ARTS 2270
Australia 1788-1900: The Fatal Shore?
Semester 1, 2017

1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Learning and Teaching Rationale and Strategies
6. Course Assessment
7. Attendance and Absence
8. Special Consideration for Illness or Misadventure
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances and Review of Assessment Results
14. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Prof Anne O’Brien</th>
<th>Room</th>
<th>Morven Brown 268</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 2384</td>
<td>Email</td>
<td><a href="mailto:Anne.obrien@unsw.edu.au">Anne.obrien@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesday 10-11; Tuesday 4-5</td>
<td></td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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Course Description

This course uses Australia as a case study to examine some of the most important shifts in 19th century world history. Australia’s colonisation coincided with major events in the making of the modern world: the American Revolution, the French Revolution, the Industrial Revolution and the acceleration of European imperialism.

In this course we explore the varied and often contradictory ways that Australian society and culture developed in response to these momentous global shifts. The convicted criminals who made up Australia’s first settlers were forced migrants but they created communities and families and a cult of respectability flourished around them. Australia was in the vanguard of liberal democratic reform, including the achievement of ‘manhood’, and later female suffrage, but no treaty was made with Indigenous people who were not enfranchised for another 100 years. In the face of disease and violence, Indigenous peoples defended their lands and wherever possible maintained occupancy. Though there was a demand for labour in the settler economies the casual unskilled workers who provided it were highly vulnerable to fluctuations in trade. Australia had one of the first working class political parties to gain office but one of its chief rallying points was anti-Asian racism.

Australian history is liable to stereotype in the media as ‘black armband’ or hyper-celebratory. We explore the political, social, economic and cultural contexts of apparent contradictions to dispel such binaries and recognise its fascinating complexity.

NB: Lectures begin on Monday 27 Feb in CLB 4 (4-6pm) Tutorials start in Week 2 and are on Tuesdays 9-10 and 11-12. There is no tutorial in Week 8 (Anzac Day) but there is still a lecture on Monday.

Learning Outcomes

1. Think critically, make informed judgments and communicate effectively in both verbal and written form.
2. Understand the role of primary and secondary evidence in historical debate; understand the concept of historiography & how it informs historical narrative.
3. Research historical subjects and understand the role of historical interpretation.
4. Understand that the past can be examined through a wide range of forms including architecture, photographs, memory.
### 3. Course Schedule

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

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Feb (Week 1)</td>
<td>Perspectives</td>
<td>Introduction to the course; Australia: the long history</td>
<td>No tutorial</td>
<td>N/A</td>
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<tr>
<td>6 March (Week 2)</td>
<td>One big jail?</td>
<td>First contacts; Convicts: the big picture</td>
<td>Introductions and early Sydney</td>
<td>Karskens</td>
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<tr>
<td>13 March (Week 3)</td>
<td>Contesting the land</td>
<td>Pastoral push; The other side of the frontier</td>
<td>Debating convicts</td>
<td>Karskens; Gilchrist; documents</td>
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<tr>
<td>20 March (Week 4)</td>
<td>Little Britain and its problems</td>
<td>New colonies; Gender and respectability</td>
<td>On the frontiers</td>
<td>Attwood &amp; Foster; Fullagar documents</td>
</tr>
<tr>
<td>27 March (Week 5)</td>
<td>A land of opportunity?</td>
<td>Gold &amp; the Chinese; Ned Kelly &amp; struggles for land</td>
<td>Respectability and rough culture</td>
<td>Russell; Daniels; documents</td>
</tr>
<tr>
<td>3 April (Week 6)</td>
<td>Indigenous 'problems'</td>
<td>Northern Frontiers; Towards Protection</td>
<td>Eureka: legends and legacy</td>
<td>Cahir &amp; Clark; Molony; Kociumbas; Wright; documents</td>
</tr>
<tr>
<td>10 April (Week 7)</td>
<td>Cities and classes</td>
<td>The rise of the cities; the other side of the tracks</td>
<td>Jandamurra</td>
<td>Pederson; Banjo Woorunmurra; document</td>
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#### Mid-semester Break

