ARTS 2303

ON DRUGS

Medicine, Science, and Industry since 1900

S2 2014

Course Outline v 1.0
(Revised versions may be issued at any time; alerts issued via UNSW student email)
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE STAFF</td>
<td>2</td>
</tr>
<tr>
<td>COURSE DETAILS</td>
<td>2</td>
</tr>
<tr>
<td>LEARNING AND TEACHING RATIONALE</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>ASSIGNMENT SUBMISSION</td>
<td>6</td>
</tr>
<tr>
<td>LATE SUBMISSION OF ASSIGNMENTS</td>
<td>6</td>
</tr>
<tr>
<td>ATTENDANCE/CLASH</td>
<td>7</td>
</tr>
<tr>
<td>ACADEMIC HONESTY AND PLAGIARISM</td>
<td>7</td>
</tr>
<tr>
<td>COURSE SCHEDULE</td>
<td>8</td>
</tr>
<tr>
<td>COURSE RESOURCES</td>
<td>10</td>
</tr>
<tr>
<td>COURSE EVALUATION AND DEVELOPMENT</td>
<td>11</td>
</tr>
<tr>
<td>STUDENT SUPPORT</td>
<td>11</td>
</tr>
<tr>
<td>GRIEVANCES</td>
<td>11</td>
</tr>
<tr>
<td>OTHER STUDENT INFORMATION</td>
<td>11</td>
</tr>
</tbody>
</table>
1. COURSE STAFF

Convener and Instructor Details:

Name: Prof Nicolas Rasmussen
Room: Morven Brown 314
Phone: 93852361 (use email if no answer)
Email: N.Rasmussen@unsw.edu.au
Consultation Times: Thursdays 2-4, and by appointment

2. COURSE DETAILS

Short Description: Drugs can be powerful forces of change. This course examines the ‘biographies’ of influential medicines developed over the course of the past century, from sex hormones to amphetamines to psychiatric drugs. It investigates the history and processes behind the creation of new drugs by the pharmaceutical industry, the interaction of drug marketing with doctor and patient behaviour, and the consequent reshaping of medicine, culture and politics. It considers some major theoretical perspectives on the role of medicine in society, and the role drugs play in medicine, in historical context. This course is worth 6 units of credit.

Course Aims:
The aims of this course are, in respect of content learning, to understand how a set of key drugs came into being over the course of the twentieth century, along with the changes - in society and in medicine – associated with their introduction, and in parallel how drug regulation has evolved. It also aims to communicate key concepts widely deployed to analyse the impact of drugs including medicalisation, stigma, moral economy, professional monopoly, internal and external modes of social control, and moral panic. It also aims to convey familiarity and use of general concepts in the history of medicine, and about the way scientific and social change have been connected in the modern era.

Student Learning Outcomes:
- To understand better where new drugs come from, to analyse how they influence medicine and impact wider society, and to explain how and why some succeed commercially and some fail (despite therapeutic efficacy) and some come to be classified dangerous and are banned.
- To gain knowledge and skills for thinking critically about medical progress; about the influence of pharmaceuticals and the business sector generally in medicine; and about how the social roles of medicine have evolved over the past century.
- To learn how to engage in independent and reflective learning in the history and sociology of medicine and science, and in history; how to think critically in general; and how to argue more cogently in written form.

Graduate Attributes Developed:
1) Capacity for independent and collaborative enquiry
2) Capacity for rigorous analysis, critique, and reflection
3) Ability to apply knowledge and skills to solving concrete problems
4) Capacity for effective communication
3. LEARNING AND TEACHING RATIONALE

The course aims to engage students in learning through critical analysis and discussion, via a combination of lectures, seminar-type discussions, and small group exercises, challenging you to apply new concepts to the facts of the cases you are learning about. The assigned readings will provide you with theoretical tools and with contrasting accounts of the same events, requiring you to think about evidence and interpretation rather than passively absorbing settled ‘knowledge’ from secondary sources. Lectures will present you with models of how some of these conceptual tools are applied to evidence and challenge you to think about alternatives. Discussion sessions will encourage comparison of multiple viewpoints, including respectful disagreement. Tutorial exercises will require you to demonstrate active, critical understanding by interpreting evidence and arguing for answers to questions, and prepare you for the essay assignments. You will achieve the learning outcomes to the extent that you actively engage with the process of interpreting evidence presented in readings in multiple ways, and bring your own knowledge and experience of medicine from outside class to bear. Dialogue and debate are encouraged, and openness to a diversity of experiences and views. Expect to engage and challenge your set beliefs, with your abilities to express and justify them. Only in this way will you develop thinking skills useful for a lifetime.

