



Arts & Social  
Sciences

School of Humanities and Languages

**ARTS3780, Germany since 1945**  
**Semester 1, 2014**

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## 1. Course Staff and Contact Details

Course Convenor			
Name	Andrew Beattie	Room	Morven Brown 251
Phone	9385 2328	Email	a.beattie@unsw.edu.au
Consultation Time	Wednesdays, 11am-12pm and by appointment		

## 2. Course Details

Units of Credit (UoC)	6		
Course Description	This course explores social, cultural and political developments in Germany since 1945, with a focus on major contemporary and scholarly debates. It examines Germany's development from its devastation in World War II through four decades of division during the Cold War and reunification in 1990 through to the present. Issues will include the situation of Germany following its defeat and occupation in 1945, social, cultural and political change in East and West Germany, the demise of East Germany and German reunification, and issues relating to Germany's national identity and its place in Europe and the world. These issues and the debates surrounding them will be explored in lectures, readings and student-led seminar discussions focusing on primary and secondary texts.		
Course Aims	1.	to introduce students to major social, cultural and political developments and issues in Germany since 1945	
	2.	to provide students with and allow them to develop critical understandings and interpretations of those developments and issues	
	3.	to enable students to critically evaluate and independently participate in debates about contemporary Germany and its place in contemporary Europe	
	4.	to develop students' critical thinking, research and written and spoken communication skills, as relevant to the interdisciplinary fields of German and European Studies	
Student Learning Outcomes	1.	Demonstrate sound knowledge of major social, cultural and political developments and issues in Germany since 1945 and the people, ideas and institutions behind them	
	2.	Apply critical-analytical skills to public and scholarly debates	
	3.	Demonstrate familiarity with advanced humanities research skills	
	4.	Demonstrate advanced academic written and spoken communication skills	
Graduate Attributes	1.	A well-rounded understanding of contemporary European history, politics, culture and society	
	2.	An ability to understand and explain European perspectives on the world	
	3.	An understanding of the tools and methods used in the humanities and social sciences, including an awareness of the ways in which an interdisciplinary approach enhances the study of the region.	
	4.	Effective written communication skills and the ability to express these effectively in intercultural contexts	
	5.	The capacity for critical analysis of scholarship, writing and sources on or about contemporary Europe	

### 3. Learning and Teaching Rationale

The learning and teaching strategy is designed to deliver a course that encourages student engagement with current debates in the field of contemporary German Studies and develops their critical skills through multiple modes of teaching and assessment. There is a two-hour lecture and a one-hour tutorial per week. Each week a specific development or issue will be the focus of the lecture, the readings and tutorial discussion and presentation. The lectures will provide background information and introduce theoretical and analytical perspectives and debates that will be explored in or exemplified by the specialized weekly readings. The lectures will also present specific primary sources or cultural artefacts for discussion. The tutorial will involve in-depth discussion of readings and presentations on related topics.

### 4. Teaching Strategies

My teaching strategy is to encourage student engagement with and structured reflection on the readings by having them complete a weekly journal in which they respond to specific questions about a reading on a weekly basis. Engagement with the lecture and reading material will also be encouraged and assessed by two in-class essays, which will give students the opportunity to synthesize the material and reflect on what they have learnt. The essay will require students to undertake independent research on a specific topic, while the journal, the tutorial presentations require students to engage with scholarship in the field and to practice their critical thinking, analytical and presentation skills.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Weekly blog: response and question	8 x 200 words	20%	2, 4	4, 5	various
Tutorial presentation	5 minutes	5%	2, 4	4, 5	various
Research essay abstract	ca. 400 words	10%	1, 3, 4	1, 2, 3, 4	28 April
Research essay	ca. 2,500 words	45%	1, 2, 3, 4	1, 2, 3, 4, 5	30 May
In-class essay	ca. 800 words	20%	1, 2, 4	1, 2, 4, 5	6 June

#### Details of Assessment Tasks

##### Weekly blog: response and question (20%)

You are required to write a brief response (ca. 200 words) to a question about one of the required weekly readings for eight of the twelve tutorials. The questions will be available on Moodle. Additionally, you are required to write a discussion question relating to the reading and/or its topic. You must post your response and question as a blog on Moodle before the tutorial for which the reading has been set. **If you do not submit eight blog entries by the end of week 13 you will get zero for this assessment item.** Each day of late submission for an individual entry will count as a date of late submission for the whole assessment item and will be penalised at the rate indicated under "late submission of assignments" below.

