

Printed: 11 May 2021, 01:19AM

The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	1117LHS
COURSE TITLE	World History
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 2 2020
MODE	Blended
LEVEL	Undergraduate
LOCATION	Nathan, On Campus
CREDIT POINT VALUE	10

Course Description:

This course places the development of Western civilisation from c.600 AD in a global context. You will learn to recognise and analyse trends and interconnections across time and space, as you explore developments and civilisations such as the rise of Islam and the spread of Christianity, Renaissance Europe and Ming China, the Atlantic slave trade and the redistribution of global power, and decolonisation and the Cold War. The course takes a thematic approach to studying world history, examining, among other topics, the global impact of disease, environmental change, warfare, piracy, trade, empire and religious belief. In charting the long history of globalisation, this course aims to teach you how to analyse, understand and explain global historical interconnection and change. Prerequisites: NIL Co-requisite: NIL Incompatible: NIL

1.2 Course Introduction

This course serves as an introduction to world history, and the foundation course in both the History and the new Global Security Threats major (Bachelor of Social Science) It provides an essential foundation for first-year students interested in pursuing a major in History, but will also offer other students an invaluable survey of some of the most significant events, factors and developments, which have contributed to shaping our present, globalised world. In this sense, the course will explore the historical dimensions of issues of interest to many different disciplines within and beyond the humanities. For instance, it will enable students to understand and interrogate the history of globalisation, covering many different periods and geographical regions to examine such topics as empire-building, war, disease, piracy and slavery. A major theme will be the transnational processes that have brought people from past societies into varying degrees of cultural, economic and political relationship, producing conflict as well as cooperation, divergence as well as integration. In the process of pursuing this theme, students will also learn important research and communication skills such as the synthesis and analysis of historical sources, essay writing, problem solving, and the cultivation of scholarly habits of inquiry and argumentation.

Previous Student Feedback

In the past, students rated this course highly. They suggested that the breadth of content was particularly stimulating, and the lectures were valuable, relevant, entertaining and informative. The 'big picture' approach was especially well received, as students greatly enjoyed learning about so many different civilizations and their interaction. They also responded favourably to the structure of the course, highlighting the advantages of the assessment procedures. In addition, many students commented on the engaging nature of the material contained in the course reader, with its many additional resources.

The tenor of previous student evaluations of the course might be indicated by the following comments:

'I loved the breadth of subjects and the depth they were explored in both the lectures and readings. The lectures ... were fantastically interesting and fun.'

'This course was brilliantly delivered and clearly structured so that course content was relevant, engaging and stimulating. The course content was fascinating and masterfully interwoven so that each lecture not only consolidated the previous one, but also wove together course themes so that they were coherent and insightful. This is an excellent History course which is designed for enquiring minds.'

'The content was incredible, well researched. Each lecture was interesting, and always had excellent maps, and information available. The resources and assignments were great, the assignments allowed you to do extensive research and I have learnt a lot through this course.'

Previous students suggested that they would like a two hour lecture and a one hour tutorial. This has been implemented several

times with great success, and will be used again this year.

1.3 Course Staff

Convenor **Dr Peter Denney**

PHONE	5552 8227
EMAIL	p.denney@griffith.edu.au
CAMPUS	Gold Coast Campus
BUILDING	Arts & Education 1 (G30)
ROOM	4.39
CONSULTATION	TBA

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

This course places the development of Western civilisation from c.600 AD in a global context. You will learn to recognise and analyse trends and interconnections across time and space, as you explore developments and civilisations such as the rise of Islam and the spread of Christianity, Renaissance Europe and Ming China, the Atlantic slave trade and the redistribution of global power, and decolonisation and the Cold War. The course takes a thematic approach to studying world history, examining, among other topics, the global impact of disease, environmental change, warfare, piracy, trade, empire and religious belief. In charting the long history of globalisation, this course aims to teach you how to analyse, understand and explain global historical interconnection and change.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify the relevance of world history
- 2 Recognise and discuss the key developments that have shaped world history
- 3 Source, organise and interpret information from valid academic references
- 4 Form a perspective, analyse and argue for an issue, supported by relevant literature

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•		
Socially responsible and engaged in their communities	•		
Effective in culturally diverse and international environments	•	•	

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Support](#) - provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Library and Learning Services](#): Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

3.5 Other Learning Resources & Information

Readings

A combination of required and recommended readings is available on the online List of Readings, managed by the library and accessible via the course website. All required readings for a particular week must be completed before tutorial group that week.

