumble of Discontent," in <i>Freedom from Fear: The American People in Depression and War, 1929-1945</i> . New York: Oxford University Press, 1999. Pp. 218-48.
Wk 7: 14 April	The Cold War	Tutorial on Lecture Wk 5	Mary Ann Heiss. "The Evolution of the Imperial Idea and U.S. National Identity." <i>Diplomatic History</i> Vol. 26, No. 4 (Fall 2002): 511-540.
Wk 8: 28 April	The Fifties and Sixties	Tutorial on Lecture Wk 6	Richard H. Kohn. "History and the Culture Wars: The Case of the Smithsonian Institution's <i>Enola Gay</i> Exhibition." <i>Journal of American History</i> Vol. 82, No. 3 (December 1995): 1036-1063. (This article is not part of the Study Kit and should be accessed electronically via the UNSW library website.)
Wk 9: 5 May	The Civil Rights Movement	Tutorial on Lecture Wk 7	Robert McMahon. "Contested Memory: The Vietnam War and American Society, 1975-2001." <i>Diplomatic History</i> Vol. 26, No. 2 (April 2002): 159-184.
Wk 10: 12 May	The Conservative Surge and 9/11	Tutorial on Lecture Wk 8	Adam Rome. "Give Earth a Chance: The Environmental Movement and the Sixties." <i>The Journal of American History</i> Vol. 90, No. 2 (September 2003): 525-554. (This article is not part of the Study Kit and should be accessed

			electronically via the UNSW library website.)
Wk 11: 19 May	Conclusions	Tutorial on Lecture Wk 9	Maurice Isserman and Michael Kazin. "The New Left," in <i>America Divided: The Civil War of the 1960s</i> . New York: Oxford University Press, 2003. Pp. 173-94.
Wk 12: 26 May	In-Class Test	Tutorial on Lecture Wk 10	Elizabeth Tandy Shermer. "Origins of the Conservative Ascendancy: Barry Goldwater's Early Senate Career and the De-legitimization of Organized Labor." <i>The Journal of American History</i> Vol. 95, No. 3 (December 2008): 678-709. (This article is not part of the Study Kit and should be accessed electronically via the UNSW library website.)
Wk 13: 2 June	No lecture	Tutorial on Lecture Wk 10	Melvyn P. Leffler. "9/11 and American Foreign Policy." <i>Diplomatic History</i> Vol. 29, No. 3 (June 2005): 395-413. (This article is not part of the Study Kit and should be accessed electronically via the UNSW library website.)

9. Course Resources

Textbook Details

No textbook is assigned for this course. However, students will have to purchase the following **UNSW Study Kit: ARTS 2150 MODERN UNITED STATES HISTORY** Available from the UNSW Bookshop; approximate cost \$27.

Journals

There are too many to list here. But always make certain to at least have a look at *The Journal of American History* and, on the subject of foreign relations, *Diplomatic History*.

Additional Readings

Suggested General Background Readings

Check for availability at UNSW Library or any of the other university and public libraries in the Sydney area.

Alan Brinkley. *The Unfinished Nation: A Concise History of the American People from 1865*. (2003, 4th edition)

William Henry Chafe. *The Unfinished Journey: America since World War II*. (2002, 5th edition)

Robert A. Divine, et al. *America Past and Present*. (2005, 7th edition)

Eric Foner. *Give Me Liberty! An American History*. (2004)

Philip Jenkins. *A History of the United States*. (2003, 2nd edition)

Paul Levine and Harry Papatiriu. *America since 1945: The American Moment*. (2005)

Gary B. Nash, et al. *The American People: Creating a Nation and a Society*. (2004, 6th edition)

Mary Beth Norton, et al. *A People and a Nation*. (2004, 7th edition)

Thomas G. Paterson et al. *American Foreign Relations: A History*. (2005, 6th edition)

James L. Roark, et al. *The American Promise: A History of the United States*. (2004, 3rd edition)

