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Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Anne L. Bartlett</th>
<th>Room</th>
<th>MB230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>0293857728</td>
<td>Email</td>
<td><a href="mailto:a.bartlett@unsw.edu.au">a.bartlett@unsw.edu.au</a></td>
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<tr>
<td>Consultation Time</td>
<td>Wednesday 12.00-2.00pm</td>
<td>Thursday 12.00-2.00pm</td>
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*PLEASE NOTE THAT THIS IS A 3 HOUR SEMINAR THAT COMBINES LECTURE & TUTORIAL*

2. Course Details

<table>
<thead>
<tr>
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<tr>
<td>Course Description</td>
<td>This course asks you to evaluate a number of contemporary debates using knowledge gained throughout the BInSt program and overseas exchange year (or equivalent). Particular attention will be paid to the grand challenges facing society and longstanding obstacles to equity that are now impacting issues such as global poverty, aid delivery, development, migration, and good governance. You will explore competing forces and dynamics and the responses to them by governments, institutions and peoples worldwide. It will also provide you a chance to hone your professional skills and knowledge base in relation to careers in international studies.</td>
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<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1. Identify key dynamics and processes that are shaping interdependencies (e.g., economic, environmental, human development, political, security) in today's world.</td>
</tr>
<tr>
<td>2. Evaluate these dynamics and processes in relation to a specific country or world region</td>
</tr>
<tr>
<td>3. Integrate analytical skills, writing capabilities, problem solving and presentation skills in the context of international studies</td>
</tr>
<tr>
<td>4. Match professional competencies and career relevant knowledge to practice in international organisations and businesses.</td>
</tr>
</tbody>
</table>

3. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)
INTRODUCTION

WEEK ONE – 27th/28th July 2016 - INTRODUCTION: AN INTERCONNECTED WORLD

This course is based on connecting the threads that weave through a particular location in a holistic way. Instead of studying economics or security or geopolitics or history or human rights, we will analyse how these and other dynamics come together to shape a location in very specific ways. While we cannot study every aspect of a location, this multidisciplinary approach will provide a new set of eyes on a particular space at a given time. International documentaries will provide both visual and visceral connections to the themes we are addressing.

This week explains the rationale of the course, the syllabus, course rules, coursework, documentaries, facilitation and so on. This week will also include important “careers in international studies” information and a talk. Please attend. We will not revisit this information later.

PART ONE - EXPORTING DEMOCRACY & FREEDOM?

WEEK TWO - 3rd/4th, August 2016 - WASHINGTON DC, USA

In the aftermath of 9/11 and the War on Terror, the level of clandestine operations and locations that are part of the “dark world” increased, which implicated many more actors than the United States alone. As many commentators have pointed out, this development stands in sharp opposition to the founding tenets of the US Constitution and the rule of law. It suggests that “states of exception” now exist in certain locations across the globe where law is suspended and where fundamental rights and freedoms no longer apply. In this class we examine these issues both from a theoretical and practical standpoint using a diverse set of materials from journalism, law and philosophy.


AFGHANISTAN

Afghanistan’s history is often explained as an unending series of foreign conquests and occupations, with the society portrayed as “bit players” at best. This week, linking to the themes of week one, we ask what kinds of dynamics the export of the “war on terror” created in Afghanistan, but perhaps more importantly, what it meant to the people, existing structures of authority and their influence within the society.


Gopal, Anand (2014) “No Good men Amongst the Living: America, The Taliban and the War Through Afghan Eyes. (The last days of Vice and Virtue, The War from Year Zero, No One is Safe from This, Make the Bad Things Good Again).


SYRIA

The descent of Syria into chaos and the rise of non-state actors such as ISIS has fissured the society into a plethora of competing groups and interests. Each of these groups and interests are supported by external geopolitical blocks and politico-religious interests. These developments have brought the long term stability and prospects for peace in Syria into question. This week, we examine these issues and look at the actors who exercise power in what remains of the country. We look in particular at the historical city of Aleppo and the changes that have been wrought as a result of war.


SAHEL, NORTH AFRICA

The Sahel, as the shoreline of the Sahara, divides the desert from the greener and more temperate zones of Africa. Located at the juncture of different ecological zones, it is often incorrectly dismissed as an unpopulated sand blown wasteland. Home to ancient African kingdoms, it has been a centre of important religious traditions such as Sufism, world
renowned cultural treasures such as the Djinguereber Mosque, important nomadic and place based lifestyles and the source of valuable resources such as gold and uranium. A place where ethnic and racial tensions have always existed and where migrations have been the norm, it is today attracting the attention of governments worldwide. In part this is due to the escalation of fundamentalist forms of Political Islam, but also the increase in human trafficking across the Sahara to ports on the Mediterranean. This week’s class will investigate these dynamics and analyse how they are changing the world that we live in.

