School of Humanities and Languages

ARTS 3241
Environmental Justice
Semester 1, 2017

Environmental Justice, print by Ricardo Levins Morales

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1. Course Staff and Contact Details

Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Laura McLauchlan</th>
<th>Room</th>
<th>MB 221</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>+61 2 9385 0493</td>
<td>Email</td>
<td><a href="mailto:laura.mclauchlan@unsw.edu.au">laura.mclauchlan@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Friday 1pm – 2pm or by appointment</td>
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</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC) | 6

Course Description

Welcome to ARTS 3241, Environmental Justice! This is a Level 3 course which can be taken as part of the Environmental Humanities and Development Studies majors.

The concept of environmental justice (EJ) upholds the right of all people to a safe, healthy, and sustainable environment, regardless of ethnicity, colour, national origin, gender, or income. The EJ movement seeks to address the ways in which the costs of environmental harm and the gains of environmental exploitation are disproportionately experienced by different groups of people.

The course will help students to develop the conceptual and analytical tools required for independent analysis of EJ issues. Throughout the course, students will be presented with a range of key historical and contemporary EJ case studies, and will be encouraged to explore the contradictions, dilemmas and complexities of these situations. Key questions running through the topics covered in this course include an examination of what justice means, investigation of who benefits from particular ways of imagining and interacting with the environment, as well as questioning what responsive activism might look like in our ever-messy, complicated, world. This course encourages students to attend to these questions not only with respect to various human groups, as in traditional EJ approaches, but also with respect to other-than-human lives.

The course is taught using an interdisciplinary approach drawing on materials from Anthropology, Multispecies Ethnography, Development Studies, Gender Studies, Human Geography, Political Science, Science and Technology Studies and Sociology.

Learning Outcomes

1. Understand the origins, evolution, and utility of EJ
2. Identify the different fissures around which injustice is produced in the context of environmental change
3. Identify the different contexts where EJ is compromised
4. Engage with the complexities of seeking EJ in different contexts.
5. Provide the opportunity to consider ways that you would do things differently given the opportunity to work on a particular instance of EJ or in a particular location
6. Conduct independent research into an EJ issue though the Case Study
7. Further develop critical analytical skills through the weekly evaluation of compulsory readings and the discussion of readings in groups and to the class as a whole
8. To effectively communicate informed perspectives on the course topics verbally in tutorials and through the group case study assessment
### 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>Seminar Date</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10-13 March is the Fossil Free Convergence in Katoomba. Think about going along!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Week 2)</td>
<td></td>
<td>Part 2: Discussion of proposal assignment and Endnote and library tutorial</td>
<td><strong>Textbook:</strong> Introduction, pp1-10 and Chapter 1: 'Slow violence, neoliberalism, and the environmental picaresque' pp 47-54.</td>
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<tr>
<td></td>
<td></td>
<td>11-12 noon in MB 103</td>
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<tr>
<td>(Week 3)</td>
<td>with Dr Eben Kirksey</td>
<td>Part 2: Climate case study analysis and discussion</td>
<td>Murphy, Michelle. &quot;Uncertain Exposures and the Privilege of Imperception: Activist Scientists and Race at the U.S. Environmental Protection Agency.&quot; OSIRIS 19 (2004): 266-82.</td>
</tr>
<tr>
<td>(Week 4)</td>
<td></td>
<td>Part 2: Returning Proposals, discussion of Annotated Bibliography assignment</td>
<td></td>
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<tr>
<td>nb: Case Study Proposal due Monday March 20 4pm</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(Week 5)</td>
<td></td>
<td>Part 2: Activity: Tragedies of the</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook:</td>
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<tr>
<td>Friday April 7 (Week 6)</td>
<td>6: Resources, war and environmental justice</td>
<td>commons and/or Privatised tragedies? <strong>Textbook:</strong> Chapter 6: ‘Stranger in the eco-village: Race, tourism, and environmental time’, pp 175-198.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Part 2: Game of Global Futures - Guest game with Dr Eben Kirksey</strong></td>
<td><strong>Textbook:</strong> Chapter 7: ‘Ecologies of the aftermath: Precision warfare and slow violence’ pp 199-232.</td>
<td></td>
</tr>
<tr>
<td>Friday April 14 (Week 7)</td>
<td></td>
<td><strong>nb:</strong> Bibliographic Assignment due Monday April 10 4pm</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>No class, Good Friday</td>
<td></td>
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<tr>
<td>Friday April 28 (Week 8)</td>
<td>7: Gender and environmental justice</td>
<td><strong>Textbook:</strong> Chapter 4 ‘Slow violence, gender, and the environmentalism of the poor’ pp 128 –</td>
<td></td>
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<tr>
<td></td>
<td><strong>Part 2: Intersectionality discourse analysis exercise and discussion of case study final reports</strong></td>
<td><strong>Textbook:</strong> Chapter 4 ‘Slow violence, gender, and the environmentalism of the poor’ pp 128 –</td>
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</table>
### Friday May 5 (Week 9)

**8: Indigeneity, representational justice, articulation and cultural invention**

**Part 1: Reading discussion**

**Part 2: Articulation and the Dakota Access Pipeline**


**Textbook:**

Chapter 8: 'Environmentalism, postcolonialism, and American studies’ pp 233 – 262.

