



School of Social Sciences and
International Studies



GLST3000
ISSUES IN GLOBALIZATION:
publics,mediation,ethics

Semester 2, 2011

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Course schedule

<i>Date</i>	<i>Week</i>	<i>Topic</i>	<i>Reading</i>
18 July	1	Introduction	Course outline
25 July	2	Mutual Orientation re 'Globalization'	Sparks (2007a)
1 Aug	3	Global Public Sphere or Global Chaos?	McNair
8 Aug	4	Global Publics?	Fraser
15 Aug	5	The Cultural Imperialism Thesis & UNESCO's New World Information & Communication Order (NWICO) Proposal	Jones/Holmes + Sparks (2007b)
22 Aug	6	Global <i>Cultural</i> Public Spheres?	Jacobs
29 Aug	7	Global Events	Nash + Katz & Liebes
5 Sept	<i>Mid Term Break September 3-11</i>		
12 Sept	8	Distant Suffering 1: Mediation Issues in Human Rights Advocacy	Cohen + McLagen
19 Sept	9	Distant Suffering 2: Mediation & Compassion	Chouliaraki
26 Sept	10	Distant Suffering 3: Moral Spectatorship and Public Sphere	Boltanski
3 Oct	11	<i>Public Holiday</i>	
10 Oct	12	Witnessing	Kurasawa
17 Oct	13	Rethinking Media Ethics & Regulation	Jones/Holmes + Silverstone

Teaching staff

Associate Professor Paul Jones

Room 155, Morven Brown

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Consultation hours: Wednesdays 2.30 – 4.00 pm

Location

FACULTY: Faculty of Arts and Social Sciences

SCHOOL: School of Social Sciences and International Studies

COURSE CODE: GLST 3000

CREDIT POINTS: 6 uoc

COURSE NAME: Issues in Globalization

SESSION: Session 2

YEAR 2011

TIME: Monday 12 to 2 pm

LOCATION: Matt 303

Course aims

Summary of the Course

The course approaches issues in globalization that have arisen at the intersection of sociology, critical theory and media studies. It focusses on normative issues related to global mediation.

It is divided into two sections. The first addresses longstanding and recent debates concerning the prospect of global publics, strongly informed by the concept of a public sphere. The second is centred on recent work informed by discussion of 'distant suffering', notably the related revival of ethical reflection on this issue in media sociology during the last decade.

We will thus be building familiarity with these conceptual/ethical frames while using case studies and critical debate to assess their viability.

Acknowledgement: Assessment scheme (and much of its justification) and course structure based on Amanda Kearney's iteration of course for 2010. Ursula Rao's 2009 course was also consulted. (Course content otherwise entirely new).

Aims of the Course

This course is designed for students of International Studies, majoring in Globalization.

The course will introduce recent debates in the social sciences and enhance analytical skills through reading and discussion. Students will update their knowledge of certain

globalization processes and concepts, as well as refine their understanding through engagement with concrete case studies and ethical terrains.

Seminar Code of Conduct

The seminar space is one in which you can explore the weekly topics in depth. Seminars offer a culturally and pedagogically safe place for students to learn. To ensure that everyone gets the most out of our class time you must adhere to the Course Code of Conduct by which staff and students are expected to abide. In seminars **all** student's and staff's opinions will be treated with respect, however racists or sexist remarks are unacceptable. We will not tolerate any type of bullying, aggression or demeaning of fellow classmates or staff; such cases will result in requests to leave the room.

In all seminars please observe the following:

- 1) Seminars are for enrolled students only or with the permission of the course coordinator.
- 2) Always prepare by doing the weekly readings and come prepared to offer up discussion points in every seminar.
- 3) Turn OFF mobile phones.

Accessing Resources

Primary readings available online via [UNSW Library Catalogue](#) unless otherwise stated.

See also: <http://info.library.unsw.edu.au/web/services/services.html>

Journal articles – can be obtained from online journals via catalogue.

Scans of *book chapters* will be placed in Library High Use Collection (HUC).
<http://www.library.unsw.edu.au/HowDoI/highuse.html>

I'll post a list of secondary readings on Blackboard in Week 2. In meantime keep an eye on the HUC and other postings on Blackboard.

