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

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Paul Munro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown, Room 351</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 8043</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:paul.munro@unsw.edu.au">paul.munro@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Mondays: 10am to 12pm; or by appointment</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
</table>
| Course Description    | Welcome to ARTS2242 The Politics of Climate Change, one of the key Level 2 courses in the UNSW Environmental Humanities Major. Though climate change is typically understood as a scientific or environmental problem, that requires economic or technological solutions, it is perhaps better understood as a social, cultural and political phenomenon which is remaking the ways in which we understand our relationship with the Earth. How we understand climate, weather, nature and the environment are crucial for understanding contemporary global warming and our responses to it.

ARTS2242 begins from this proposition and examines the underlying politics of climate change. It is designed to equip students with a conceptual and methodological toolkit for interpreting and making sense of the social aspects of climate change and the often intense political arguments that surround it. The course explores the history of climate science and the more recent emergence of a global consensus on anthropogenic global warming. The course goes onto to consider the persistence of climate change denialism and scepticism in the face of this consensus and the continuing controversy over the adequacy climate change science. The course also explores recent work on abrupt climate change, climate modelling and the politics of climate change adaptation and mitigation technologies.

The course draws on a multi-disciplinary framework for understanding the social, historical and political aspects of climate change, with insights from politics, sociology, and science and technical studies (STS). Students will be introduced to key areas of contemporary scholarly thinking in the environmental humanities – including political ecology, the sociology of scientific knowledge and contemporary political theory.

<table>
<thead>
<tr>
<th>Course Aims</th>
<th>1. To deepen your understanding of the historical and political contexts that shape the current debates about climate change;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. To equip you with a conceptual framework that enables you to critical examine the underlying social and cultural faultlines of climate change;</td>
</tr>
<tr>
<td></td>
<td>3. To enable you to apply this conceptual framework in the exploring and analysing aspects of climate change;</td>
</tr>
<tr>
<td></td>
<td>4. To help you develop your analytical abilities and team-working skills;</td>
</tr>
<tr>
<td></td>
<td>5. To provide a range of opportunities for presenting your work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. Understanding and discussing advanced texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Identifying and engaging with key academic literature</td>
</tr>
<tr>
<td></td>
<td>3. Academic writing skills.</td>
</tr>
<tr>
<td>Graduate Attributes</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>The ability to engage in independent and reflective learning</td>
</tr>
<tr>
<td>2.</td>
<td>Information Literacy - the skills to locate, evaluate and use relevant information</td>
</tr>
<tr>
<td>3.</td>
<td>The capacity for enterprise, initiative and creativity</td>
</tr>
<tr>
<td>4.</td>
<td>An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

The course is broken up into three major blocks – 1: Introduction to The Politics of Climate Change; Block 2: The Social Meanings of Climate Change; Block 3: The Politics of Climate Change; Block 4: Social Change; each of these blocks are then broken down into weekly topics. These topics will be interrogated through lectures, tutorial activities and a range of readings. Each course block and each topic are designed to build upon previous weeks, providing analytical and contextual tools for students to be able to critically understand the politics of climate change.

4. Teaching Strategies

This course requires students to engage with contemporary sociological and humanities analytical scholarship in exploring and analysing the politics of climate change. It will require reflective and self-critical learning together with a capacity to assemble and synthesise information from a range of sources and disciplinary backgrounds. The course also will require students to apply these insights in a real-world example and to complete a major piece of assessment that examines their capabilities to do this. These objectives will be achieved through lectures, in-depth tutorial discussions, independent research and the preparation of assessment tasks. In order for students to develop the forms of critical reflection necessary for this course, participation in tutorial discussion will be emphasised and is reflected in the assessment schedule.

The major piece of assessment will be a final report, (3,000 words). This assessment task will require students to demonstrate their capacity to conduct independent research and to synthesise a range of conceptual tools in analysing a real-world case study.