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 April (Week 8)</td>
<td>Irish legends</td>
<td>The Irish in Australia: film and history</td>
<td>Anzac Day: no tutorial</td>
<td>Anzac Day: no tutorial</td>
</tr>
<tr>
<td>1 May (Week 9)</td>
<td>Looking to Asia</td>
<td>The rise of imperialism; White Australia</td>
<td>Walking Tour of Randwick</td>
<td>N/A</td>
</tr>
<tr>
<td>8 May (Week 10)</td>
<td>‘Fin de siecle’</td>
<td>Depression; strikes and labour</td>
<td>Colonial Prostitution</td>
<td>Evans; Hunt; Haskens; documents</td>
</tr>
<tr>
<td>15 May (Week 11)</td>
<td>Making a nation?</td>
<td>Utopias and Federation; Test hints</td>
<td>Origins of white Australia</td>
<td>Lake; Fitzgerald; documents</td>
</tr>
<tr>
<td>22 May (Week 12)</td>
<td>Class test</td>
<td>Class test</td>
<td>The 1890s</td>
<td>Bellanta; Scates; documents</td>
</tr>
<tr>
<td>29 May (Week 13)</td>
<td>No lecture</td>
<td>N/A</td>
<td>Perspectives on nationalism</td>
<td>McKenna; Dunn</td>
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Tutorial Program

This program includes:

- list of each week’s essential readings, downloadable from Moodle.
- Discussion Questions and Document Questions from which you can choose for your Tutorial Analysis. (see Course Assessment p. 12)

**Week 1 No tutorial**

Please do your reading for week 2 this week; also read this course outline carefully, especially the assessment requirements.

**Week 2 Introductions and early Sydney**

This tutorial will be mainly housekeeping and introductions but it will also introduce the themes of the course, and ways of interpreting them by focusing on one new interpretation of the first few years of the British colony at Port Jackson.

**Essential Reading**


**Week 3 Debating Convicts**

**Essential Reading**

**Historiography**


**Documents**


for background see: Joan Lynravn, Catchpole, Margaret (1762-1819) *Australian Dictionary of Biography*, vol 1 (MUP) 1966.

**Discussion questions:**

1. What does Karskens find problematic about the long historiography of early NSW? What alternative interpretation does she offer?
2. What is Gilchrist’s main argument? Is her interpretation reconcilable with Karskens? How and why?

S#
Document questions:
1. What light does Tingley's letter shed on the convict system? Why might he want his parents to come to Van Diemen's Land, and could you interpret this?
2. To what extent, and how, does Margaret Catchpole's letter challenge stereotypes of women convicts?

**Week 4 On the Frontiers**

**Essential reading**

**Historiography**


Kate Fullagar


Kate Fullagar


**Documents**

Extract from *Australian Reminiscences and papers of L E Threlkeld, missionary to the Aborigines, 1824-1859*, Neil Gunson (ed), Australian Institute of Aboriginal Studies, 1974, pp 48-9


**Discussion questions:**

1. What was ‘the Great Australian Silence’ and why do you think it developed? What was innovative about the work of Henry Reynolds?
2. Why is oral history contentious? Analyse Attwood and Forster's arguments about genocide.
3. Why do so many Australians find this history 'discomforting'? What have been the results of this ‘discomfort’?
4. Why does Kate Fullagar think we need to look again at Bennelong? What does she find? Do perspectives such as hers shed new light on the issues canvassed in the history wars?

**Document questions:**

1. What light does Threlkeld throw on frontier violence? To what extent might his role as missionary to the Aborigines influence his perspective? Threlkeld published his reminiscences nearly 30 years after the events described. Should this effect the way that historians interpret them? How?
2. Why was Judge Burton’s judgment ‘one of the most devastating judgments ever handed down in a colonial court’? Analyse the significance of his language

**Week 5 Respectability and ‘rough culture’**

**Essential reading**

**Historiography**


**Documents**


**Discussion questions:**

1. How were ‘modes of civilized behaviour…tested and revealed’ by the incident of Lady Jane Franklin and Dr Hobson?
2. What does the story of the second Lady Parkes’ show about colonial mores? How do the reactions of Curtin Candler and *The Bulletin* to Lady Parkes illuminate those mores?
3. What argument does Russell make in this article? Is a study of the culture of manners important?
4. What light does Daniels cast on the ‘rough culture’ of convict women?
5. Are you convinced that the rebellion of women in the factory was organized? What is the significance of this?

**Document questions:**

1. How do the letters of Susannah Watson add to our understanding of women and respectability?
2. What assumptions does *Men and how to manage them* make about its audience and subject? How does it illuminate 19th century Australian culture?