Easiest point of entry to Blackboard is via [MyUNSW](#)

Assessment

NOTE: All pieces of assessment must be completed to be awarded a grade in this course.

Assessment Description	Due Date	Marks
Essay Plan and Annotated Bibliography (1500-2000 words)	By midnight, Friday August 26	25
Seminar Presentation	During Seminar Weeks 3-13	25
Final Essay (3500-4000 words)	By midnight, Monday 24th October	50

Submission of Written Assessment Tasks

Students are required to submit an electronic copy of the assignment via Blackboard. They will be marked via Blackboard/Grademark and all feedback will be assessable via Blackboard/Grademark. All electronic submissions will be accompanied by an Assignment Declaration statement. It is the student's responsibility to keep a copy of their work in case of loss.

Essay Plan and Annotated Bibliography (25%)

Learning outcome(s) assessed: Clarity of topic, Depth of engagement with theory, Clarity of outline for final essay

Relevant graduate attributes: 1, 2, 3, 7, 8

The Essay Plan and Annotated Bibliography (min. 2000 words) will see you develop your initial essay topic, and draft a substantial plan for your discussion for the final essay. Students choose topics for their essays based on the weekly seminar topics, *or* on topics that speak to the major themes of the course. They can workshop their ideas in the Seminar space and in close discussion with Paul. *For the B/Inst students this is an opportunity to engage with your existing knowledge in global studies and to incorporate new understandings developed through your seminar discussions.* We will have an essay-writing workshop in seminars to give you a guide for the development of the piece (both draft and final essay). You must also include an annotated bibliography – of no less than 8 sources that complement your research and will be used in your final essay. You are permitted to change or vary topics between draft and final essay if problems arise with the chosen topic.

Seminar Presentation (25%) (30 minutes)

Learning outcome(s) assessed: A deeper understanding of contemporary Globalization, team work skills, flexibility in thinking, exercise verbal skills

Relevant graduate attributes: 2, 3, and 7

This assessment piece involves a small-group oral presentation. Ideally, working in groups of 3, you will be asked to prepare a panel discussion and to chair the discussion on one of the topics covered in Weeks 3-13. Each person will speak a

maximum of 10 minutes, and there must be group coordination. You will identify a key area for discussion, present this and work closely with the set text and/or case studies to illustrate your point. The other students will prepare questions to be put to your group. They are encouraged to join the discussion, adding their own experience and knowledge from the weekly reading. Weeks will be assigned at the second seminar (as we are likely to have absences in the first seminar). The group must undertake additional research to support their discussion of the weekly topic. *For B/Inst Students this task is designed to draw upon your existing understanding of themes within global studies. By canvassing what you already know about your chosen seminar topic, you can confidently engage with your existing views but expand on them, drawing on a new body of literature and engagements with key themes in global studies.*

Final Essay (50%)

Learning outcomes assessed: Clarity of topic, depth of engagement with theory and praxis

Relevant graduate attributes: 2, 4, 5, 6

Students will develop a full essay, taking into consideration the comments made on your essay draft. In the final essay, 10 to 15 academic references from the social sciences (books, journal articles) is a likely number. Websites that are not explicitly part of the social science discourse do not count as references. Wikipedia is NOT an appropriate source and may not be used! This assessment task is designed to train you in the art of complex thinking on a concrete example relating to global processes and key issues concerning one of the weekly seminar themes. It will also prepare you for writing at an honours level by developing your skills in developing an academic argument. I'm comfortable with overlapping of essay topic and seminar topic, provided the two exercises are sufficiently distinct.

Marking Criteria

Marking criteria for each piece of assessment will be made available on Blackboard in advance of your submission. General Grading Criteria are on p.11.

Week By Week

PART ONE: Global (Mediated) Public Spheres?

Week 1 – July 18 – Introduction

In this first week I will introduce the rationale for this iteration of the course and deal with ‘housekeeping’ matters of assessment and how we’ll run the seminars etc.

Week 2 – July 25 – Mutual Orientation

Reading: Sparks,C. (2007a) ‘What’s Wrong with Globalization?’ *Global Media and Communication* 3(2): 133–155

As most of you are already experts in globalization, I thought a reading on globalization as such by one of the key figures in this course might be a useful means of drawing out the lay of the land as you see it. Colin Sparks has been something of a provocateur in debates on these matters, so hopefully he will serve us well here.

