School of Humanities and Languages

ARTS3640, Japan and Korea: Cultures in Conflict
Semester 1, 2016

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### 1. Course Staff and Contact Details

**Course Convenor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Gregory N. EVON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>MB247</td>
</tr>
<tr>
<td>Phone</td>
<td>9385-2492</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:g.evon@unsw.edu.au">g.evon@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesdays, 10.30-11.30</td>
</tr>
</tbody>
</table>

**Lecturer**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Gregory N. EVON</th>
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**Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Luke Sharp</th>
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</thead>
<tbody>
<tr>
<td>Room</td>
<td>211</td>
</tr>
<tr>
<td>Phone</td>
<td>9385-0493</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:l.sharp@unsw.edu.au">l.sharp@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

### 2. Course Details

**Units of Credit (UoC)**

| 6 |

**Course Description**

Focuses on the relations between Japan and Korea from the late 19th century and the role of Japanese colonialism in the development of Korean cultural nationalism. Examines the context of Japan’s “opening” of Korea in 1876, including the intellectual frameworks by which Korean and Japanese thinkers defined cultural unity; debates among Korea’s cultural conservatives and those who advocated taking Japan as a model for social and cultural change; Japanese readings of Korean culture’s “defects” and early support for Korean self-strengthening movements; the relationship between Japanese colonial policies and Koreans’ responses after annexation in 1910; the interrelationship between the Japanese policy of “cultural rule” and the Korean response of “cultural [nationalist] movements” after 1919; and the development of Korean cultural nationalism through the colonial period (1910-1945). Concludes with a critical examination of the continuing impact of Japanese colonialism on the construction of cultural memory in contemporary Korea.

**Course Aims**

1. To investigate in comparative perspective cultural changes in Korea and Japan in the late 19th to early 20th centuries, and their effects on each other.

2. To meet the needs of students in the Japanese & Korean programs, and providing the necessary background for understanding the relationship of Japan and Korea in the broader context of East Asia.

**Student Learning Outcomes**

1. Analyse the relationship between the experiences of modernity in Japan and Korea.

2. Articulate the role of culture in historical development (e.g., cultural nationalism in Korea as a response to Japanese cultural and political imperialism).

3. Analyse the relationship between civilization and the individual (e.g., individual thinkers appropriation and/or rejection of “tradition”)

**Graduate Attributes**

1. The skills involved in scholarly enquiry.

2. The capacity for analytical and critical thinking.

3. The ability to engage in independent and reflective learning.

4. The skills for effective communication and information literacy (specifically, the evaluation of information).
3. Learning and Teaching Rationale

The content and approach to learning/teaching in this course enables students to develop an ability to analyze key historical/cultural interactions that shaped Japan and Korea at the start of the twentieth century and which affect their relations to this day. It is the instructor’s view that knowledge of these historical/cultural connections and facility in communicating them will enhance students’ development in their individual disciplines and programs. As a consequence, the assessment strategies used in the course are complementary. The exams emphasize core knowledge, which is a key component in the identified Learning Outcomes and Graduate Attributes, while the Tutorial Leadership and Critical Review emphasize the development of essential research skills (i.e., scholarly enquiry, analytical/critical thinking, independent learning, and effective communication).

4. Teaching Strategies

This course uses a blended approach of Lectures and Tutorials, organized around key readings as contained in the Course Reader.

Students are expected to have completed the readings before attending Lectures and come to Tutorials prepared to discuss the readings.

5. Course 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>Exam #1 (Covers Weeks 1-3)</td>
<td>16 questions</td>
<td>16%</td>
<td>1, 3</td>
<td>1, 2</td>
<td>Week 4 [i.e., 21 March], During Lecture.</td>
</tr>
<tr>
<td>Critical Review</td>
<td>Approximately 1200 words</td>
<td>40%</td>
<td>1-3</td>
<td>1-4</td>
<td>Week 11 [16 May], During Lecture</td>
</tr>
<tr>
<td>Exam #2 (Covers Weeks 4-10)</td>
<td>44 questions</td>
<td>44%</td>
<td>1, 3</td>
<td>1, 2</td>
<td>Week 12 [23 May], During Lecture</td>
</tr>
<tr>
<td>Tutorial Leadership</td>
<td>1 X per student; done in teams</td>
<td>0% to -15% (i.e., negative 15%)</td>
<td>1-3</td>
<td>1-4</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/
Additional Points

Re: In-class exams: Students are expected to be on time for the exams.