**Week 6 Eureka: Legend and Legacy**

**Essential readings**

**Documents**


Joseph Jewkes (1824-1900) Diary (Reminiscences of Eureka) courtesy of the Phillips Family, Gosford (Extract).

**Historiography**


Clare Wright ‘New Brooms They Say Sweep Clean’: Women’s Political Activism on the Ballarat Goldfields, 1854’, *Australian Historical Studies*, 39: 3 (2008) pp 305-321
Discussion Questions
1. How does Cahir and Clark’s close research on Aboriginal miners nuance our understandings of the processes of colonisation? Do they whitewash Aboriginal peoples’ experience of the gold rushes?
2. Molony and Kociumbas portray the gold rushes and the sorts of men involved in the Eureka rebellion very differently. Discuss the differences. How is it that two historians can offer such different interpretations?
3. How does Clare Wright reshape our understandings of ‘the rushes’ and of gender relations in the mid-19th century?

Document Questions
1. What differences do you notice between Peter Lalor's and Joseph Jewkes' accounts of the Eureka rebellion and its outcomes? How can we explain these differences?
2. How does Lalor justify the actions of the rebels?
3. What is the origin and form of these two documents? Which would be the better known?

Week 7 Jandamarra

Essential readings
Historiography


Document

Discussion Questions
1. Howard Pedersen writes about his meeting with Bunuba man Banjo Woorunmurra. How did Woorunmurra change and shape the Pedersen’s ideas about history and his research? Should non-Aboriginal historians research Aboriginal history always seek to work with Aboriginal historians?
2. Compare Woorunmurra's and Pederson's accounts of the Jandamarra story. How do these ‘black’ and ‘white’ accounts differ?
3. Why did Jundamurra co-operate (albeit briefly) with the European invader? Some historians have argued that such cooperation was evidence of Aboriginal accommodation and agency. Do you agree?

Document Questions:
1. What does Pilmer’s diary tell us about Aboriginal resistance in the Kimberleys? What does it tell us about how Europeans justified the killing of Jandamarra?

Week 8 Anzac Day – no tutorials

Week 9 Walking tour of Randwick: A Victorian Suburb

Meeting place and times to be announced!
### Week 10 Colonial Prostitution

#### Essential reading

**Historiography**

Raymond Evans  

Su Jane Hunt  
*Spinifex and Hessian: Women’s lives in North-Western Australia, 1860-1900*, Nedlands, 1989, pp 104-120

Victoria K Haskens  
‘Down in the gully and just outside the garden walk’: white women and the sexual abuse of Aboriginal women on a colonial Australian Frontier, *History Australia*, vol 10, no. 1, 2013.

#### Documents

Extract from Royal Commission on alleged Chinese Gambling and Immorality, Minutes of Evidence, Sydney, 1892, in Ruth Teale (ed) *Colonial Eve: Sources on Women in Australia, 1788-1914*, Melbourne, Oxford University Press, 1978

Extracts on prostitution from Kay Daniels and Mary Murnane, *Uphill All the Way: A Documentary History of Women in Australia*, University of Queensland Press, 1980, pp 97-101

#### Discussion questions

1. How did contemporaries explain the existence of prostitution in colonial society? How did moral and hygienic considerations conflict or overlap in the development of policies to deal with prostitution.

2. How did the image of indigenous women as ‘debased but fatally attractive’ influence attitudes towards and treatment of them in this period?

#### Document questions

1. Compare the interests and concerns of the Royal Commissioners with those of Adelaide___ during the 1892 Royal Commission on Chinese Gambling and Immorality.

2. How does the *Women’s Voice* article illuminate the meaning of ‘the double standard’ in this period?

3. What does Walter Reid’s letter tell us about the role of the Royal Navy in the formulation and administration of colonial laws regarding prostitution? What does it say about the difficulties experienced by the authorities in achieving their objectives?

### Week 11 Origins of the White Australia Policy

#### Essential readings

**Historiography**

Marilyn Lake,  

Shirley Fitzgerald  

#### Documents

Discussion Questions:
1. What is Lake’s main argument? How does her article shed new light on understandings of the Chinese in 19th century Australia?
2. Were the Chinese in Sydney united in loyalty to one another against European racism?

Document Questions:
1. What do these documents reveal about the nature of the opposition to Asian immigration in colonial Australia?
2. What connections are apparent between racial and gender anxieties?

