



UNSW  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS2281 Ancient Egypt and Western Asia Semester 2, 2014**

---

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

## 1. Course Staff and Contact Details

Course Convenor / Lecturer			
Name	Shawn Ross	Room	Morven Brown 360
Phone	02 9385 8228	Email	<a href="mailto:shawn.ross@unsw.edu.au">shawn.ross@unsw.edu.au</a>
Consultation Time	Thursday 2:00pm		
Lecturer / Tutor			
Name	Adela Sobotkova	Room	Morven Brown 349
Phone	N/A	Email	<a href="mailto:a.sobotkova@unsw.edu.au">a.sobotkova@unsw.edu.au</a>

## 2. Course Details

Units of Credit (UoC)	6	
Course Description		
Course Aims	1.	Impart an understanding of the historical evolution of Ancient Egypt and Western Asia from earliest times through the Macedonian conquest.
	2.	Introduce students to the historiography of Ancient Egypt and Western Asia
	3.	Introduce students to archaeological theory and methods as they relate to Ancient Egypt and Western Asia.
	4.	Improve students' ability to conduct independent, informed, and ethical historical research
	5.	Develop reasoning skills, especially the critical assessment of primary and secondary sources (including material evidence).
	6.	Improve writing and speaking ability, especially with regard to producing coherent historical arguments
	7.	Improve relevant information technology skills.
	8.	Stimulate students to reflect upon the place of ancient civilisations, like Egypt and Mesopotamia, on the modern imagination, and upon their own evolving ideas about these civilisations.
	9.	Prepare students for third-year study, and foster an ongoing interest in archaeology, ancient history, and history more generally
Student Learning Outcomes	1.	Understand the contours of Ancient Egyptian and West Asian history, society, and culture from earliest times through the Macedonian conquest, and to apply this knowledge to achieve a broader understanding ancient and world history
	2.	Demonstrate knowledge of ancient and modern geography of the Mediterranean Basin, North Africa, and the Middle East.
	3.	Demonstrate a functional understanding of historiography, including historical and archaeological debates and controversies related to Ancient Egypt and Western Asia.
	4.	Demonstrate an ability to locate and deploy a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles)
	5.	Demonstrate an ability to analyse and critically assess primary and secondary sources (online and print).

	6.	Demonstrate improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical.
	7.	Demonstrate self-consciousness as a historian through reflection about the place of ancient civilisations, like Egypt and Mesopotamia, on the modern imagination, and upon their own evolving ideas about these civilisations
Graduate Attributes	1.	Develop the skills of critical, creative and imaginative thinking about society, culture and the arts (History).
	2.	Develop an appreciation of and capacity for ethical, reasoned and open-minded discussion and debate (History).
	3.	Acquire an understanding of the experiences and world-views of other times, places and cultures (History).
	4.	Develop an informed understanding of human experience, human culture and society (History).
	5.	Acquire the tools and methods of understanding associated with the Humanities and Social Science disciplines, and perception of the relationships between these disciplines (General).
	6.	Acquire fundamental skills in research, analysis and academic writing (General).

### 3. Learning and Teaching Rationale

History is an active endeavour, involving the critical analysis of primary sources, and their subsequent use to recover and interpret the past. History is not the passive memorization of names, dates, and events, although a certain amount of background knowledge is necessary for informed assessment and use of primary sources. This course promotes active engagement with the past by focusing on the interpretation of primary sources. Elements of this course, such as readings, lectures, tutorial discussions, quizzes, and writing assignments, have been designed and integrated to facilitate the acquisition of background knowledge and the development of interpretive abilities, such as critical assessment of sources, knowledge of sound historical methodology, and creative engagement with historical problems. Such skills are best developed when students actively produce historical arguments through discussion and especially writing. Indeed, writing an argumentative historical essay is the core learning activity in this course – an essay based on primary source readings, informed by lectures and secondary source readings, and refined through in class or online discussion.

The study of history is interesting, often entertaining, and intrinsically rewarding for what it reveals of the human condition. Moreover, the abilities acquired through active engagement with past, such as continual, critical assessment of what one reads, and the ability to present elegant and lucid arguments, will serve students well across disciplines and beyond university.