##### Tutorial presentation (5%)

You are required to give a brief talk in a tutorial in which you 1) summarise your response to the above-mentioned question on one of the required readings, 2) provide a brief assessment of the strengths and weaknesses of the same reading, and 3) pose your (above-mentioned) discussion question. If there are no volunteers in a particular week,

students will be selected randomly to do their presentation on the spot.

### **Research essay abstract (10%) and Research essay (45%)**

You are required to write a research essay of approximately 2,500 words (excluding the bibliography), for which you are also required to submit, in advance, an abstract of ca. 400 words.

A number of essay questions will be provided by the course convenor, but you may also develop your own question that reflects your interests, in consultation with the convenor. Proposed essay questions must be confirmed with the convenor by Friday, 11 April (week 6) at the latest. Ideally, you should suggest your question in week 3 or 4, as discussing its feasibility and refining it can take some time. You must be prepared to accept advice about the feasibility of your proposed question, which will reflect the size of the topic and the availability of appropriate resources. If you have not finalised your individual essay question and received approval from the lecturer by the end of week 6, you will have to write your essay (and abstract) on one of the questions provided.

The abstract should 1) locate the question within its scholarly field, 2) state your overall argument in response to the question and 3) sketch the key points the research essay will make and/or the aspects/dimensions/ perspectives it will consider.

The research essay should be a substantial piece of independent research, reflection and analysis and should engage explicitly with relevant scholarly and possibly also public debates.

### **In-class essay (20%)**

You are required to write an in-class essay in the final lecture in response to questions on themes, issues and debates addressed in the course. The questions will be designed to give you the opportunity to demonstrate your understanding of these themes, issues and debates and your ability: 1) to address them with reference to specific cases and contexts and with reference to the secondary literature, 2) to synthesize the material from multiple weeks and contexts 3) to think critically and 4) to reflect on what you have learnt. The best preparation for the in-class essays is active participation in the course, including engaging with the required, recommended and other suggested readings.

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

## **Grades**

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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**

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand.

The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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

## 6. Attendance/Class Clash

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### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

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

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

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

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

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

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 8. Course Schedule

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

Week	Commencing	Tutorial and Lecture Content	Assessment
1	3 March	Tutorial: Course organisation	
		Lecture: <b>Introduction and overview</b>	
2	10 March	Tutorial: introductory readings	Presentations & blogs begin
		Lecture: <b>Occupation and division</b>	
3	17 March	Tutorial: occupation readings	
		Lecture: <b>The 1950s</b>	
4	24 March	Tutorial: 1950s readings	
		Lecture: <b>The 1960s</b>	
5	31 March	Tutorial: 1960s readings	
		Lecture: <b>The 1970s</b>	
6	7 April	Tutorial: 1970s readings	Essay topic confirmed by Friday
		Lecture: <b>The 1980s</b>	
7	14 April	No classes: Good Friday public holiday	
	21 April	No classes: non-teaching week	
8	28 April	Tutorial: 1980s readings	Essay abstract due Monday
		Lecture: <b>1989/90</b>	
9	5 May	Tutorial: 1989/90 readings	
		Lecture: German unification since 1990	
10	12 May	Tutorial: unification readings	

		Lecture: <b>Unified Germany's social &amp; cultural diversity</b>	
11	19 May	Tutorial: diversity readings	
		Lecture: <b>Unified Germany on the international stage</b>	
12	26 May	Tutorial: international stage readings	Research essay due Friday
		Lecture: <b>Germany and European integration</b>	
13	2 June	Tutorial: European integration readings	In-class essay Friday
		Lecture: course wrap-up and in-class essay	

## 9. Course Resources

### Textbook Details

You are expected to read Pól O'Dochartaigh, *Germany since 1945* (Basingstoke: Palgrave Macmillan 2004), which is available at the UNSW Library and the UNSW Bookshop. It serves as background reading, but is not directly assessed.