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Week 12 The 1890s

**Essential readings**

**Historiography**

Melissa Bellanta
‘Naughty and gay? revisiting the nineties in the Australian colonies, History Australia, vol 9, no. 1, 2012.

Scates, Bruce

**Documents**


Victorian Police Reports, Constable Wardley, re ‘Unemployed movements’ 26 January 1893 and subsequent recommendation to prosecute William Lofman, in Colonial Secretary’s Reports, Victorian Public Records Office.

Letter, Passmore Edwards (Organising Secretary Unemployed Committee) to C H Chomley (Chief Commissioner of Police) Victorian Public Record Office, 10 June 1892.

**Discussion Questions**

1. What is Melissa Bellanta’s main argument? Do you find it convincing? Why?
2. What strategies did the unemployed use to survive the 1890s depression? Why were there few or no government strategies to deal with unemployment?
3. What role did women play in unemployed protest? What does ‘moral economy’ refer to and how did it shape their expectations and demands?
4. Did unemployment unite or divide the workless? What was its effect on the working classes as a whole? What factors lead to the demise of unemployed agitation?

**Document Questions**

1. To whom do the orators appeal and why? How did they differ in their strategies and beliefs?
2. Discuss the significance of the women’s demonstration of 6 June 1892? Did it challenge or reflect gender roles? Who were the women attacking?
3. How did the authorities, most obviously the police, respond to popular protest? What were the constraints on that response?

**Week 13 Perspectives on nationalism**

**Essential readings**

**Historiography**


**Document**


**Discussion Questions**

1. What point is Mark McKenna making about the meaning of ‘the crown’ in Australian history? Why point is he making by including the story of Mrs Jones?
2. What does Kevin Dunn argue is the significance of the Cronulla riots? Do you find his argument convincing?

**4. Course Resources**

**Moodle!**

**Textbook Details:** no set text. All readings are on Moodle

**Journals**

All journals are available online through the UNSW Library Catalogue

- *Australian Historical Studies* (formerly *Historical Studies*)
- *Australian Economic History Review*
- *Australian Feminist Studies*
- *Australian Journal of Politics and History*
- *Hecate*
- *Labour History*
- *Lilith*
- *Journal of Australian Colonial History*
- *Journal of Religious History*
- *Journal of the Royal Australian Historical Society*
- *Journal of Australian Studies*

**Additional Readings**

The following provide good general overviews, or introductions to specific themes

- Grimshaw, Patricia (et al) *Creating a Nation*, McPhee Gribble, 1994;
5. Learning and Teaching Rationale and Strategies

My fundamental aim in teaching is to encourage students to share my own love of ideas and to connect the study of history to understanding the contemporary world. I seek to promote student engagement and enjoyment by encouraging a supportive and stimulating environment for discussion and activity in tutorials and by being available to students for personal consultation.

Like most tertiary history courses, ARTS2270 employs 3 forms of learning: lectures, tutorials and reading. Lectures give you an overview of the topic. Tutorials enable you to discuss your ideas with others. Reading enables you to explore topics in depth and gives you access to the ideas and information you need for your writing and discussion.

Lectures provide much input but may also be interactive. They distil wide reading, summarise debate, tell stories, present material that isn’t readily available. Unless you attend lectures regularly you will not have ‘heard’ the course and will not be able to pass the test.

The tutorial program has been designed to link with the lecture program but not to duplicate it, usually examining in depth one aspect of a broad question which the lecture has contextualised. It is essential that all group members read all the essential reading for each week’s tutorial.

The reading for each week consists of historiography and documents that provide you with different perspectives on the relevant topic. They are listed on pages 4-10 of this outline. The course outline also has questions for each week relating to both the documents and historiography. These help you prepare for each week’s class, and you also choose 4 of them for your Tutorial Analysis assessment. (see p. 12).
6. Course Assessment

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<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
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<tbody>
<tr>
<td>Research essay</td>
<td>3000 words</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
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<td>Tutorial analysis</td>
<td>2000 words</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
<td>7 April, 2 June</td>
<td>Yes</td>
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<tr>
<td>Text introduction</td>
<td>5-7 minutes</td>
<td>10%</td>
<td>1, 2, 3, 4</td>
<td>On tutorial date assigned</td>
<td>No</td>
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<tr>
<td>Class test</td>
<td>60 minutes</td>
<td>20%</td>
<td>1, 2, 3, 4</td>
<td>22 May in first hour of Lecture</td>
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**Research Essay:**

**Contribution to assessment: 40%**

A List of essay topics and suggested readings will be posted on Moodle by Week 2.