Bruce S. Hall, A History of Race in Muslim West Africa, 1600-1960 (Introduction)


Scheele, J (2015) Smugglers and Saints of the Sahara: Regional Connectivity in the Twentieth Century. (Chapter 6, Settlement Mobility and the Daily Pitfalls of Saharan Cosmopolitanism; Conclusion: Saharan Connectivity and the “Swamp of Terror”).

WEEK SIX – 31st August/ 1st September - CALAIS, FRANCE & LONDON, UK: FROM THE JUNGLE TO THE STREETS

Representing a different kind of border, the Jungle in Calais is the penultimate point for those wishing to cross into the UK. Living in appalling conditions migrants are involved in daily efforts to leave which have now become a game of “cat” and “mouse” with the authorities. In 2014, Britain committed twelve million pounds to tackle the “problems” at Calais, which included the building of a 15ft fence along the motorway leading to the port. In addition funding has been provided for detection technology such as the heartbeat and carbon dioxide detectors, and £1m for more dog searches. With the recent BREXIT vote, the border, which is currently in Calais, may be moved to Britain. This week shines a light on the business of bordering Europe and analyses what the real cost of immigration is, from both sides of the fence.


Learning from the Jungle: The camp at the Channel’s edge is a sideshow in Europe’s migrant crisis, but it offers important lessons. The Economist, Aug 6th 2015


WEEK SEVEN - 7th/8th September - NOGALES, MEXICO

If a fence is being constructed in Calais, then this is overshadowed by the size wall that now exists on America’s southern border to prevent undocumented workers from entering the US from Mexico. This week we look at the human cost of people on the move in the Americas through the State of Arizona and the emergence of laws such as SB1070 which require state
and local police officers to check the immigration status of individuals whom they believe are in the country illegally. We ask what it means to be an economic migrant and why this is perceived so differently from those who claim asylum in the hope of eventual refugee status.


Kaye, J. “Enforcing Arizona’s SB1070: A State of Confusion”.

Please also review the following map:

WEEK EIGHT – 14th and 15th September - NAURU & MANUS ISLAND

This week brings the question of refugees and asylum seekers closer to home with an analysis of the offshore camps at Manus Island and Nauru. We look at the binaries that have developed in Australian political discourse between offshore processing and “stop the boats” and ask whether there are other alternatives.

Gleeson, M. (2016) *Offshore: Behind the Wire on Manus and Nauru.* (Selections TBA)

N.B. Please attend the talk being given by Madeline Gleeson at 5pm on 15th September for BInSt students. More details to follow.

PART THREE – GETTING JUSTICE?

In the first part of the course we looked at some of complex and multifaceted problems that relate to conflicts in the Middle East and Central Asia. It is one thing however to define the problems, but quite another to move beyond them. In part three of this course we ask what it means to get justice for wrongs committed and by what kinds of paths it can happen. How do we move beyond trauma to justice to a new future? What part does acceptance play in the creation of peace and development? In the next few weeks we visit two locations where the fight for justice has taken different paths. We look at the role of formal trials in bringing perpetrators to justice in Guatemala. In Rwanda, where the ICTR was used for bringing the “big fish” to trial but was often seen as a form of “victors justice”, we ask how the role of Gacaca courts has worked in local communities to create acceptance and a different path for transitional justice to work.
WEEK NINE – 21st /22nd September – GUATEMALA CITY


Sandford, V. *Buried Secrets: Truth and Human Rights in Guatemala*. (Preface, Introduction and Chapter One (The Bones Don’t Lie)

MIDTERM BREAK – 28th /29th September

WEEK TEN – 5th/6th October – KIGALI, RWANDA

Rwanda’s genocide in 1994 was the most brutal 100 days of inter-ethnic slaughter that, according to most estimates, cost the lives of 800,000 people. Hutu on Tutsi violence was not a matter of dropping bombs remotely, but rather person on person, machete driven violence which pitted neighbour against neighbour and friend against friend. Getting beyond violence in these circumstances requires tremendous strength on the part of victims and determination on the part of communities to “speak the truth” in the belief that an alternative future is possible. This week we look at the role of Gacaca as an alternative judicial response.

Philip Gourevitch (1999) *We Wish to Inform You That Tomorrow We Will be Killed with Our Families: Stories from Rwanda* (selections TBA)


“Paul Kagame: Rwanda’s redeemer or ruthless dictator? President Paul Kagame, the Rwandan hero who united a country torn by genocide, defends his uncompromising approach to democracy”. The Telegraph, July 2010

PART FOUR -- NEW DIRECTIONS? THINKING OUTSIDE THE BOX

In this final part of the course we look at new directions in thinking about some of the Grand Challenges: Conflict, discrimination, poverty and protracted migration. Looking at two cases and taking a people centred approach, we ask what might alternatives look like? Turning conventional thinking on its head, we dare to question long-standing norms and propose solutions that in many ways require radically different thinking.
WEEK 11 – 12/13th October, JUBA, SOUTH SUDAN/ KAKUMA, NORTHERN KENYA

The Republic of South Sudan (formerly Sudan), has witnessed some of the longest running conflicts anywhere in the world. Civil War has engulfed the nation since 1955 with only short periods of peace. Many people from South Sudan have grown up only knowing war, displacement and humanitarian aid. Many children were forced to flee on foot to Ethiopia and later northern Kenya in search of safety. Living in Kakuma Camp, Kenya, these children who are mostly male, came to be known as the Lost Boys. Today, with the onset of fresh violence in South Sudan from 2013, we look at a camp that has endured for 25 years and ask about new directions for handling protracted displacement, the disbursement of aid and long-running conflicts.