4. TEACHING STRATEGIES

In this course the lectures will tie together information from various sources on particular histories of new pharmaceuticals, and flag interpretative issues for critical consideration. Not all information is available in the readings, and still less all the ways of thinking about an issue, so it is important to listen to lectures. It is also important because there will often be short films. Furthermore the tutorial/seminar discussions will ask you to apply key theoretical concepts to the case at hand in a context of constructive criticism, where you can try various interpretations, and prepare you for the week’s essay assignment. These are very important to attend, and virtually essential if you plan to attempt the associated essay. You are expected to do the key (italicised) readings before class sessions, because the emphasis in lectures will be on interpreting rather than conveying information, and also because without preparation you will not to learn or contribute much in tutorial discussion.

The questions to be discussed in your tutorial buzz groups each week, with your collective answers assessed as informal mini-quizzes, depend on having done the reading, and they are designed as a set to prepare you to write that week’s short essay. Each is basically a piece of the essay question. Although the topic area is foreshadowed in this outline, these essay assignments are specified only on the day of the session to emulate the thought processes generally used in real life: you learn background facts first, and when faced with a related problem, learn more facts and apply tools and active understanding as needed to solve it within limited time. The type of short essay you must produce is also crucial in real life, or at least in most white collar jobs, where your main work is to produce evidence-based ‘reports’ and other analytic, short essays useful to your employer.

Although the essays are not long, they require true second-year university level writing capability as well as some care in both thinking and expression. They require you to
formulate your views and argue for them concisely and coherently, marshalling relevant evidence extracted from the readings and using it critically (rather than just parroting the secondary sources), while dealing respectfully with alternative views. The essay is not just a form for what you learn; it is the essence of the informed critical thinking that you are expected to learn in this subject and likewise the only way to demonstrate it. Because of the centrality of writing a good essay that speaks convincingly to the issues (as opposed to the readings) this course should be regarded as WRITING-INTENSIVE. Anyone unsure of their expository writing ability should either not take the subject or be prepared to seek outside help (such as that provided by the UNSW Learning Centre) and devote extra time to improving essay writing skills.

5. 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>Concise essays (x 3)</td>
<td>1100-1500</td>
<td>65%</td>
<td>all</td>
<td>1-4</td>
<td>7 days after weekly topic is posted</td>
</tr>
<tr>
<td>Tute 'buzz group' quizzes</td>
<td>N/A</td>
<td>15%</td>
<td>all</td>
<td>1-3</td>
<td>On tute date</td>
</tr>
<tr>
<td>Final in-class test</td>
<td>1 hour</td>
<td>20%</td>
<td>all</td>
<td>1-4</td>
<td>Week 13 tute session</td>
</tr>
</tbody>
</table>

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of lectures and tutorials in order to pass the course.

Assessment Rationale and Instructions

The course assessments are both formative (intended to assist students to identify weaknesses in their understanding, so that they may improve in their understanding and enhance their learning) and summative (intended to pass judgment on the quality of a student’s learning in terms of grades). The three forms of assessment build on each other: the tute discussions (with ‘quiz’) challenge you to understand an interpretative concept and apply it to the facts of a case; the essays extend that exercise into formal argument; and the final test asks you to apply several concepts and/or compare and contrast several cases, linking topics discussed in different weeks during the term.

Other than the buzz group quizzes, assessment tasks in the course require that you produce reasoned, analytic arguments, rather than simply recite facts or describe readings, in the form of short ESSAYS. Again, if you are in any doubt that you possess second year University-level skills in essay writing, please draw on UNSW’s Learning Centre (http://www.lc.unsw.edu.au/), which offers resources and both on-line and personal instruction to help you. Or rethink whether to take the course.

Tutorial discussions: Discussions, and subsequent write-ups, are the central activity of this subject so you need to prepare for each one by doing all key readings for that week. In tutorials you will be broken into small groups and asked to discuss and answer a
question or questions that deals with the topic covered in that week’s readings and lecture (as well as previous weeks’ material). The groups will then share their answers with the others, and there will be a general seminar-style discussion. The answers of each group will be marked P/F each session, based on the quality of its answer to the question and its contribution to class discussion that week. You will generally share the mark of your group (unless you specially distinguish yourself from the group, e.g. by sleeping or not participating at all you may get 0, or by contributing more you may get a bonus). These discussions will account for 15% of your overall mark, with 1.5 points per class session.

**Short Essays:** After the class session, you will have the option to write a short essay of about 1200 words (excluding references) on a closely related topic. **Essays longer than 1500 words may not be read or marked,** or marked on the basis of only the first 1500 words, at the instructor’s discretion. The essay topics will be provided you on the day of the lecture via the course Moodle site and/or by email at your UNSW student email address. You have one week to do them. **Three tutorial essays must be submitted in the course of the semester,** each worth 22% of your overall mark. If you submit four during in the term, the three best will be counted. Each is to be submitted electronically by 4pm on the Wednesday following the session in which the question is given. Papers received late will be penalized (see Late Submission, below) unless a properly documented application for Special Consideration is received and granted. **At least one must be submitted by the end of week 5, that is, on one the first three topics.** Concepts introduced early in the session will be built upon in later weeks, so that even if you do not plan to write up a given week’s topic you will still need to have done the key readings to perform well in subsequent assessments.