### 4. Teaching Strategies

The various components of the course – readings, lectures, tutorials, and writing assignments – have been designed to achieve the Learning Outcomes listed above. Secondary source readings and lectures provide necessary historical background and geographic information, while tests or quizzes examine students' acquisition of this knowledge. Primary source readings provide the raw material for tutorial discussion and writing assignments. Writing assignments offer students the opportunity to actively engage in the critical evaluation and analysis of sources, followed by the reconstruction and interpretation of historical events and processes – informed by the background knowledge acquired from secondary readings and lectures. Tutorial discussion hones these skills as students examine primary sources in the classroom and receive immediate feedback from the instructor and their peers.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Short Writing (including related Tutorial activities)	7 x 225 words	45%	1-3, 5	1, 4, 5	Weekly before Tutorial (7 required)
Preparatory research tasks for historical essay	~15 hours	15%	3-5	2-5	Week 7 before tutorial (thesis & bibliography) Week 11 Friday (draft essay) Week 12 Friday (peer review)
Historical Essay (including Draft and Peer Review)	2250 words	40%	1-6	1-6	Draft: Mon Wk 12 PR: Mon Wk 13 Final: Fri Wk 13

**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.

### Short Writing Assignments

---

Short writing assignments form the lynchpin of this course, binding other student activities together and ensuring that you stay current with coursework. Over the course of the semester, expect to complete **seven** short writing assignments totalling approximately 1,500-1,750 words. These assignments are closely integrated with **tutorials** and allow you the opportunity to internalise background information and practice building arguments of your own based on primary and secondary sources. You will use one of your short writing assignments as the starting point for your **historical essay**. During weeks when holidays (other than mid-semester break) require the cancellation of tutorials, short writing assignments may be lengthened and made mandatory. Short writing assignments may include (but are not limited to):

- Reflections on reading assignments or lectures
- Construction of short arguments
- Explanation of new concepts to your peers
- Threaded discussion
- Role-play or debate preparation

In each case short writing assignments can be adequately answered (up to an including an HD mark) in 200-250 words – no more is expected and you will not necessarily earn more points for a longer reply. Detailed instructions for each assignment will be distributed via Moodle early in the semester.

All students will receive feedback on their short writing assignments early in the semester, and intermittently thereafter. Most assignments will be marked through using a rubric, which will be made available to you ahead of time so you know the criteria you will be marked against. Further feedback is available upon request.

As noted above, short writing assignments form the basis for tutorial activities, and provide an excellent forum for you to air ideas proposed in these assignments (with an eye towards developing one of your short writing assignments into the historical essay). Participation in discussions during tutorial offers you the opportunity to engage in historical analysis and receive immediate feedback from your tutor and your peers. At the end of each tutorial, you will self-assess your preparation and contribution. These self-assessments, verified by your tutor, will contribute towards your short writing assignment mark.

Also remember that **even if you do not complete a short writing assignment for any given week, you still must complete all readings and be prepared for discussion.**

### Historical Essay (including preparatory research tasks)

---

Students will write historical essays of approximately 2,000-2,500 words in length. You will develop ideas generated in one of your short writing assignments into an essay. Writing is an iterative process; expect to select a topic and develop a **thesis and bibliography** relatively early in the session (even if you choose to write on a later topic), to **write a draft** at least two weeks before the due date of the essay, and to participate in a rubric-based **peer review** exercise before **producing a final draft** of your essay. All stages of writing (thesis and

bibliography, draft, peer review, final essay) will contribute towards your mark in the course, as described in the nearby table.

This essay will defend an argumentative thesis with well-organized analysis supported by primary source evidence. Your first priority when writing this essay is to develop your own arguments based on primary sources. You will also have the opportunity to incorporate the interpretations of modern scholars as presented in secondary sources. **The research essay must be based upon primary sources.** Essays not based upon primary sources will receive a failing grade; essays that do not appropriately cite all secondary sources will be penalised according to the plagiarism policy.

A list of references, some annotated by previous students, provides you with references to secondary sources (primarily books), most of which are in the UNSW library. You should also plan to find more secondary sources on your own (especially journal articles). Students are expected to consult, evaluate, and judiciously apply a **minimum** of six of the following secondary sources: general works besides your textbook (1 maximum), scholarly monographs (2 minimum), articles in refereed journals (2 minimum), and reliable online resources (1 minimum). **All online resources must be carefully vetted; any not listed in this document must be submitted to me for prior approval.**

I will distribute specific instructions and a list of topics early in the semester. The final essay is due **Friday of Week 13**, although a draft will be due **Friday of Week 11** to allow time for peer review.

I frequently leave for fieldwork at the end of the semester; late essays will result in a mark of F (if not prearranged) or WD (if prearranged with appropriate paperwork) until I can resolve the issue upon my return.

**Your historical essay must be completed to receive a passing grade for the course.**

## Formal Examination

---

This course has no formal examination.

## Grades

---

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards 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

---

This course is paperless. All assessments will be collected online through Moodle.

It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments received after the stated due time and date will be penalised for being received late.

### **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/>

Readings must be completed before lecture (lectures will assume knowledge contained in that week's readings). Tutorial activities (and associated writing) relate to the previous week's lecture and readings (e.g., Week 02 tutorials build upon Week 01 lectures and readings).