Howard Zinn. *A People's History of the United States, 1492-Present*. (2003, updated edition)

WEEK 3: NATIVE AMERICANS

Suggested Background Reading:

Sterling Evans, ed. *American Indians in American History, 1870-2001*. (2002)

Janet A. McDonnell. *The Dispossession of the American Indian*. (1991)

Peter Nabokov and Vine Deloria, Jr. *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000*. (1999)

WEEK 4: AFRICAN-AMERICANS

Suggested Background Reading:

Gary Gerstle. *American Crucible: Race and Nation in the Twentieth Century*. (2002)

Leon Litwak. *Trouble in Mind: Black Southerners in the Age of Jim Crow*. (1998)

Carole Marks. *Farewell – We're Good and Gone: The Great Black Migration*. (1989)

Michael Perman. *Struggle for Mastery: Disfranchisement in the South*. (2001)

WEEK 5: IMMIGRATIONS AND ETHNICITIES

Suggested Background Reading:

John Bodnar. *The Transplanted*. (1985)

Sucheng Chan, ed. *Entry Denied: Exclusion and the Chinese Community in America, 1882-1943*. (1990)

Oscar Handlin. *The Uprooted*. (1973, 2nd edition)

Stephan Thernstrom, ed. *Harvard Encyclopedia of American Ethnic Groups*. (1980)

Sanford J. Ungar. *Fresh Blood: The New Immigrants*. (1995)

WEEK 6: ECONOMIC HARDSHIP AND REFORM

Suggested Background Reading:

Alan Dawley. *Struggle for Justice: Social Responsibility and the Liberal State*. (1991)

Steven J. Diner. *A Very Different Age: Americans of the Progressive Era*. (1998)

Ronald Edsforth. *The New Deal: America's Response to the Great Depression*. (2000)

Robert C. McMath, Jr. *American Populism*. (1993)

Elliot A. Rosen. *Roosevelt, the Great Depression, and the Economics of Recovery*. (2006)

Bruce M. Stave and Sondra Stave, eds. *Urban Bosses, Machines, and Progressive Reformers*. (1984)

WEEK 7: THE QUEST FOR EMPIRE

Suggested Background Reading:

Robert L. Beisner. *From the Old Diplomacy to the New*. (1986, 2nd edition)

Warren I. Cohen. *Empire without Tears: America's Foreign Relations, 1921-33*. (1987)

Walter LaFeber. *The American Search for Opportunity, 1865-1913*. (1993)

Emily Rosenberg. *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945*. (1982)

WEEK 8: THE WORLD WARS

Suggested Background Reading:

Michael C. C. Adams. *The Best War Ever: America and World War II*. (1994)

Lloyd E. Ambrosius. *Wilsonianism: Woodrow Wilson and His Legacy in American Foreign Relations*. (2002)

John Morton Blum. *V Was for Victory: Politics and American Culture during World War II*. (1976)

John Milton Cooper, Jr. *Breaking the Heart of the World: Woodrow Wilson and the Fight for the League of Nations*. (2001)

Justus D. Doenecke. *Storm on the Horizon: The Challenge to American Intervention, 1939-1941*. (2000)

Akira Iriye. *The Origins of the Second World War in Asia and the Pacific*. (1987)

Robert H. Zieger. *America's Great War: World War I and the American Experience*. (2000)

WEEK 9: THE COLD WAR

Suggested Background Reading:

Saki Dockrill, ed. *Cold War History*. (2006)

John L. Gaddis. *The Cold War: A New History*. (2005)

George C. Herring. *America's Longest War: The United States and Vietnam, 1950-75*. (2001; 4th edition)

Walter L. Hixson. *Parting the Curtain: Propaganda, Culture, and the Cold War*. (1997)

Walter LaFeber. *America, Russia, and the Cold War, 1945-1996*. (1996, 8th edition)