If a week of class is cancelled for whatever reason you will still have the option of writing the essay for that week as usual, albeit without benefit of the class discussion. In case of cancellation the topic will be provided on the scheduled day if not earlier, via Moodle and/or the UNSW student email system. It would be wise for you to begin submitting these assignments early in the semester, lest unforeseen circumstances prevent you from submitting at least the required three.

The short essays will be assessed according to your capacity to synthesize information and apply concepts both constructively and critically to the assigned question or topic, expressing this thinking as a concise and coherent argument. Though tutorial essays will reflect the group discussion, yours must be written entirely by yourself, and it will be subject to the plagiarism policy, which is enforced—and very likely checked electronically. Thus each of these written pieces must reflect only your own work. If the text of any two submitted papers is found to be too similar, in the opinion of the instructor, both will receive no credit. Please see Plagiarism below.

**In-class test:** This will require one or two short essays (number and size to fit time allotted) answering questions selected from a menu of choices. The style will be similar to the tutorial essays but will involve a broader range of information found in multiple course readings and lectures. Questions will be straightforward if you have done all the key readings and attended most of the sessions. You will be allowed to consult your notes and course reader; active understanding of the material and coherent argument is assessed, rather than memorisation.
Example test question: “Oudshoorn (Reader, pp xx-xx) argued that that birth control pills could have been developed by the same companies that developed oestrogen replacement therapy and at the same time, but were not for reasons involving the medical profession. How do the ways that Marks and Watkins (Reader, pp xx-xx and pp. xx-xx respectively) each explain the development and timing of the oral contraceptive fit with Oudshoorn’s account, and how might you resolve any conflicts or inconsistencies between the views of these authors?”

Submission of Assignments

- 2 assignment copies must be submitted for every essay - 1 paper copy and 1 electronic copy.
- The electronic copy must be submitted through Turnitin via the course’s Moodle site by the due date and time.
- Hard copies should be submitted to the School Assignment Box, and must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.
- Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Important Note
Only hard copies submitted in the drop boxes will be marked/assessed. Electronic copies may not be marked or viewed. The electronic copy will be used as evidence of assignment submission during appeal and dispute cases, as well as for originality checking. Students have no recourse if a soft copy is not submitted and a hard copy is lost. Students should keep the electronic record of their sent assignment.

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. Thus there is a 21% penalty for an essay submitted a week late. Since there are new topics issued every week, the short essays will not normally be accepted more than 1 week late, except through a documented, approved Special Consideration request.

The late penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure from the demands of other courses or employment does not constitute a valid excuse for lateness. To apply for a waiver of the late penalty, please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

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/](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

Lecture Time & Location (weeks 1-12):
WEDNESDAY 12-2pm Mathews Theatre B

Tutorial Times & Locations (weeks 2-13):
WEDNESDAY 3-4pm Mathews 130
WEDNESDAY 4-5pm Morven Brown G3