### Friday May 12 (Week 10)

**9: Environmental justice in a more-than-human world**

**Part 1: Reading discussion**

**Part 2: Noticing/worlding in the campus exercise**


### Friday May 19 (Week 11)

**10: Energy justice and Activism guest lecture with Dr Munro**

**Workshopping of presentation assignments**

- Munro, Paul, Greg van der Horst, and Stephen Healy. "Energy Justice for All? Rethinking Sustainable Development Goal 7 through Struggles over Traditional
Paul Munro


|---------------|-------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|

### 4. Course Resources

**Textbook Details**

**Additional Readings**

**Seminar 1: What is Environmental Justice?**


**Seminar 2: Slow violence, risk and burdens of proof**

**Seminar 3: The toxic everyday: Chemo-ethnographies and toxic climates**


**Seminar 4: Gentrification, displacement and environmental justice**
Bhan, Gautam. "This Is No Longer the City I Once Knew: Evictions, the Urban Poor and the Right to the City in Millennial Delhi." *Environment and Urbanization* 21, no. 1 (2009): 127-42.


**Seminar 5: Commodification and the environment**


**Seminar 6: Resources, war and environmental justice**


**Seminar 7: Gender and environmental justice**


**Seminar 8: Indigeneity, representational justice, articulation and cultural invention**


Textbook:

Seminar 9: Environmental justice in a more-than-human world

Seminar 10: Energy justice and activism

Textbook:
Chapter 3 'Micro-Minorities and the Resource Curse' in “Pipe dreams": Ken Saro-Wiwa, environmental justice, and micro-minority rights'

Seminar 11: Presentations/Fighting in the tangle

Seminar 12: Presentations/Environmental justice futures

5. Learning and Teaching Rationale and Strategies

The course consists of ten 3 hour seminars and two student presentation sessions. The seminars present a range of EJ topics, with each week building on theoretical tools introduced in previous weeks. Each of the ten seminars will consist of:

- a lecture of variable length, depending on material to be covered
- a period of class discussion of the material from the lecture and readings
- on most weeks, a group-based activity to allow students to engage deeply with key concepts and issues introduced in the course

Students are invited to critically engage with the course materials, developing their own theoretical tool kit as the course progresses.

Students will also be provided instruction on how to use relevant research software and technologies. Together, the different elements of the seminars—conceptual, analytical and research-based—will provide all the necessary skills and knowledge for students to develop their own research projects rigorously.
# 6. Course Assessment

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>12 Weekly reading responses</td>
<td>One quote for each reading</td>
<td>12%</td>
<td>1, 2, 3, 4, 7 and 8</td>
<td>Wednesdays 4pm</td>
<td>No</td>
</tr>
<tr>
<td>Case study proposal</td>
<td>Title and 250 word abstract</td>
<td>8%</td>
<td>2, 3, 4 and 5</td>
<td>Monday March 20 4pm (Week 4)</td>
<td>Yes</td>
</tr>
<tr>
<td>Case study annotated bibliography, with revised</td>
<td>20 references on proposed</td>
<td>30%</td>
<td>2, 3, 4, 5 and 6</td>
<td>Monday April 10 4pm (Week 7)</td>
<td>Yes</td>
</tr>
<tr>
<td>title and abstract</td>
<td>topic, to be referenced in</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Environmental Humanities</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>style (Chicago 16&lt;sup&gt;th&lt;/sup&gt;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case study presentation</td>
<td>3 minutes</td>
<td>10%</td>
<td>2, 3, 4, 5, 6 and 8</td>
<td>May 26 or June 2 during class</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Week 12 or 13)</td>
<td></td>
</tr>
<tr>
<td>Case study final report *</td>
<td>3500 words</td>
<td>40%</td>
<td>2, 3, 4, 5, 6 and 8</td>
<td>Friday June 9 4pm</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

**Please Note:** If students attend less than 80% of their classes they may be refused final assessment. Students who are more than 10 minutes late for class will be marked absent for that day. See “Attendance and Absence” for details of attendance requirements.

**Weekly Reading Responses 10%**

As this is a seminar based class, your engagement with the reading materials is vital to the success of the course. Each week, on the Wednesday before class, you will be required to select at least one quote from each reading. The quote may be interesting to you because it is helpful for your case study, because it has helped you think about another EJ question differently, because you disagree with it, or because you don’t fully understand what the author is trying to say (but you would like to discuss it further!). I will read all submitted quotes before class and they will form the basis of our class discussion. Depending on time and how our discussions go, I may invite you to speak about your quote. If you submit your quote late you will earn 0 for the week.

**Case Study**

The remainder of the assessment for the course is based around a single case study project. This is your opportunity to develop the ideas on offer in the course to explore a particular example of environmental (in)justice.