### Abbreviations

VDM Egypt = Marc Van De Mieroop, *A History of Ancient Egypt*

LAE = William Kelly Simpson, *The Literature of Ancient Egypt*

VDM ANE = Marc Van De Mieroop, *A History of the Ancient Near East*

ANE-HST = Mark Chavalas, *The Ancient Near East: Historical Sources in Translation*

MM = Stephanie Dalley, *Myths from Mesopotamia*

Topics	Readings and Lectures	Writing and Tutorials
Week 01 (28 Jul - 03 Aug)  <b>Introduction</b> <b>Sources</b> <b>Geography</b> <b>Chronology</b> <b>Prehistory</b>	<u>Egypt reading</u> VDM Egypt: Chapter 1-2  <u>Western Asia reading</u> VDM ANE: Chapter 1-2  <u>Lecture</u> Introduction and course overview Geography and chronology Written and material evidence Neolithic Revolution	<p><b>No Writing for Week 01</b></p> <p><b>No Tutorials during Week 01</b></p>



Topics	Readings and Lectures	Writing and Tutorials
<p>Week 02 (04-10 August)</p> <p><b>Early Bronze Age Kingdoms</b></p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 3 LAE: Selections from the Pyramid Texts OR Three Autobiographies of the Old Kingdom</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 3-4.1 ANE-HST: Selections from Sumerian Early Dynastic Royal Inscriptions, Old Akkadian Period Texts, and Late Third Millennium Sumerian Texts OR MM, Epic of Gilgamesh (as per assignment sheet)</p> <p><u>Lecture</u> Urbanisation &amp; the State</p>	<p><u>Writing</u> Environment &amp; society</p> <p><b>Assignment details and templates for weekly short writing are available via Moodle.</b></p> <p><u>Tutorial</u> What impact did the natural environment have on the economy, society, and political structure of early complex societies and states?</p>
<p>Week 03 (11-17 August)</p> <p><b>Later 3<sup>rd</sup> Millennium Crises</b></p> <p><b>Cosmology</b></p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 4 LAE: Instruction of Hardedef, Maxims of Ptahhotep, Teachings for the Vizier Kagemni</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 4.2-5.1 ANE-HST: Selections from Sumerian Early Dynastic Royal Inscriptions, Old Akkadian Period Texts, and Late Third Millennium Sumerian Texts OR MM, Atrahasis and Epic of Gilgamesh (as per assignment sheet)</p> <p><u>Lecture</u> The unification of Egypt The Old Kingdom Intro to cosmology</p>	<p><u>Writing</u> Kingship and royal legitimacy in Egypt or Mesopotamia.</p> <p><u>Tutorial</u> What makes a king legitimate? What is expected of a king? What powers does a king have?</p>
<p>Week 04 (18-24 August)</p> <p><b>The EBA-MBA Transition</b></p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 5 LAE: The Tale of the Eloquent Peasant AND The Admonitions of an Egyptian Sage</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 5.2-6.3 ANE-HST: Selections from Late Third Millennium Sumerian Texts OR Old Babylonian Period Inscriptions OR Miscellaneous Old Babylonian Period Documents OR MM: TBA</p> <p><u>Lecture</u> EBA/MBA Transitions: Crises in Mesopotamia and Egypt Middle Kingdom Egypt</p>	<p><u>Writing</u> Defining Ma'at (Egypt) Capturing the Mesopotamian worldview</p> <p><u>Tutorial</u> Order &amp; Chaos I: the cosmos</p>

Topics	Readings and Lectures	Writing and Tutorials
<p>Week 05 (25 Aug – 31 Aug)</p> <p><b>The MBA</b></p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 6 LAE: Selections from MK literature TBA</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 6.4 ANE-HST: Selections from MBA historical texts TBA MM: Selections from MBA literature TBA</p> <p><u>Lecture</u> Middle Kingdom Egypt (con't) MBA Mesopotamia The wider EBA-MBA context</p>	<p><u>Writing</u> Ordering society: Ma'at in Middle Kingdom literature Justice and Social Order in EBA/MBA Mesopotamian law</p> <p><u>Tutorial</u> Order &amp; Chaos II: society</p>
<p>Week 06 (01-07 Sept)</p> <p><b>New Kingdom Egypt, Kassite Babylonia, Middle Assyrian Kingdom, Hittite Kingdom</b></p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 7 LAE: TBA</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 7-8 ANE-HST: Selections from LBA Inscriptions (TBA)</p> <p><u>Lectures</u> The LBA World</p>	<p><u>Writing</u> Royal legitimacy in the Middle Bronze Age</p> <p><u>Tutorial</u> How has kingship changed since the EBA, and how does it differ between Egypt and Mesopotamia?</p>
<p>Week 07 (08-14 Sept)</p> <p><b>Great Powers &amp; Great Kings: LBA “Internationalism”</b></p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 8 LAE: Selected by student</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 9 ANE-HST: Selected by student</p> <p><u>Lectures</u> The Kingdoms of the LBA</p>	<p><u>Writing</u> <b>Historical essay thesis statement and preliminary bibliography due (before tutorial).</b></p> <p><u>Tutorial</u> Discussion of thesis statements.</p>
<p>Week 08 (15-21 Sept)</p> <p><b>LBA Society and Culture</b></p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 9 LAE: Selected previous week</p> <p><u>Western Asia reading</u> MM: Selected previous week</p> <p><u>Lectures</u> LBA society &amp; culture</p>	<p><u>Writing</u> LBA Internationalism I: Primary source location and evaluation</p> <p><u>Tutorial</u> What primary sources do we have for understanding interstate relations (warfare, diplomacy, trade, etc.) in the LBA?</p>
<p>Week 09 (22-28 Sept)</p> <p><b>The End of the Bronze Age</b></p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 10-11 Selections from R. Drews, <i>The End of the Bronze Age</i> (available online)</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 10-11 Selections from R. Drews, <i>The End of the Bronze Age</i> (available online)</p> <p><u>Lectures</u> The LBA-EIA collapse and the era of “Vacuum States”</p>	<p><u>Writing</u> LBA Kingdoms II: The LBA was an “international” world of “great kingdoms” – how did they interact with one another?</p> <p><b>Reviews of other students’ theses and bibliographies due (online, by midnight Sunday).</b></p> <p><u>Tutorial</u> Role-play: international relations in the LBA</p>