Week 3 – August 1 – Global Public Sphere or Global Chaos?

Reading: McNair,B. (2006) ‘From Blogosphere to Public Sphere?’ In his *Cultural Chaos: journalism, news and power in a globalised world*. London: Routledge.

Further Reading:

Jones, P. & Holmes.D (in press 2011) ‘Public Sphere’ in their *Key Concepts in Media & Communications*. London: Sage. (pdf in HUC)

Jones, P. & Holmes.D (in press 2011) ‘News Values’ in their *Key Concepts in Media & Communications*. London: Sage. (pdf in HUC)

I was looking for a reading that briefly introduced the (Habermasian) concept of the public sphere as it has developed in media sociology and critical theory – but in the context of globalization. This is actually from the concluding sections of McNair’s book but I think it is sufficiently open in its recapitulation(s) for his overall argument to make sense. His use of ‘chaos’ is derived more from debates about cultural commodification than from ‘chaos theory’ in the natural sciences. McNair has written prolifically on the sociology of journalism, political communication and public spheres, and does his own mapping of the global public sphere, as he understands it, elsewhere within this book.

Week 4 – August 8 – Global Publics?

Reading: Fraser, N. (2007) 'Transnationalizing the Public Sphere: On the Legitimacy and Efficacy of Public Opinion in a Post-Westphalian World'. *Theory, Culture & Society* 24(4): 7–30.

Further Reading:

Jones, P. & Holmes, D. (in press 2011) 'Public Sphere' in their *Key Concepts in Media & Communications*. London: Sage. (pdf in HUC)

One of the more remarkable features of the public sphere literature is that it has drawn together figures from the usually discrete areas of media studies and 'high' critical theory/political theory. Nancy Fraser is one of the most influential critical theory/feminist commentators on the public sphere thesis and here she extends her critique further to delineate what she understands as post-national public spheres. I'm hoping this will speak to your political theory-based backgrounds.

Nancy Fraser's website: <http://www.newschool.edu/nssr/faculty.aspx?id=10288>

Week 5 – August 15 - The Cultural Imperialism Thesis & NWICO

Readings:

(i) Jones, P. & Holmes, D. (in press 2011) 'Capitalism' in their *Key Concepts in Media & Communications*. London: Sage. (pdf in HUC)

(ii) Sparks, C. (2007b) 'The Failure of the Imperialism Paradigm'. In his *Globalization, Development and the Mass Media*. London: Sage. Pp 105-125.

Further Reading:

Jones, P. & Holmes, D. (in press 2011) 'News Values' in their *Key Concepts in Media & Communications*. London: Sage. (pdf in HUC)

As Sparks puts it, the UNESCO programme for a New World Information & Communication Order 'operationalised' the cultural imperialism thesis into a political programme. As such it's a rare instance of normative academic practice approaching 'global' policy implementation. The array of forces ranged against it, most notably the US withdrawal from UNESCO, make it a very useful case-study. Indeed its failure seems to have set the scene for the rise of Al Jazeera. The entry from my forthcoming *Key Concepts* is there just to background the cultural imperialism thesis. It has a useful table developed from another Sparks piece that shows the shifts in such thinking about media from modernization theories to globalization variants.

Week 6 – August 22 - Global Cultural Public Spheres?

Reading: Jacobs,R. (2006) ‘American Television as a Global Public Sphere’. Paper Presented to Congress of International Sociological Association, Durban, July. (pdf in HUC)

Again using provocation as a selection criterion, this is an unpublished piece by my US colleague, Ron Jacobs. It’s deliberately set against the cultural imperialism thesis and defends the global role of (‘quality’) US television (*The West Wing* etc). Quite usefully for us it also addresses the public sphere thesis and contributes to a growing literature on cultural or ‘aesthetic’ public spheres.

Week 7 – August 29 – Global Events

Readings:

(i) Nash,K. (2008) ‘Global Citizenship as Showbusiness: the cultural politics of *Make Poverty History*’. *Media, Culture & Society* 30(2): 167-181. Pre-publication version available at: http://eprints.gold.ac.uk/94/1/soc-nash-2007-global_GRO.pdf

(ii) Katz,E. & Liebes,T. (2010) “‘No More Peace!’” How disaster, terror and war have upstaged media events’. In Couldry,N. Hepp,A. & Krotz,F. (eds) *Media Events in a Global Age*. London: Routledge. Pp 32-42.

