School of Humanities and Languages

ARTS 3270
History Capstone: Reflecting on Histories & Historians
S1, 2017

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1. Course Staff and Contact Details

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<tr>
<th>Course Convenor</th>
<th>Lecturer/Tutor (Thursday session)</th>
<th>Lecturer/Tutor (Tuesday session)</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Nicolas RASMUSSEN</td>
<td>Peter SCHRIJVERS</td>
</tr>
<tr>
<td>Phone</td>
<td>9385-2361 (no messages)</td>
<td>9385-3668</td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Mondays 2-3:30 and by arrangement</td>
<td>Email <a href="mailto:N.Rasmussen@unsw.edu.au">N.Rasmussen@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email <a href="mailto:p.schrijvers@unsw.edu.au">p.schrijvers@unsw.edu.au</a></td>
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</tbody>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>Course Description</th>
<th>Learning Outcomes</th>
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<tr>
<td>6</td>
<td>The History Capstone course <em>Reflecting on History and Historians</em> brings together all students majoring in history for a two-hour weekly seminar. Drawing on students’ varied interests and expertise, this course is designed to bring coherence to their previous study of history by requiring them to reflect on the fundamental principles of the discipline and ethical responsibility in the practice of history. Readings and discussion are focused on developing an appreciation of the diversity of scholarship and the importance of historical knowledge for understanding our contemporary world. Students will practise applying principles of the discipline to primary source material in writing a research essay, and analyse how history is presented to the general public through vehicles such as film, documentary, historical fiction, school curricula and museum exhibitions. <em>This course counts for 6 UOC (units of credit), and is a compulsory component of a History major.</em></td>
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1. articulate a clear understanding of major principles and approaches in the discipline of history.  
2. show a good comprehension of ethical responsibilities in the practice of history.  
3. reflect upon and integrate their own experiences as students of history at UNSW.  
4. identify and reflect on multiple forms of history in the public domain, and evaluate them in light of the principles and ethics of the history discipline.  
5. demonstrate a high level of research skills though the independent design and conduct of a research project, and advanced levels of analysis, argument, and expository writing.
3. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/
There will be a two-hour seminar-type, in-class discussion each week in
 teaching weeks 1-12, except Week 8 (ANZAC Day week). The schedule
 below describes the readings and subject matter for these sessions. See
 “Course Assessment” section below for a summary of assessment due dates.

THE READINGS LISTED BELOW ARE SUBJECT TO CHANGE. ANY
ALTERED READING ASSIGNMENTS WILL BE ANNOUNCED AT LEAST ONE
WEEK IN ADVANCE, AND LINKS PROVIDED, ON MOODLE.

WEEK 1 commencing 27 February
Topic: Introduction: Being a historian
Content description: The first meeting will involve housekeeping matters. We will also
have a discussion about professional standards, what professional historians actually do for
a living, and historiographic trends.
Required Readings:
http://www.tandfonline.com/wwwproxy0.library.unsw.edu.au/doi/abs/10.1080/03075078912331377663
Barbara Weinstein, “History Without a Cause? Grand Narratives, World History, and the
Postcolonial Dilemma”, International Review of Social History, 0/1 (2005), 71-93
doi:10.1017/S0020859004001865

WEEK 2: commencing 6 March
Topic: Professional History and Public ‘Remembering’
Content description: Professional historians are often treated by the general public as
boffins who labour away on trivial topics in the deserved obscurity of dusty archives. Yet the
public -- even these same critics -- harbour historical beliefs that are important to them and
which they expect to be supported by historians and historical evidence. Frequently these
cherished historical narratives conflict with what professional historians take (sometimes
uncontrovertially) as established fact. However these conflicting understandings of the past
can come into the open, especially when stories foundational to cultural or national identity
are updated according to professional standards in public fora, such as school curricula or
museum exhibits. They raise questions about the historian’s social role and duties.
Required Readings:
Richard Kohn, “History and the Culture Wars: The Case of the Smithsonian Institution's
http://www.jstor.org/stable/2945111
History, 82 (1995), 1124-1135
Further Reading:

https://www.researchgate.net/profile/David_Dean10/publication/242401363_Museums_Nation_and_Political_History_in_the_Australian_National_Museum_and_the_Canadian_Museum_of_Civilization/links/542acf4f0cf277d58e8a01e2.pdf