WEEK 12 - 19th/20th October – LEARNING FROM THE WORLD

This week we ask about new directions in the fight to eradicate poverty. We pick up on developments with Muhammad Younis’ ideas about micro credit. We also turn the entire conversation on its head with a reading by Jim Ferguson, who asks: Isn’t it now better to give a man a fish, rather than teaching him to fish?

(Introduction. Cash Transfers and the New Welfare States: From Neoliberalism to the Politics of Distribution)


WEEK 13 – 27/28th October - STUDENT PRESENTATIONS

This week you will make a presentation (with colleagues) in which you discuss your learning and experience during their year-long overseas exchange and relate it to the themes of this course. In particular, the presentation should link developments in the OSP (or equivalent) to contemporary global dynamics that are discussed in the course.

4. Course Resources

Below are journal resources and websites that you might find useful:

American Journal of Sociology; American Political Science Review; Political Science Quarterly; Review of International Political Economy; International Studies Review; International Affairs; Journal of Peace Research; Journal of Strategic Studies; Foreign Affairs; Foreign Policy Analysis; Journal of Refugee Studies; Third World Quarterly, World Development, Journal of Development Studies, Development and Change,
Here are some Human Rights Organizations that also produce good quality reports and information:

Amnesty International (U.S., U.K. and elsewhere); Anti-Slavery International; B’Tselem (Israel); the Center for Constitutional Rights (U.S.); Center for Economic, Social, and Cultural Rights (U.S.); Center for Victims of Torture (U.S.); Centre on Housing Rights and Evictions (Switzerland and multiple sites); Comision Mexicana para la Promocion y Defensa de los Derechos Humanos (Mexico); Cultural survival (U.S.); Front Line Defenders; Global Rights (U.S.); Human Rights First (U.S.); Human Rights Watch (U.S. and U.K.); Kovler Center for Survivors of Torture (U.S.); Medicins San Frontieres (Doctors without Borders - France), Minority Rights Group International; OFRANEH; Partners in Health (U.S.) ; Physicians for Human Rights; PRODESC (Mexico); REDRESS (U.K); Syrian Observatory for Human Rights; U.S. Human Rights Network

<table>
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<th>Assessment Task</th>
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<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
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<td>50%</td>
<td>1,2,3</td>
<td>4th November</td>
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<td>PRESENTATION*</td>
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<td>20%</td>
<td>1,2,3</td>
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<tr>
<td>CAREER PORTFOLIO</td>
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<td>30%</td>
<td>3,4</td>
<td>22nd September</td>
<td>YES</td>
</tr>
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</table>

* This is the final assessment task for attendance purposes.
CAREERS PORTFOLIO

This is a senior seminar and we feel that it is important to start thinking about careers now (if you haven’t already done so).

To this end, 30% of your course grade is devoted to careers training. You must attend the first week of the course when you will be given important information about the careers portfolio including sign-in sheets that you will submit online at the end. In addition to this, you must attend at least three out of six suggested careers seminars and obtain proof that you attended. Information about seminars will be made available in the first seminar. Information about careers planning readings will be made available on Moodle.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (10 weeks of lectures out of 12 weeks). Students must attend 80% of tutorials (specify the number of tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance 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/)

**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](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 of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

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

**Task with a non-percentage mark**

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

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

**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.

### 6. Learning and Teaching Rationale and Strategies

The course readings have been carefully selected to reflect key issues and current trends within the literature. The format of teaching provides opportunities for learning in a seminar environment.

The teaching strategy includes two hours of lecture and one hour of tutorial time taught together. Teaching will combine lecture and *Socratic* method (guided questioning and debate), together with a varied assignment structure. In this course, both sessions are combined into a three hour class.

The lectures will introduce the theoretical material and the contours of changes affecting the specific locations today and the types of processes through which these changes occur. This information will be mapped onto actual examples of such changes across the globe.

This course makes use of Moodle. The course outline and class announcements are posted in Moodle. In it, you will also find some readings, web-links and other teaching resources. Please familiarize yourself with Moodle and Check it regularly.
7. 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.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- 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.
- 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. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

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.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.
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(s) 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 falsely attend on behalf of another student will be dealt with under the Student Misconduct Policy.**

## 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. 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](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.

## 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/](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](http://www.gs.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 using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

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

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://student.unsw.edu.au/guide

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/

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://student.unsw.edu.au/guide

**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.