Topics	Readings and Lectures	Writing and Tutorials
(29 Sep – 05 Oct) <b>Mid-semester break</b>	<b>Enjoy your break (but get caught up!)</b>	
Week 10 (06-12 October) <b>The Birth of Empire</b>	<u>Egypt reading</u> VDM Egypt: Chapter 12-12.3 LAE: Selected by student  <u>Western Asia reading</u> VDM ANE: Chapter 12-13 ANE-HST and/or MM: Selected by student  <u>Lectures</u> The Assyrian Empire	<u>Writing</u> Systems thinking and the LBA collapse  <u>Tutorial</u> What caused the LBA collapse?
Week 11 (13-19 October) <b>The Achaemenid World</b>	<u>Egypt reading</u> VDM Egypt: Chapter 12.3-12.6 LAE: Selected by student  <u>Western Asia reading</u> VDM ANE: Chapter 14-15 ANE-HST: Selected by student  <u>Lectures</u> The Babylonians & the Persians	<u>Writing</u> Egypt is generally considered optimistic, Mesopotamia pessimistic, in their worldviews. Do you agree?  <u>Tutorial</u> Assessing the worldview of Egyptians & Mesopotamians
Week 12 (20-26 October) <b>The Hellenistic World</b>	<u>Egypt reading</u> VDM Egypt: Chapter 13 LAE: Selected by student  <u>Western Asia reading</u> ANE-HST: Selected by student  <u>Lectures</u> Change & continuity in the Hellenistic World	<u>Writing</u> How did Iron Age empires establish their legitimacy?  <u>Tutorial</u> Sources of imperial power and legitimacy  <b>Draft essays due Monday</b>
Week 13 (27 Oct – 02 Nov)	<b>No new readings in Week 13.</b>  <b>No lecture in Week 13</b>	<u>Writing</u> “Late Period” Egypt The Persian and Hellenistic World (TBD)  <u>Tutorial</u> Course evaluations Aspects of the latter 1 <sup>st</sup> millennium BC world (TBD)  <b>Peer reviews due Monday</b> <b>Final essays due Friday</b>

## 9. Course Resources

### Textbook Details

In this course you will have the choice of becoming a student expert in either Egypt or Western Asia. We expect that most of you will choose Egypt, but we are hoping to get at least five students in each tutorial to take up the Western Asia option. Weekly short writing assignments and tutorial activities will be built around comparative discussions of developments in Egypt vs Western Asia. The choice of focus is entirely up to you, but

please be sure to purchase the correct books at the bookshop:
<b>Egypt:</b>
Marc Van De Mieroop, <i>A History of Ancient Egypt</i> (Wiley / Blackwell)
William Kelly Simpson, <i>The Literature of Ancient Egypt</i> (Yale)
<b>Western Asia:</b>
Marc Van De Mieroop, <i>A History of the Ancient Near East</i> (Wiley / Blackwell)
Mark Chavalas, <i>The Ancient Near East: Historical Sources in Translation</i> (Wiley / Blackwell)
Recommended: Stephanie Dalley, <i>Myths from Mesopotamia</i> (Oxford World Classics)
<b>NB:</b> <i>If you do not purchase recommended texts, be prepared to use the library's High Use Collection to access them.</i>
<b>Additional Resources</b>
<i>A reference list including books, journal articles, and websites will be distributed separately early in the semester.</i>

## 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.