**Tutorial analysis:**

**Contribution to assessment: 30%**

Students will answer 4 tutorial questions from the lists at the end of each tutorial in this Guide, pp. 4-10. You can choose from the Discussion Questions, which relate to the secondary sources and from the Document Questions, which relate to the primary sources. Students are required to pick two questions from weeks 3 to 6 (due 7 April), and two from weeks 7-13 (due 2 June). Each answer should be about 500 words making each of your two submissions 1000 words each.

**Text introduction:**

**Contribution to assessment: 10%**

Part of your assessment is a 5-7 minute oral introduction to one of the historiographical readings in the study kit. These readings will be allocated in the first tutorial. Since all students will have read the article or chapter, you do not need to summarise it in detail, though it would be helpful to orient us to the reading by briefly outlining the main content. But your main task is to stimulate discussion by:

1) explaining what it made you think about, which ideas or information struck you as particularly interesting, whether the argument was convincing or not and why.

2) devising 2 questions that arise from the reading for the class to discuss.

**Class test:**

**Contribution to assessment: 20%**

The class test will be held in Week 12, in the Lecture time. It will be 60 minutes, closed book. You will answer 3 questions from a choice of 12. These will be short essays, based largely on the lecture program.
Please Note: If students attend less than 80% of their classes they may be refused final assessment. See “Attendance and Absence” for details of attendance requirements.

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 learning outcomes 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.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** 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 Procedures. 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.

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

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless Special Consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**

  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example:** A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

  **Task with a percentage mark**

  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example:** A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

### 7. Attendance and Absence

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance
The Faculty of Arts and Social Sciences guidelines on attendance and absence can be viewed at:
https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance or for absence must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

**In this course, students must attend at least 80% of lectures (10 out of 12 lectures). Students must attend at least 80% of tutorials (10 out of 12 tutorials).**

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment in this course is identified under “Course Assessment”.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(es) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for **Special Consideration**.

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

### 8. Special Consideration for Illness or Misadventure

Students can apply for Special Consideration if illness or misadventure interferes with their assessment performance or attendance.

**Applications are accepted in the following circumstances only:**

- Where academic work has been hampered to a substantial degree by illness or other cause. Except in unusual circumstances, a problem involving only 3 consecutive days or a total of 5 days within the teaching period of a semester is not considered sufficient grounds for an application.

- The circumstances must be unexpected and beyond your control. Students are expected to give priority to their university study commitments, and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.

- An absence from an assessment activity held within class contact hours or from an examination must be supported by a medical certificate or other document that clearly indicates that you were unable to be present. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the
examination.

- An application for Special Consideration must be provided within 3 working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the 3-day limit.

Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

**Applications are normally not considered if:**

- The condition or event is not related to performance or is considered to be not serious
- More than 3 days have elapsed since the assessment for which consideration is sought
- Any key information is missing
- Supporting documentation does not meet requirements
- The assessment task is worth less than 20% of the total course assessment, unless the student can provide a medical certificate that covers three consecutive days.

Applications for Special Consideration must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: [https://student.unsw.edu.au/guide](https://student.unsw.edu.au/guide)

If a student is granted an extension under Special Consideration, failure to meet the stipulated deadline will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

**9. 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. The online form can be found at: [https://www.arts.unsw.edu.au/ttclash/index.php](https://www.arts.unsw.edu.au/ttclash/index.php)

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](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

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

**10. 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

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalised web link via the Moodle course site.

12. 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

13. Grievances and Review of Assessment Results

13.1 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 course convenor.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide

13.2 Review of Assessment Results

There is no automatic right to have an assessment reviewed, the Faculty reserves the right to make such judgements.
In the first instance a student should seek an informal clarification, this should normally be done within two working days of the return of the assessed work.

If the student is not satisfied with the informal process, they should complete the UNSW Review of Results Application form, which is available at: https://student.unsw.edu.au/results. An application must be lodged within 15 working days of receiving the result of the assessment task.

Further information on review of student work in the Faculty of Arts and Social Sciences can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

### 14. 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

**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/

**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: https://student.unsw.edu.au/disability

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.