Re: Direction of Tutorial: At least once during the session, each student is required to lead a tutorial. Each student is advised to look over the course outline and decide which week’s reading most appeals to him or her. Students will be given a sign-up sheet so that they may select the week/topic of their choice. The purpose of this exercise is to provide students with a venue to formulate their own questions, which is a key component in the skills of research and critical analysis.

Re: In Class Essay/Critical Review: Students will receive an essay question relating to central themes covered in the course up to that point. The question itself will require that the student has done the readings and is able to demonstrate his/her understanding of the various topics addressed in the course. The structure of this assessment will provide students an opportunity to demonstrate core skills in critical thinking and analysis.

Additional points of guidance regarding the Critical Review will be discussed at greater length in the first weeks of the course.

Grades

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

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

Submission of Assessment Tasks: NOT APPLICABLE

NOTE: All assessments in this course take place in class. This section does not, therefore, apply to this course.

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.

There are [insert the number of assessment tasks that are required to be submitted electronically] “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
** 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 Procedure](#). 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.

Your assignment will be available with feedback in [delete the item that is not applicable] soft copy / hard copy within three weeks of the due date.

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](https://student.unsw.edu.au/how-submit-assignment-moodle)

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full 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/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

### 6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

### 7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a
course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.
- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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

8. 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. 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
For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

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

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 February</td>
<td>#1: Introduction / Breaking With the Past.</td>
<td>General Background of Late 19th Century Japan and Korea, Their Engagement With the Outside World and With Each Other.</td>
<td>No Tutorial This Week</td>
<td>Listed below</td>
</tr>
<tr>
<td>7 March</td>
<td>#2: Cultural/Religious Responses to Threats from the Outside</td>
<td>“Eastern Learning” in Korea and the Buddhist Retreat and Advance in Japan</td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td>14 March</td>
<td>#3: Incipient Cultural</td>
<td>The Failure of Kim Okkyun</td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
<td>Type</td>
<td>Notes</td>
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<tr>
<td>21 March</td>
<td>Cooperation &amp; Hopes for the Future (or the Precondition for Collaboration?)</td>
<td>(1851-1894) and the Influence of Fukuzawa Yukichi (1835-1901)</td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td></td>
<td>#4: Clashes and Backlashes <em>Also, In-class Exam #1 (Covers Weeks 1-3)</em></td>
<td>The Japanese Case for Control of Korea and Korea’s Attempt to Meet the Challenges of Japanese Colonialism <em>In-class Exam #1</em></td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td>4 April</td>
<td>#5: A Case Study of Cultural Conflict: The Uses of Religion for Political Ends</td>
<td>The Messy Problem of Buddhism No-in Class Lecture; Lecture Materials to be Posted online</td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td>11 April</td>
<td>#6: Korean Nationalism in Action</td>
<td>The March First Movement of 1919, the Japanese Policy of Cultural Rule (bunka-seiji), and Korean Cultural Nationalism</td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td>18 April</td>
<td>#7: Ideas As Pre-Conditions, Causes, or Both?</td>
<td>Japanese Nationalism in Critical Review</td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td>25 April</td>
<td>#8: Cultural Artefacts and the Expression of Nationhood</td>
<td>Han’gŭl as a Critical Example of Korean Cultural Self-Identification: The Context of Its Creation and Its Uses Under Colonialism *ANZAC Day: No Lecture or Tutorials</td>
<td>*ANZAC Day: No Lecture or Tutorials</td>
<td>Listed below</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Instruction</td>
<td>Notes</td>
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<tr>
<td>2 May</td>
<td>#9: Intellectual Antecedents: Revisiting the Past</td>
<td>The Questioning of Cultural Unity, Change and Progress in Korea and Japan as Exemplified in Chŏng Yagyong [Tasan] (1762-1836) and Motoori Norinaga (1730-1801), [with reference to Itô Jinsai (1627-1705)]</td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td>9 May</td>
<td>#10: Constructing History</td>
<td>Creating the Past: The Cultural Legacy of Japanese Colonialism</td>
<td>Student-Led</td>
<td>Listed below</td>
</tr>
<tr>
<td>16 May</td>
<td>#11: Critical Review</td>
<td>Critical Review</td>
<td>Student-Led</td>
<td>NIL</td>
</tr>
<tr>
<td>23 May</td>
<td>#12: In-class Exam #2 (Covers Weeks 4-10)</td>
<td>In-class Exam #2</td>
<td>Student Led re: Critical Review</td>
<td>NIL</td>
</tr>
<tr>
<td>30 May</td>
<td>#13: Roundtable Discussion: Summation of the Course</td>
<td>No Lecture This Week; only Tutorial</td>
<td>Roundtable Discussion</td>
<td>NIL</td>
</tr>
</tbody>
</table>