WEEK 3 commencing 13 March

**Topic: History without books: the documentary**

**Content description:** One could argue that books no longer shape the historical imagination. A much greater role is played today by films, documentaries and the Internet. Consider the documentaries of either Ken Burns or Simon Schama. We will screen a few excerpts and discuss the merits of documentary history.

**Required Readings:**


**Further reading:**


WEEK 4: commencing 20 March

**Topic: Historical Scholarship and Advocacy**

**Content description:** In terms of research ethics, are historians subject to standards beyond what is required for publication in peer-reviewed journals (e.g. truthful and complete reporting of primary evidence sources, logical argumentation, citation of influential or otherwise important secondary sources)? For example, should they publicly discuss issues only within their domain of scholarly expertise? Must they consider the social impact of their scholarly work in publishing on certain questions and/or using certain sources? Once it is published, do they bear any other responsibilities in describing it in public venues such as the courtroom? The pointy end of such questions has recently been experienced by medical historians working on tobacco.

**Required Readings:**


David Rothman, “Medical historians and the tobacco industry”, *The Lancet*, 364 (2004), 839


American Historical Association code of professional conduct, 2011


WEEK 5: commencing 27 March

**Topic: Fiction and the Historian's Limits**

**Content description:** Carlo Ginzburg, Natalie Zemon Davis and Simon Schama are prolific historians who have written about events that may not have taken place. Is this “made up” or bogus history? Or have these historians, in going beyond what evidence can specifically support, made a contribution to scholarly knowledge about the past?

**Required Readings:**

Simon Schama, *Dead Certainties* (London, 1991), Chap 1 (pp. 2-20, 328-9)


WEEK 6: commencing 3 April

**Topic: History from Below**

**Content description:** “History is written by the winners”. How do we approach history by those who were disempowered and disenfranchised? Is it possible to understand the lives of the subalterns of the past, even though they typically leave no written records of their own? Yet can we fully understand past societies without knowing their lives? It was only in the later twentieth century that historians began to focus on “history from below”, and we will read a selection from E. P. Thompson's influential work on the English working class.

**Required Readings:**


Jim Sharpe, “History from Below”, in *New Perspectives on Historical Writing*, ed. Peter Burke, (College Station, Penn., 1991), 24-41
Further Reading:

WEEK 7: commencing 10 April
Topic: Gender and ‘Herstory’

Content description: This week we consider the relationship between ideas of gender and women in particular, and why social ideas are important. Consider Lerner’s critique of historiography. What do we learn from Davis’ ‘Women on Top’? In what ways do the articles by Kaplan and Maines respond to Lerner’s call for a diversification of women’s history?

Required Readings:
Gerda Lerner, “Placing Women in History: Definitions and Challenges”, Feminist Studies, 3 (1975), 5-14
Temma Kaplan, "Female Consciousness and Collective Action: The Case of Barcelona, 1910-1918." Signs 7/3 (1982): 545-566. (only pp 545-559 required)

Further Reading
Nina E. Lerman, Arwen Palmer Mohun, Ruth Oldenziel, “The Shoulders We Stand on and the View from Here: Historiography and Directions for Research”, Technology and Culture, 38/1 (1997), 9-30

MID-SEMESTER BREAK
14- 23 April

WEEK 8: commencing 24 April
ANZAC holiday; no class meetings in either section. You would be wise to begin work in earnest on your Research Essay as feedback on the Outline will be available by this time.