Three further surveys of German history since 1945 are recommended:

- Konrad H. Jarausch, *After Hitler: Recivilizing Germans, 1945-1995* (New York: Oxford University Press, 2006) (German version also available: *Umkehr*);
- Paul Hockenos, *Joschka Fischer and the Making of the Berlin Republic: An Alternative History of Postwar Germany* (Oxford: Oxford University Press, 2008);
- Michael Gehler, *Three Germanies: West Germany, East Germany and the Berlin Republic* (London: Reaktion Books, 2001).

### Required Readings

You are required to read the following readings (which are available in the course study kit) before the tutorial in the specified weeks.

#### Read for tutorial week 2: Introductory readings

Jarausch, K.H., 'The Federal Republic at Sixty: Popular Myths, Actual Accomplishments and Competing Interpretations', *German Politics and Society* vol. 28 (2010), no. 1, pp. 10-29

Harsch, D., 'Footnote or Footprint? The German Democratic Republic in History', *Bulletin of the German Historical Institute* vol. 46 (Spring 2010), pp. 9-25

#### Read for tutorial week 3: Occupation and division

Foschepoth, J., 'German Reaction to Defeat and Occupation', in: *West Germany under Construction: Politics, Society, and Culture in the Adenauer Era*, ed. R.G. Moeller (Ann Arbor: University of Michigan Press, 1997), pp. 73-89

Pritchard, G., 'Schwarzenberg 1945: Antifascists and the 'Third Way' in German Politics', *European History Quarterly* vol. 35 (2005), no. 4, pp. 499-522

#### Read for tutorial week 4: The 1950s

Feinstein, M.M., 'Deutschland über alles? The National Anthem Debate in the Federal Republic of Germany', *Central European History* vol. 33 (2000), no. 4, pp. 505-531

Pritchard, G., *The Making of the GDR 1945-53: From Antifascism to Stalinism* (Manchester: Manchester University Press, 2000), pp. 194-224 (chapter 8: 'Workers' Party versus Working Class')

**Read for tutorial week 5: The 1960s**

Ross, C., 'East Germans and the Berlin Wall: Popular Opinion and Social Change before and after the Border Closure of August 1961', *Journal of Contemporary History* vol. 39 (2004), no. 1, pp. 25-43

Müller, J.-W., '1968 as Event, Milieu, and Ideology', in: *German Ideologies since 1945: Studies in the Political Thought and Culture of the Bonn Republic*, ed. Müller (New York: Palgrave Macmillan, 2003), pp. 116-143

**Read for tutorial week 6: The 1970s**

Aust, S., 'Terrorism in Germany: The Baader-Meinhof Phenomenon', *Bulletin of the German Historical Institute* vol. 43 (Fall 2008), pp. 45-57

Allinson, M., '1977: The GDR's Most Normal Year?', in: *Power and Society in the GDR, 1961-1979: The 'Normalisation of Rule'?*, ed. M. Fulbrook (New York: Berghahn Books, 2009), pp. 253-277

**Read for tutorial week 8: The 1980s**

Mewes, H., 'A Brief History of the German Green Party', in: *The German Greens: Paradox between Movement and Party*, ed. M. Mayer & J. Ely (Philadelphia: Temple University Press, 1998), pp. 29-48

Fulbrook, M., *Anatomy of a Dictatorship: Inside the GDR 1949-1989* (Oxford: Oxford University Press, 1995), pp. 201-242 (chapter 8: 'The Growth of Political Activism')

**Read for tutorial week 9: 1989/90**

Larres, K., 'Germany in 1989: The Development of a Revolution', in: *Germany since Unification: The Development of the Berlin Republic*, ed. K. Larres (Basingstoke: Palgrave, 2001), pp. 33-59

Fulbrook, M., 'Nationalism in the Second German Unification', in *Germany's Two Unifications: Anticipations, Experiences, Responses*, ed. R. Speirs and J. Breuilly (Basingstoke: Palgrave, 2005), pp. 241-260

**Read for tutorial week 10: German unification since 1990**

Neugebauer, G., 'Two Decades of Unity: Continuity and Change in Political Institutions', in: *United Germany: Debating Processes and Prospects*, ed. K.H. Jarausch (New York: Berghahn, 2013), pp. 25-43