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>1. Short Essay</td>
<td>750 words</td>
<td>20%</td>
<td>3</td>
<td>1,3,4</td>
<td>14th April (week 6)</td>
</tr>
<tr>
<td>2. Short Essay</td>
<td>750 words</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,3,4</td>
<td>12th May (week 10)</td>
</tr>
<tr>
<td>3. Short Essay</td>
<td>750 words</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,3,4</td>
<td>26th May (week 12)</td>
</tr>
<tr>
<td>4. Final Essay</td>
<td>3000 words</td>
<td>40%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>16th June</td>
</tr>
</tbody>
</table>

Short Essays

A series of short essays will be due throughout the course.

Each essay will require that you draw on material from both the lectures and tutorials. These short essays will include:

**Short Essay 1 – Interpretive Analysis of Attitudes Towards Climate Change**

This first essay task – due on **14 April 2016** (week 6) – is designed to examine your engagement with interpretive social science approaches to climate change.

There are two key elements to this task. First you will need to conduct a brief interview with a **fellow class member**. You can interview one person, or a number of people if you like. If possible it will be useful to record the interview on a voice recorder, MP3 player or mobile phone. Your interview should focus on what climate change means for your interview subject – what are their views and perceptions
regarding climate change, who do they trust to give reliable information about climate change, and is climate change something they can perceive and understand personally or something that remains abstract? You could structure your interview as a formal interview, with a question and answer format, or as a guided conversation. You will need to consider which interview format will work best to give you a rich conversation about climate change.

Second, you will need to listen to your interview recording and review any notes you took and begin to analyse the key themes that come through your subject’s responses to your questions. In writing up the essay you will need to provide an analysis of the social meanings of climate change evident in your interview subject’s responses to your questions and relate these to the broader themes of the course. Your essay should be reinforced by references to scholarly literature drawn from the tutorial readings and lecture material.

Though your report should contain evidence – including quotations from your interview – it should not simply be a transcription of the interview text. The object of the essay task is to demonstrate your capacities to interpret sociological data and research.

The full transcription of your interview should be included as an appendix to your paper.

The word length for this piece is 750 words and this task will represent 20% of the final grade for the course.

Short Essay 2 – Discourse Analysis of Climate Change Policy

In this task you will be provided with a contemporary climate change policy document and your task will be to critically examine the discursive framing of the document. With reference to scholarly literatures drawn from both the tutorials and lectures your essay will focus on the underlying discourses evident in the document. You should critically assess where these discourses have come from and how they shape contemporary responses to climate change.

Specific guidance will be posted on the course website.

The word length for this piece is 750 words and this task will represent 20% of the final grade for the course. This task is due on 12 May 2016.
Short Essay 3 – Narrative Analysis of Climate Change Fiction

In this task you will be required to produce a narrative analysis of the representation of climate change in contemporary fiction (literature or film).

Throughout the course you will be introduced to a series of interpretive social science approaches to the study of the social meanings of climate change. Central to these methods is the synthetic analysis of narrative as a way of analysing social meanings.

For this task you will need to read one of the following novels or watch on the following films

Books:
The Year of the Flood (Atwood, 2009)
Oryx and Crake (Atwood, 2003)
The Road (McCarthy, 2006)
Solar (McEwan, 2010)
The Stone Gods (Winterton, 2008)
The Book of Strange New Things (Faber 2014)

Also look at this list: https://www.freewordcentre.com/blog/2014/09/12-works-of-climate-fiction-everyone-should-read/

Films
The Road (Hillcoat, The Weinstein Company, 2009)
When the Leves Broke: A Requiem in Four Acts. (Lee, HBO, 2006)
The Day After Tomorrow (Emmerich, Twentieth Century-Fox Film Corporation, 2004)
An Inconvenient Truth (Gore, Paramount Pictures Corporation, 2006)
Chasing Ice (Orlowski, Submarine Deluxe, 2012)
The Age of Stupid (Armstrong, Spanner Films, 2009)
Snowpiercer (Joon-Ho, Weinstein Company, 2014)

Specific guidance will be posted on the course website.

This task will be due on 26 May 2016. The word length for this piece is 750 words and this task will represent 20% of the final grade for the course.

Final Report

The final report will be a 3000 paper due on 16 June 2016. The details of this essay topic will be published on the course Moodle site.

The aim of this task is to develop your analytical abilities, helping you to apply the conceptual framework we will develop throughout the course to the analysis of an aspect of climate change.