As a sort of balancing of Jacobs, Nash’s argument reads very much like a renewed cultural imperialism argument. It also provides a link to the second half of the course in its application to an instance of global responses to ‘distant suffering’. I also wanted to include a representative of the influential body of work on media events, which is closely tied to work on media globalization. Here one of the original proponents of this research (Katz) reflects on its usefulness in the light of recent ‘events’.

Semester Break: September 3-11

PART TWO: Distant Suffering and Global Mediation

These readings form a somewhat tighter group than those in Part One. I've organized them as: the identification of problems/issues in mediated human rights discourse (wk 8); a recent inaugural lecture on the influential concept of 'distant suffering' and its relevance for mediation (Wk 9); a brief immersion in Boltanski's 'source text' (wk 10); a focus on witness & testimony & their visualisation (wk 11) and a brief concluding entry on media regulation from the late Roger Silverstone who did most to promote these issues (wk 12).

Week 8 – September 12 - Mediation & Human Rights Advocacy

Readings:

(i) McLagan, M. (2003) 'Human Rights, Testimony, and Transnational Publicity'. *The Scholar and Feminist Online* 2(1) Summer 2003. Available at: <http://barnard.edu/sfonline/ps/printmmc.htm>

(ii) Cohen, S. (2001) *States of Denial: knowing about atrocities and suffering*. Ch 8, 'Appeals: Outrage into Action'. Cambridge: Polity. Pp 196-221.

Week 9- September 19 - Mediation & Compassion

Reading: Chouliaraki, L. (2008) 'Distant Suffering in The Media'. Inaugural Public Lecture, 27 February 2008, LSE. Available at: <http://www2.lse.ac.uk/media@lse/study/pdf/ChouliarakiLSEPublicLectureDistantSuffering.pdf>

Week 10 - September 26 – Moral Spectatorship and Public Sphere

Reading: Boltanski, L. (1999) *Distant Suffering: morality, media & politics*. Preface (ppxiii-xvi) & Ch 2, 'Taking Sides' (pp 20-34). Cambridge: CUP.

Week 11 October 3 Public Holiday

Week 12 - October 10 - Witnessing

Reading: Kurasawa,F. (2009) 'A Message in a Bottle: Bearing Witness as a Mode of Transnational Practice'. *Theory, Culture & Society* 26(1): 92–111

Week 13- October 17- Rethinking Media Regulation & Ethics/Conclusion

Readings:

(i) Jones, P. & Holmes.D (in press 2011) 'Regulation' in their *Key Concepts in Media & Communications*. London: Sage. (pdf in HUC)

(ii) Silverstone,R. (2004) 'Regulation, Media Literacy and Media Civics'. *Media Culture and Society*: 26(3): 440–449.

Grading and Marks

High Distinction 85-100%

The work demonstrates

- Sophisticated expression of ideas and grasp of theoretical concepts
- Outstanding structure and logical development of original arguments
- A critical articulation of the student's 'subject position' which is threaded through the writing
- Evidence of extensive research involving a range of texts/sources relevant to the topic including, where relevant, primary sources
- Sophisticated application of material gained from research in developing the student's own arguments
- The ability to produce work that contains no referencing, bibliographic, spelling, grammatical, typing and/or punctuation errors

Distinction 75-84%

The work demonstrates

- Advanced expression of ideas and grasp of theoretical concepts
- Well developed ability to structure the essay and present a logical argument
- Research of a reasonable number and range of texts/sources relevant to the topic including where relevant/primary sources
- Advanced application of material gained from research in developing the student's own arguments
- A reasonable articulation of the student's 'subject position'
- A sound level of presentation, but attention needs to be paid to referencing, bibliographic, spelling, grammatical, typing and/or punctuation matters