Dalton, R.J., and Weldon, S., 'Germans Divided? Political Culture in a Unified Germany', *German Politics* vol. 19 (2010), no. 1, pp. 9-23

**Read for tutorial week 11: Social and cultural diversity**

Green, S., 'Germany: A Changing Country of Immigration', *German Politics* vol. 22 (2013), no. 3, pp. 333-351

Stehle, M., and Weber, B.M., 'German Soccer, the 2010 World Cup, and Multicultural Belonging', *German Studies Review* vol. 36 (2013), no. 1, pp. 103-124

**Read for tutorial week 12: Germany on the international stage**

Oppermann, K., 'National Role Conceptions, Domestic Constraints and the New "Normalcy" in German Foreign Policy: The Eurozone Crisis, Libya and Beyond', *German Politics* vol. 21 (2012), no. 4, pp. 502-519

Ratka, E., 'Germany and the Arab Spring: Foreign Policy between New Activism and Old Habits', *German Politics & Society* vol. 30 (2012), no. 2, pp. 59-74

**Read for tutorial week 13: Germany and European integration**

Green, S., Hough, D., and Miskimmon, A., *The Politics of the New Germany*, 2<sup>nd</sup> edition (New York: Routledge, 2012), pp. 175-195 (chapter 9: 'Germany and the European Union: From a *Musterknabe* to a frustrated *Lehrmeister*?')



Garton Ash, T., 'The New German Question', *The New York Review of Books*, 15 August 2013

### Recommended Readings

You are also strongly encouraged to read the following recommended readings, which should all be available electronically via the UNSW Library, whether as e-books, electronic journals or in the High Use Collection for this course.

#### Recommended for week 2: Introductory readings

Bessel, R., *Germany 1945: From War to Peace* (New York: HarperCollins, 2009), pp. 1-9  
 Fulbrook, M., *Interpretations of the Two Germanies, 1945-1990*, 2<sup>nd</sup> edition (Basingstoke: Palgrave, 2000), pp. 1-10, 11-28

#### Recommended for week 3: Occupation and division

Herf, J., 'Multiple Restorations: German Political Traditions and the Interpretation of Nazism, 1945-1946', *Central European History* vol. 26 (1993), no. 1, pp. 21-55  
 Nolan, M., 'Americanization as a Paradigm of German History', in: *Conflict, Catastrophe, and Continuity: Essays on Modern German History*, ed. F. Biess, M. Roseman & H. Schissler (New York: Berghahn, 2007), pp. 200-218

#### Recommended for week 4: The 1950s

Betts, P., 'Manners, Morality and Civilization: Reflections on Postwar German Etiquette Books', in: *Histories of the Aftermath: The Legacies of the Second World War in Europe*, ed. F. Biess and R.G. Moeller (New York: Berghahn, 2010), pp. 196-214  
 Wierling, D., 'Mission to Happiness: The Cohort of 1949 and the Making of East and West Germans', in: *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. H. Schissler (Princeton: Princeton University Press, 2001), pp. 110-125

#### Recommended for week 5: The 1960s

Hockenos, P., *Joschka Fischer and the Making of the Berlin Republic: An Alternative History of Postwar Germany* (Oxford: Oxford University Press, 2008), pp. 53-94 (chapter 3: 'Anti-Authoritarian Revolt')  
 Siegfried, D., 'Don't Trust Anyone Older Than 30? Voices of Conflict and Consensus between Generations in 1960s West Germany', *Journal of Contemporary History* vol. 40 (2005), no. 4, pp. 727-744

#### Recommended for week 6: The 1970s

Jessen, R., 'Mobility and Blockage during the 1970s', in: *Dictatorship as Experience: Towards a Socio-Cultural History of the GDR*, ed. K.H. Jarausch (New York: Berghahn Books, 1999), pp. 341-360  
 Barclay, D.E., 'A "Complicated Contrivance": West Berlin behind the Wall, 1971-1989', in: *Walls, Borders, Boundaries: Spatial and Cultural Practices in Europe*, ed. M. Silbermann, K.E. Till & J. Ward (New York: Berghahn Books, 2012), pp. 113-130