To do well in this course you will be expected to show a good grasp of the issue and evidence of comprehensive reading and understanding of course material. You will be expected to contextualise your chosen issue both conceptually and historically and to provide a synthetic analysis that demonstrates that you have been able to apply these ideas to a real-world example.

It goes without saying that in order to do well in this task your report should be well presented and comply with conventions for referencing source material. Please see the library information on referencing: http://www.lc.unsw.edu.au/onlib/ref.html.
**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/

**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 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 four assessment tasks that are required to be submitted electronically in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct assessment tab within the “Submission Portal” on Moodle.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Short Essay</td>
<td>14th April (week 6)</td>
</tr>
<tr>
<td>2. Short Essay</td>
<td>12th May (week 10)</td>
</tr>
<tr>
<td>3. Short Essay</td>
<td>26th May (week 12)</td>
</tr>
<tr>
<td>4. Final Essay</td>
<td>16th 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 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

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.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.
- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

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

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

8. Class Clash

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

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

9. Academic Honesty and Plagiarism

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

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

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

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
## 10. Course Schedule

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

### Block 1: Introduction to The Politics of Climate Change

<table>
<thead>
<tr>
<th></th>
<th>Wednesday 2 March</th>
<th>L1: Introduction and structure of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Tutorials</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wednesday 9 March</th>
<th>L2: The discovery of climate change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tutorial Readings:</td>
</tr>
</tbody>
</table>
|   |                   | 1. Hulme, M. 2009: *Why We Disagree About Climate Change*  
|   |                   | Chapter 2: The discovery of climate change  
|   |                   | Chapter 9: The way we govern                |
|   |                   | Chapter 1: Society matters                 |

### Block 2: The Social Meanings of Climate Change

<table>
<thead>
<tr>
<th></th>
<th>Wednesday 16 March</th>
<th>L3: Interpretive approaches to climate change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tutorial Readings:</td>
</tr>
</tbody>
</table>
|   |                     | 1. Hulme, M. 2009: *Why We Disagree About Climate Change*  
|   |                     | Chapter 5: The things we believe  
|   |                     | Chapter 6: The things we fear                |
|   |                     | Chapter 1: Thick description: toward an interpretive theory of culture* |

<table>
<thead>
<tr>
<th></th>
<th>Wednesday 23 March</th>
<th>L4: The Social Meanings of Climate Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tutorial Readings:</td>
</tr>
</tbody>
</table>
|   |                     | 1. Hulme, M. 2009: *Why We Disagree About Climate Change*  
|   |                     | Chapter 1: The Social Meanings of Climate  
|   |                     | Chapter 7: The communication of risk       |

*Semester Break 27th March to the 3rd of April*

<table>
<thead>
<tr>
<th></th>
<th>Wednesday 6 May</th>
<th>L5: Public Narratives of Environmental Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tutorial Readings:</td>
</tr>
</tbody>
</table>
### Block 3: The Politics of Climate Change

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Dates</th>
<th>Tutorial Readings</th>
</tr>
</thead>
</table>
Chapter 4: Science and storytelling: Al Gore and the Climate Debate |
| 7 Wednesday 20 April | L7: Conceptualising the politics of climate change | 1. Hulme, M. 2009: *Why We Disagree About Climate Change*  
Chapter 3: The performance of science  
Chapter 4. The endowment of value  
Chapter 1: Introduction |
<table>
<thead>
<tr>
<th></th>
<th>Wednesday 4 May</th>
<th>I.9: Climate Modernities?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tutorial Readings:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wednesday 11 May</th>
<th>I.10: A new climate for society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tutorial readings:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wednesday 18 May</th>
<th>I.11: Socio-technical innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tutorial Readings:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wednesday 25 May</th>
<th>I.12: Democratising climate change?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tutorial Readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Hulme, M. 2009: <em>Why We Disagree About Climate Change</em> Chapter 10: Beyond climate change</td>
</tr>
</tbody>
</table>

Note * denotes readings that are focused on methodological or theoretical issues.
11. Course Resources

The course text for ARTS2242 The Politics of Climate Change will be:

*Why We Disagree About Climate Change* by Mike Hulme (Cambridge University Press, 2009)

Additional tutorial readings will be uploaded to the course Moodle website.

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](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/](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.