WEEK 9: commencing 1 May
Topic: Scales of History I: Microscopic

Content description: Is there any value is studying history at the local level? Is there any value in the history of everyday life, or which focuses on a single regular person, or on the life of a small and isolated community? When can such studies be deemed to be trivial, and when significant?
Required Readings:


Further Reading:

WEEK 10 commencing 8 May

Topic: Environmental History

Content description: How can we narrate a history that is not centred on human action, or not even about people at all? When does this simply become the domain of biology, geology, or another natural science with entirely different methods and aims from history? Although doubtful as to disciplinary identity at its edges, a thriving field of environmental history has recently emerged within the discipline of history to do just that, in order to grapple with increasingly important questions about the relationship between nature and human affairs.

Required Readings:


Further Reading:


Re-read Weinstein "History Without a Cause"

WEEK 11: commencing 15 May

Topic: Scales of History II: Deep Time

Content description: Do historians have any business looking at history before humanity existed, or even before available human-made records? Should they be considering the Big Bang and the origin of Homo sapiens, as David Christian and Fred Spier have done with funding from Bill Gate (and before them popular intellectuals like Auguste Comte, Ernst Haeckel and HG Wells)? What do these historians claim is the value of such Universal or Big history, and the proper method? Is there a problem with the uncritical assimilation of representations of the past from the
harder sciences that, ever since philosopher Thomas Kuhn, cannot be regarded as purveyors of unchanging and apolitical truths any more than history itself?

**Required Readings:**


**Further Reading:**


**WEEK 12:** commencing 22 May

**Topic: Counterfactual history, Prophesying, and what to do with a history major**

**Content description:** R.G. Collingwood said that the “historian’s business is to know the past, not to know the future, and whenever historians claim to be able to determine the future in advance of its happening, we may know with certainty that something has gone wrong with their fundamental conception of history (Collingwood 1994, 54).” In fact, historians do sometimes pose ‘What if?’ questions and sometimes do speculate about the future. This week we consider the value of such endeavours, and whether such matters should indeed be the historian’s business.

There will also be a discussion of what graduates have done, and might do, with History majors.

**Required Readings:**


Ann Curthoys and Ann McGrath, *How to Write History that People Want to Read* (Sydney, 2009), 24-47.


ALL READINGS LISTED ABOVE ARE SUBJECT TO CHANGE. ANY ALTERED READING ASSIGNMENTS WILL BE ANNOUNCED AT LEAST ONE WEEK IN ADVANCE, AND LINKS PROVIDED, ON MOODLE.
4. Course Resources

All required readings for class will be accessible through links provided via LEGANTO on the course Moodle site (these may be accessible only from campus or with UNSW Library login).

Further readings will be available either on Moodle directly or via LEGANTO. Other resources for your research projects are to be located by you through the Library and via the web; research help is available by appointment with the Library.

5. Learning and Teaching Rationale and Strategies

There is more than one way to tell history. In essence of this course is designed to impart in every History major an “insider’s” critical understanding of the work historians do when they reconstruct the past, and of how that work is presented to different publics. Readings are grouped so that each week deals with a major problem or approach (that is, historiographical method/style) common among historians today, ideally offering both an example of history in that style and a critique of it. Class discussion each week will revolve around the topic(s) addressed in the required readings. A set of questions dealing with these readings will orient class discussion each week, and we will pursue each question to a valid answer or answers in the eyes of the class (such that nobody present has anything more to say or ask). Then, at the end of this class discussion, students will take a brief quiz on this same material, in which they write 1-3 sentence answers to two of the questions that were just discussed. Marked P/F, these answers will be expected to reflect the immediately preceding class discussion intelligently as well as some understanding of the underlying issues addressed in the readings. These quizzes motivate active reading and discussion.

There will be the equivalent of a 3rd hour of work each week. This will be largely devoted to the museum visit and preparation of a short essay on it, analysing a particular local portrayal of the past. Normally, students will spend their roughly 12 hours on this museum visit and write-up over one or two weeks before the due date, early in the term. The purpose of the museum assignment is to learn to recognise the ways professional academic historical work (historiography), as presented to the general public, is subject to modification and constraints by the institutions and audiences involved. You may work collaboratively in pairs on this assignment.