**Required Readings, Listed by Week** (SK=Study Kit, available at UNSW Bookshop)

**(Week 1)** SK, excerpts from Fairbank, Reischauer & Craig, *East Asia: Tradition & Transformation*. **Supplementary Reading:** Ivan Morris, “The Apotheosis of Saigō the Great,” from *The Nobility of Failure*.


(Week 6) SK, excerpts from Michael Robinson, Cultural Nationalism in Colonial Korea 1920-1925 and excerpts from Carter J. Eckert, et. al., Korea Old and New: A History.

(Week 7) SK, excerpts from John C. Maraldo, “Questioning Nationalism Now and Then: A Critical Approach to Zen and the Kyoto School,” from Heisig & Maraldo, ed., Rude Awakenings: Zen, the Kyoto School, & the Question of Nationalism and excerpts from C.I. Eugene Kim and Han-Kyo Kim, Korea and the Politics of Imperialism 1876-1910.

(Week 8) SK, Ross King, “Nationalism and Language Reform in Korea: The Questione della Lingua in Precolonial Korea” from Hyung Il Pai and Timothy R. Tangherlini, eds., Nationalism and the Construction of Korean Identity, **Supplementary Reading:** Gari Ledyard, “The International Linguistic Background of the Correct Sounds for the Instruction of the People,” from Young-Key Kim-Renaud, ed., The Korean Alphabet: Its History and Structure.

(Week 9) SK, excerpts from Setton, Chŏng Yagyong: Korea’s Challenge to Orthodox Neo-Confucianism and Peter Nosco, Remembering Paradise: Nativism and Nostalgia in Eighteenth Century Japan. **Supplementary Reading:** Huh Nam-Jin, “Two Aspects of Practical Learning—Hong Tae-yong’s case” from Seoul Journal of Korean Studies (vol. 14, 2001).


(Week 11) No new readings; review previous readings for **Critical Review.**

(Week 12) No new readings; review readings for weeks 4-10, (i.e., after Exam #1) for second in-class exam.

(Week 13) Only Tutorial this week; roundtable discussion/summation of the course.

### 11. Course Resources

<table>
<thead>
<tr>
<th>Textbook Details: Study Kit, available from UNSW Bookshop</th>
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</thead>
<tbody>
<tr>
<td><strong>Journals:</strong> Students will have access to a vast number of journals through their student account at the UNSW Library. One of the best journals, with many articles relevant to this course, is the Journal of Asian Studies.</td>
</tr>
<tr>
<td><strong>Additional Readings:</strong> As noted above.</td>
</tr>
<tr>
<td><strong>Websites:</strong> Students are encouraged to make use of the Cambridge History of Japan, available online through UNSW Library. High-quality online resources for all aspects of Korean history and culture are increasingly available, although much is in Korean. One place to start is through: <a href="http://koreanculture.org.au/research-hub/library/nal">http://koreanculture.org.au/research-hub/library/nal</a></td>
</tr>
</tbody>
</table>
12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. 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

14. 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

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

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

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.
Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: 
https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

**Student Equity and Disabilities Unit**

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

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