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

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>Date</th>
<th>Topic of Lecture</th>
<th>Discussion Topic</th>
<th>Reading 1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>30 July</td>
<td>Intro: Medicine and the drug business a century ago</td>
<td>N/A</td>
<td>Parascandola (Reader V1, 55)</td>
</tr>
<tr>
<td>Week 2</td>
<td>6 Aug</td>
<td>Narcotics: Medicine, demedicalization and stigmatization</td>
<td>What determines whether a condition is medical or criminal?</td>
<td>Higby (Reader V1, 1) Courtwright (Reader V1, 4) Jonnes (Reader V1, 12) Lindesmith (Reader V1, 15) Acker (Reader V1, 18)</td>
</tr>
<tr>
<td>Week 3</td>
<td>13 Aug</td>
<td>Medical monopoly: science, doctors, patients and the drug industry</td>
<td>How did medicine become ‘scientific’ &amp; how did drugs help?</td>
<td>Illich Limits selection 1 - (Reader V1, 31-36) H.Marks (Reader V1, 88) Swann (Reader V1, 57) Rasmussen, ‘Moral Economy’ (Reader V1, 75)</td>
</tr>
<tr>
<td>Week 4</td>
<td>20 Aug</td>
<td>Hormones 2: Sex, money, and the mighty glands</td>
<td>How did medicine reflect and shape gender with hormones?</td>
<td>Illich Limits selection 2 - (Reader V1 pp. 44-50) Oudshoorn (Reader V1,102) Bell (Reader V1, 112)</td>
</tr>
<tr>
<td>Week 5</td>
<td>27 Aug</td>
<td>World War Two and the Age of Wonder Drugs</td>
<td>The State and the drug industry in the antibiotics revolution</td>
<td>Illich Limits selection 3 - (Reader V1, 37-44) Bud (Reader V1, 138) Hilts (Reader V1, 153) Neushul (Reader V1, 116)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>3 Sept</td>
<td>Mental illness and social control</td>
<td>Tranquilizers: straightjacket, liberation, or neglect?</td>
<td>Liebenau (Reader V1, 129)</td>
</tr>
<tr>
<td></td>
<td>10 Sept</td>
<td>Mental health for the Atomic Age</td>
<td>Pharmaceutical excess: to blame society, users, or medicine?</td>
<td>Kirkby (Reader V1, 158) Swazey (Reader V1, 161) Scull (Reader V1, 190) Laffey (Reader V1, 179)</td>
</tr>
<tr>
<td>Week 7</td>
<td>17 Sept</td>
<td>Statistical disease and the risk society</td>
<td>How did risks become medical conditions?</td>
<td>Pellegrino (Reader V1, 215) Metzl (Reader V1, 219) Rasmussen ‘First Antidepressant’ (Reader V1, 197) Rose (Reader v2, 1)</td>
</tr>
<tr>
<td>Week 8</td>
<td>24 Sept</td>
<td>Aquarian insurgency and moral panic</td>
<td>Why are drugs like LSD and Ecstasy banned, and not medications?</td>
<td>Ullrich &amp; Patten (Reader V2, 58); Pentney (Reader v2, 68) Becker (LINK Reader V2, 73); Goode &amp; Nachman (Reader V2, 74) Cornwell &amp; Linders (Reader V2, 77); Goode (v2, 101)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MIDSEMESTER BREAK</td>
</tr>
<tr>
<td>Week 10</td>
<td>8 Oct</td>
<td>Social revolution, the Sixties, and the Pill</td>
<td>Did oral contraception cause or reflect social change?</td>
<td>Thoms (Reader V2, 112) L. Marks (Reader V2, 122) Watkins (Reader V2, 136)</td>
</tr>
<tr>
<td>Week 12</td>
<td>22 Oct</td>
<td>The advance of money, retreat of the State, and the patient activist</td>
<td>Has the new patient altered the regulatory power balance?</td>
<td>Teitelman (Reader V2 155) Pieters (Reader V2 159) Epstein (LINK Reader V2 172) Davis/Abraham (Reader V2173)</td>
</tr>
<tr>
<td>Week 13</td>
<td>29 Oct</td>
<td>In Class Test (in scheduled tute)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 13:** In Class Test takes place in tutes unless lecture time slot unanimously agreed
Note 1: Indicated (italic) readings for each week are relevant to -- not identical with -- lecture contents.
Note 2: In some cases reading have been removed by the Library from the printed reader, so if something is missing from the reader look online for its relocation to the course website.

Again, italicised key readings are needed for lecture preparation and seminar/tute discussion, and for subsequent weeks’ topics. Non-italicised readings are needed, in addition, for writing the tutorial essays. Tutorial discussion topics given here are general guides to orient reading, not essay questions in themselves. Actual essay questions will be specified on the day.

9. COURSE READINGS AND RESOURCES

Texts:
It is expected that all assessments can be completed by drawing only upon the sources in the ARTS2303 Course Reader, Volumes I and II (available at Bookstore and Library/MyCourse). Where the Reader lists a “LINK” instead of providing an actual text, please look on the course Moodle site for a link to the text in the Library, and/or a pdf of the text itself. For reasons beyond the instructor’s control readings are sometimes removed by the Library from the printed and/or online reader; in such cases also look for the item’s relocation to the Moodle site (in Resources).

Digital sources:
If you wish to do research beyond the listed readings, the best starting point is the topic-searchable “History of Science Technology and Medicine” bibliographic database, accessible via the SIRIUS (Database) portal on the UNSW Library web site. Sadly, the biomedical literature is not very reliable for secondary sources on drug history, so this database is preferable to PubMed.

There are many—far too many—web sites dealing with drugs and their history, almost all of which are unreliable. On recreational drugs, the site Erowid.com offers useful ‘alternative’ resources that complement the scholarly history of medicine literature, and are certainly no worse than corporate sources, but as with all web research, caveat lector. If you choose to rely on web sources that are faulty, you will be held accountable in the event of incorrect facts or bad interpretation.

Also feel free to ask me -- at least one week in advance of any relevant essay’s due date.

10. COURSE EVALUATION AND DEVELOPMENT

Courses are regularly 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. For this course, students should take special note of the free workshops and individual help available for improving essay writing skills.

Find out more by visiting the Centre’s website at: [http://www.lc.unsw.edu.au](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 STUDENT INFORMATION

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

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

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.

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.