Thomas McCormick. *America's Half-Century*. (1994, 2nd edition)

Ellen W. Schrecker. *Many Are the Crimes: McCarthyism in America*. (1998)

William Stueck. *The Korean War*. (1995)

WEEK 10: THE FIFTIES AND SIXTIES

Suggested Background Reading:

Peter Braunstein and Michael Doyle, eds. *Imagine Nation: The American Counterculture of the 1960s and '70s*. (2001)

Lizabeth Cohen. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*. (2003)

David Farber. *The Age of Great Dreams*. (1994)

David Halberstam. *The Fifties*. (1993)

Mark Hamilton Lytle. *America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Richard Nixon*. (2006)

James T. Patterson. *Grand Expectations: The United States, 1945-1974*. (1996)

Jonathan Schoenwald. *A Time for Choosing: The Rise of Modern American Conservatism*. (2002)

Irwin Unger. *The Best of Intentions: The Triumph and Failure of the Great Society under Kennedy, Johnson, and Nixon*. (1996)

WEEK 11: THE CIVIL RIGHTS MOVEMENTSuggested Background Reading:

Taylor Branch. *Parting the Waters: America in the King Years, 1954-1963*. (1988)

Taylor Branch. *Pillar of Fire: America in the King Years, 1963-1965*. (1998)

Mary L. Dudziak. *Cold War Civil Rights: Race and the Image of American Democracy*. (2000)

Alice Echols. *Daring to Be Bad: Radical Feminism in America, 1965-1975*. (1989)

Malcolm X and Alex Haley. *The Autobiography of Malcolm X*. (1965)

Rebecca Klatch. *Women of the New Right*. (1987)

Ruth Rosen. *The World Split Open: How the Modern Women's Movement Changed America*. (2000)

William Van Deburg. *New Day in Babylon: The Black Power Movement and American Culture, 1965-1975*. (1992)

WEEKS 12/13: THE CONSERVATIVE SURGE AND 9/11 AND BEYONDSuggested Background Reading on "The Conservative Surge" and "9/11 and Beyond"

Edward D. Berkowitz. *Something Happened: A Political and Cultural Overview of the Seventies*. (2006)

Bill Clinton. *My Life*. (2004)

Warren I. Cohen. *America's Failing Empire: US Foreign Relations since the End of the Cold War*. (2005)

Donald T. Critchlow. *The Conservative Ascendancy: How the GOP Right Made Political History*. (2007)

Ivo Daalder and James Lindsay. *America Unbound: The Bush Revolution in Foreign Policy*. (2003)

Robert Draper. *Dead Certain: The Presidency of George W. Bush*. (2008)

Lee Edwards. *The Conservative Revolution*. (1999)

John Ehrman. *The Eighties: America in the Age of Reagan*. (2005)

Francis Fukuyama. *After the Neocons: America at the Crossroads*. (2006)

John Robert Greene. *The Presidency of George Bush*. (2000)

Robert Mason. *Richard Nixon and the Quest for a New Majority*. (2004)

National Commission on Terrorist Attacks upon the United States. *The 9/11 Commission Report*. (2004)

Barack Obama. *The Audacity of Hope: Thoughts on Reclaiming the American Dream*. (2008)

Barack Obama. *Dreams from My Father: A Story of Race and Inheritance*. (2004)

James T. Patterson. *Restless Giant: The US from Watergate to Bush vs. Gore*. (2006)

Thomas E. Ricks. *Fiasco: The American Military Adventure in Iraq, 2003-2005*. (2007)

Michael Schaller. *Reckoning with Reagan: America and Its President in the 1980s*. (1992)

Gregory L. Schneider, ed. *Conservatism in America since 1930*. (2003)

Gil Troy. *Morning in America: How Ronald Reagan Invented the 1980s*. (2005)

Bob Woodward. *Bush at War*. (2002)

10. 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.

11. 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>

12. 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>

13. 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.