Credit 65-74%

The work demonstrates

- General competence in expressing ideas and grasp of theoretical concepts
- Competence in structuring the essay and presenting a logical argument
- Research that indicates reference to more than the essential or basic sources
- Competence in applying material gained from research in developing the student's own arguments
- Some evidence of awareness of the student's 'subject position'
- Competent presentation, but more attention is needed to referencing, bibliographic, spelling, grammatical, typing and/or punctuation matters

Pass 50-64%

The work demonstrates

- Adequacy in expressing ideas and grasp of theoretical concepts
- An attempt at structuring the essay and presenting a logical argument
- Some reference to basic or essential sources
- Descriptive or narrative approach to applying material gained from research rather than critical or analytical engagement with it
- Limited understanding of the student's 'subject position'
- Overall presentation requiring considerably more care with referencing, bibliography, spelling, grammar, typing and/or punctuation

Fail 0 – 49%

The work demonstrates

- Inadequate grasp of ideas and grasp of theoretical concepts
- Inability to structure the essay or present a logical argument
- Minimal research and/or inappropriate or irrelevant texts consulted
- Insufficient or no evidence of understanding of the student's 'subject position'
- Unacceptable presentation, including inadequate attention to bibliography, referencing and, spelling, grammar, typing and/or punctuation

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

If student's need they can contact the Equity Officer (Disability) in the Student Equity & Diversity Unit (9385 4734). Issues to be discussed may include access to materials, signers or notetakers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made. A list (and details) of student support services is available through the following link:

www.unsw.edu.au/ServicesSearch/ServicesBrowse.jsp?cat=D&servicesType=student

Learning outcomes and learning and teaching philosophy

Student Learning Outcomes

At the end of the course students should be able to

- Identify recent theories guiding the understanding of global mediation, public spheres and ethics.
- Apply critical thinking to evaluating academic texts through comparison.
- Engage in critical thinking by comparing different positions on
- Globalization.
- Conduct an academic debate.
- Develop a topic for scholarly debate, collect relevant material and critically evaluate it.
- Use advanced academic writing skills.

Graduate attribute
1. Understanding the knowledge base of Sociology and/or Anthropology
2. Skills in oral and written communication
3. Skills in creative analysis and critical analysis of knowledge claims
4. Team work skills
5. An appreciation of, and respect for, diversity
6. A respect for ethical practice and social responsibility
7. A demonstrated ability to develop critical arguments based upon appropriate sources
8. An ability to devise, research and write a sustained analysis, using a variety of textual and other sources

Rationale for the inclusion of content and teaching approach

Exercises during seminars and group work will provide opportunities for reflecting on sociological concepts and applying them to concrete social setting. Effective learning is promoted through an engaging dialogue between students and teacher. The course encourages students to reflect on their own experience of migrating, travelling or engaging with transnational organisations. Revisiting such experiences through the lenses of social theories will train critical thinking, reflexive self-awareness and deepen the understanding of contemporary social conditions.

Teaching Strategies

Teaching will take place in form of a two-hour seminar. The learning and teaching rationale underpinning this course is informed by the following principles:

- Giving students a sociological perspective on discussions of public sphere, mediation, globalization and ethics
- Building a learning environment based on co-operation and respect between students, and between students and staff, where students are appropriately challenged and activities are linked to ‘real life’, scholarship and research
- Building on students’ prior knowledge and life experience.

COURSE POLICIES (reproduced directly from SSIS course outline template)

4. Student conduct and integrity in academic work

UNSW has a Student Conduct Policy (2009) that “provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students’ dealings with fellow students, staff, the University, and the national and international community.” (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

<https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html>

A related document is the UNSW Student Misconduct Procedures (2009):

<https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html>

Integrity in academic work is one of the main expectations of all students and staff. It is the student’s responsibility to understand and achieve this. There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (<http://www.lc.unsw.edu.au/plagiarism/>).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial (<http://elise.library.unsw.edu.au/home/aboutpop.html>) [
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

5. Class attendance and communication

Students are expected to attend tutorials/seminars. A satisfactory attendance record of at least 80% is expected. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students’ responsibility to check their UNSW email regularly.

6. Extension for submission of work

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

7. Special consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.”

Details of the policy and procedures on Special Consideration can be found at:

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

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.” (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

8. Review of results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

9. Occupational health and safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

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

10. Student support services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at

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

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at www.studentequity.unsw.edu.au/