There will also be a major Research Essay, in which students may take up one of the historiographic themes or methods discussed in the weekly sessions and apply it in a concrete exploration of past events chosen by the student. Primary as well as secondary sources, the definition of which varies slightly depending on the topic/question at hand, MUST be used. In addition, students must attempt to frame their own research question about the past and plan how they will access sources enabling them to answer it satisfactorily. This framing exercise, which entails preliminary research, culminates in submission of the Research Essay Outline. If students do not succeed in developing their own Research Essay topic, receiving less than 3/5 on the Outline, they will write on a standard topic issued after the Outlines are marked. This assessment is to ensure that those graduating with History majors have some first-hand experience of what is involved in researching and writing history, i.e. where historical knowledge comes from.
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>In-class quiz</td>
<td>50-100 w weekly</td>
<td>20% total</td>
<td>1,2,3</td>
<td>Weekly</td>
<td>No</td>
</tr>
<tr>
<td>Museum Assignment</td>
<td>1000 w</td>
<td>30%</td>
<td>1,2,3,4</td>
<td>7 April, Fri W6</td>
<td>Yes</td>
</tr>
<tr>
<td>*Research Essay</td>
<td>2500-3000 words</td>
<td>45% + 5% for outline</td>
<td>1,2,3,5</td>
<td>26 May, Fri W12 (outline 14 April, Fri W7)</td>
<td>Yes (&amp; 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. See “Attendance and Absence” for details of attendance requirements.

Detailed Instructions and the Marking Rubric for the Museum Assignment will be posted on Moodle by Week 2; the Research Essay and Outline Instructions, together with the Research Essay Marking Rubric, will be posted by Week 3.

For the Museum Assignment, you must go to one of the exhibitions listed below, and write an extended reflection piece, which should address the way the past is represented in the context of scholarly literature on the same topic (so, watch out for “further reading” citations when at the exhibit). Do not write on any other museum exhibit without advance written approval from the Convenor or it will be deemed not to fulfil the assignment and therefore Fail. Detailed guidance on this assignment will be provided in class and in written instructions by Week 2, as noted above. You may work on this assignment in pairs, in which case you will each submit THE SAME co-authored essay and receive the same mark.

**Museum Exhibitions:**

**Convict Sydney** - Hyde Park Barracks Museum

**Navigators** - National Maritime Museum


**Million Dollar Mermaid: Annette Kellerman** - Powerhouse Museum

**First Australians galleries** - Australian Museum

**The Scott Sisters** - Australian Museum (ends 25 April)

**Actors, Athletes and Academics: Life In Ancient Greece TOGETHER WITH The Etruscans (both exhibits)** - Nicholson Museum

**The Righteous Among Nations** - Sydney Jewish Museum

**Grades**

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

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they
meet the learning outcomes of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au). You must use your zID login to submit your assignments in Moodle.

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

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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

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

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

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

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

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

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

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

### 7. Attendance and Absence

The UNSW Policy on Class Attendance and Absence can be viewed at: 

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. Punctuality for purposes of this subject will be defined as seated in the classroom within 15 minutes of the scheduled start time of the session; latecomers may be counted as absent at the instructor’s discretion. 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 (9 out of 11 sessions).

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 4 weeks) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

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

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

8. Special Consideration for Illness or Misadventure

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

Applications are accepted in the following circumstances only:

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

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

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

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

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

Applications are normally not considered if:

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

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

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

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: http://www.qs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

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

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

13. Grievances and Review of Assessment Results

13.1 Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or course convenor.

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

13.2 Review of Assessment Results

There is no automatic right to have an assessment reviewed, the Faculty reserves the right to make such judgements.

In the first instance a student should seek an informal clarification, this should normally be done within two working days of the return of the assessed work.

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

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

### 14. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

**OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.