I strongly encourage you to design a project that allows for the in-depth exploration of a subject that interests you. If practical and/or activist engagement with an EJ issue or
employment in a particular EJ sector is a goal for you, you are free to do an analysis of a current situation with an eye to becoming practically involved in this issue. If you are more interested in abstract or theoretical aspects of environmental justice, you are equally encouraged to analyse the philosophical dimensions of a particular issue.

As you are not able to conduct your own fieldwork or interviews for this project, you will need to access material which is already in the public domain. Many interesting materials can be found in newspapers, magazines, radio reports, but also in public company documents and Hansard records (parliamentary reports). We will discuss possible resources further in class.

The case study will be broken up into four assessment components, which have been designed to support you through the process of planning and conducting your research:

**Case Study Proposal 10%**

The first task of the case study—due on Monday March 20 (week 4)—is a proposal. You will be given a basic template for this proposal on Moodle. You will be required to submit a working title for your case study and a 250 word abstract. All references are required to be in Chicago 16th style (Environmental Humanities style). In week 2, we will be having an Endnote and library skills workshop, enabling you to reference correctly and to begin compiling a bibliographic database.

This proposal is intended to give you an opportunity to receive feedback and suggestions about your proposed case study. Your abstract should also indicate both the topic of your case study as well as the analytical approach you intend to take. Examples of great abstracts will be circulated in week one, and, we will discuss proposal requirements in more depth in week two of the course.

Your proposals will be returned to you with comments and suggestions. You are encouraged to schedule a 20 minute meeting with me to further discuss your plans.

**Case Study Annotated Bibliography 30%**

After you have decided upon your case study and your analytical strategy, the second task—due Monday April 10 (week 7)—is to compile a list of helpful references. These will form the basis of your final report. Each reference needs to be correctly formatted in Chicago 16th style and to be accompanied by a brief critical analysis, an 'annotation', detailing in a few sentences why the resource is helpful for your project and how you intend to use it. Sample annotated bibliographies will be given in class in week 4.

The quality of your references as well as your engagement with them are the focus of this piece of assessment. Because there is a great deal of work in reading and responding to articles and books in this way, I will be encouraging you to get started on this bibliography in week 2, when we do an Endnote and library tutorial, teaching you how to find and manage your references and start a bibliographic database.

**Case Study Presentation 10%**

The third element of your case study assessment is a short presentation to the class. Presentations will take place on May 26 or June 2 during class (Week 12 or 13), and will be based around the “three minute thesis” format, which gives you only three minutes to explain the basis of your argument and, hopefully, to engage your audience in your topic. However, within this three minutes, I want you to not only explain what your argument is, but to also explain why the problem you have focused on—and your particular analytical approach to it—matters. After each presentation there will be a short amount of time for questions.
Although this is only a short presentation, I want you to keep this task in mind as you go through the other pieces of work. As you may have experienced, the feeling of “why am I doing this?” can be a common experience in academic and activist work. However, staying in touch with why you are doing what you’re doing, why it matters and how you are contributing is vital to both producing good work and to keeping yourself energized. However, very often you may only find out how your work is helpful as you go through the process of doing the research, which is why these presentations are held in the final weeks of the course. It is further intended that this presentation time will give you a chance to reflect and receive feedback on your final report before you submit it.

Grading for the presentation will be based on how clearly you are able to explain the main arguments of your case study and why your particular analysis of the case study matters.

**Case Study Final Report 40%**

Your final piece of assessment for the course is the case study final report, due the week after class ends, on Friday June 9. The aim of this case study is twofold: firstly, to enable you to become deeply familiar with a specific EJ issue and, secondly, to help you to develop your analytical abilities, giving you an opportunity to apply one or two analytical lenses to your EJ case study. The case study final reports are to be written in formal academic essay style, and will make use of the academic writing skills you have developed throughout your university career. Guidelines on academic essay writing and formatting will be distributed in week 8. If you still have questions about how to format academic essays, I strongly advise you to make a time to come to see me.

This final piece of work will give you the opportunity to synthesise your own analytic approach. This will be strongly influenced by the resources in your annotated bibliography, but will also be based on your own sense of the best conceptual tools and questions to analyse the core issues of your chosen case study. We will have ample time to discuss and practice various analytical approaches in class.

Final case study reports will be evaluated on the basis of:

- Comprehension and use of relevant course material
- Ability to contextualise your chosen case study both conceptually and historically.
- Good grasp of the issue and engaging communication of what is at stake
- Evidence of comprehensive reading
- Investigation of case study using specific analytical lenses
- Appropriate referencing
- Correct formatting

Specific guidance and grading guidelines will be posted on the course Moodle page.

**Formal Examination**

*There will be no formal examination for this course. Only Final assessment due during the examination period.*

**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:


**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 of 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](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/](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 seminars (10 out of 12 seminars)**

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:**

---

**Notes:**

- Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled.
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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

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

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

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:

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.