#### Recommended for week 8: The 1980s

Braun, J., 'The People's Sport? Popular Sport and Fans in the Later Years of the German Democratic Republic', *German History* vol. 27 (2009), no. 3, pp. 414-428  
 Muller, J.Z., 'German Neo-Conservatism, ca. 1968-1985: Hermann Lübke and Others', in: *German Ideologies since 1945: Studies in the Political Thought and Culture of the Bonn Republic*, ed. J.-W. Müller (New York: Palgrave Macmillan, 2003), pp. 161-184

#### Recommended for week 9: 1989/90

Wheeler, B.R., 'Intellectuals, the "Third Way", and German Unification', in: *Transformations of the New Germany*, ed. R.A. Starkman (New York: Palgrave, 2006), pp. 15-34  
 Anderson, J.J., 'The Federal Republic at Twenty: Of Blind Spots and Peripheral Visions',

*German Politics and Society* vol. 28 (2010), no. 2, pp. 17-33

**Recommended for week 10: German unification since 1990**

Goedicke, A., 'A "Ready-Made State": The Mode of Institutional Transition in East Germany After 1989', in: *After the Fall of the Wall: Life Courses in the Transformation of East Germany*, ed. M. Diewald (Stanford: Stanford University Press, 2006), pp. 44-64

Flockton, C., 'Financing German Unity: Challenges, Methods and Longer-term Consequences', in: *United and Divided: Germany since 1990*, ed. M. Dennis and E. Kolinsky (New York: Berghahn, 2004), pp. 36-54

**Recommended for week 11: Social and cultural diversity**

Chin, R., and Fehrenbach, H., 'German Democracy and the Question of Difference, 1945-1995', in: *After the Nazi Racial State: Difference and Democracy in Germany and Europe*, ed. R. Chin et al. (Ann Arbor: University of Michigan Press, 2009), pp. 102-136

Schönwälder, K., & Triadafilopoulos, T., 'A Bridge or Barrier to Incorporation? Germany's 1999 Citizenship Reform in Critical Perspective', *German Politics & Society* vol. 30 (2012), no. 1, pp. 52-70

**Recommended for week 12: Germany on the international stage**

Berger, T., 'The Power of Memory and Memories of Power: The Cultural Parameters of German Foreign-Policy Making since 1945', in *Memory and Power in Post-War Europe*, ed. J.-W. Müller (Cambridge: Cambridge University Press, 2002), pp. 76-99

Hatlapa, R., and Markovits, A.S., 'Obamamania and Anti-Americanism as Complementary Concepts in Contemporary German Discourse', *German Politics and Society* vol. 28 (2010), no. 1, pp. 69-94

**Recommended for week 13: Germany and European integration**

Hall, P.A., 'The Economics and Politics of the Euro Crisis', *German Politics* vol. 21, no. 4 (2012), pp. 355-371

Maier, C.S., 'Lessons from History? German Economic Experiences and the Crisis of the Euro', *Bulletin of the German Historical Institute* Issue 50 (Spring 2012)

**Additional Resources**

You should also consult the extensive lists of additional resources available on Moodle, especially when preparing your essays. The resources listed there should be available through the UNSW Library or Moodle. Please inform the course convener if you cannot locate them. Good places to search for further resources include the journal database JSTOR and specific journals such as *German History*; *German Politics and Society*; *German Politics*; *German Studies Review*; *Journal of Contemporary History*; *Contemporary European History*; *European History Quarterly*.

**Websites**

Like most UNSW courses, ARTS3780 utilizes the Moodle online learning management program, which can be accessed via <http://my.unsw.edu.au>.

There are numerous useful websites on contemporary German history and contemporary German affairs.

For example, the German Historical Institute, Washington, has a bilingual platform called 'German History in Documents and Images': <http://germanhistorydocs.ghi-dc.org>

Also, the American Institute for Contemporary German Studies, Johns Hopkins University, provides commentary and reports on German politics: <http://www.aicgs.org>

## 10. Course Evaluation and Development

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

Feedback will also be gathered informally and through dedicated surveys. The results of previous such surveys have informed the current assessment arrangements.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

## 12. Grievances

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

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

<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

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

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

### OHS

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

<http://www.ohs.unsw.edu.au/>

### Special Consideration

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

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

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### **Student Equity and Disabilities Unit**

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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.