Library Guide - History and Cultural Heritage

<http://libraryguides.griffith.edu.au/content.php?pid=179273>

Lecture Capture

In accordance with *Griffith University Lecture Capture* Policy there may be some circumstances where it may be inappropriate to record lecture content using the lecture capture system.

Please note that in this course the lecturer may:

- Stop recording due to privacy, confidentiality, or copyright issues.

- Edit a recording after it has been published to improve its quality or to delete inappropriate content.

- Record the lectures using other methods as supported by the University and will make the lectures available to the students on the relevant course site.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
13 Jul 20	Week 1 (Lecture): Introduction: What is World History?	1, 2
13 Jul 20	Week 1 (Tutorial): Introduction: What is World History? What is history? What are some of the dominant approaches to studying history? What is world history? What are some of the main drivers of world history? Does it make sense to talk about the history of globalisation? Can such a supposedly recent phenomenon have a history? What and where is 'Eurasia' and why is it so important in world history?	1, 2, 3, 4
20 Jul 20	Week 2 (Lecture): Faith and War: Medieval Europe and the Islamic World, c.600-1300	1, 2
20 Jul 20	Week 2 (Tutorial): Faith and War: Medieval Europe and the Islamic World, c.600-1300 Why did Islam spread so far so quickly before 1300? How similar and how different were the main features of Islam and Christianity in the Medieval period? How do they compare to other global religions in this period (eg. Judaism, Buddhism, Hinduism, Confucianism)? Why were Christians and Muslims so often at war with one another between 1000-1300?	1, 2, 3, 4
27 Jul 20	Week 3 (Online Discussion): Online Discussion Forum: 'India in World History'	1, 2, 3, 4
27 Jul 20	Week 3 (Online Discussion): Online Discussion Forum: 'India in World History'	1, 2, 3, 4
3 Aug 20	Week 4 (Lecture): Empires and Nomads: China and Eurasia, c.600-1400	1, 2
3 Aug 20	Week 4 (Tutorial): Empires and Nomads: China and Eurasia, c.600-1400 What is an empire? What were some of the key strengths and weaknesses of the Song Chinese Empire? What influence did the Song Empire have throughout Asia? Who were the Mongols and why were they able to conquer the Song Empire? Was there one Mongolian Empire, or several different Empires? What effects did the Mongols have on the history of the Eurasian region?	1, 2, 3, 4
17 Aug 20	Week 5 (Lecture): Epidemic Disease and its Impacts, c. 1300-1500	1, 2
17 Aug 20	Week 5 (Tutorial): Epidemic Disease and its Impacts, c. 1300-1500 In what ways have the histories of human societies been shaped by their environments? What impact did bubonic plague (the 'Black Death') have on societies in Asia, the Middle East and Europe? In what ways have epidemic diseases shaped the modern world? What do the histories of disease tell us about relationships between human societies and their environments?	1, 2, 3, 4
24 Aug 20	Week 6 (Tutorial): A Global Renaissance? Europe and Eurasia, c. 1400-1600 What is meant by the term 'Renaissance'? What intellectual and social transformations were taking place in Europe c.1400-1600? In what sense do these changes and transformations constitute a European 'catch-up' with the rest of the world? To what extent do these changes represent a European advance in comparison to the rest of the world? To what degree was the Renaissance only a European phenomenon, or was the Renaissance a global phenomenon?	1, 2, 3, 4
24 Aug 20	Week 6 (Lecture): A Global Renaissance? Europe and Eurasia, c. 1400-1600	1, 2
31 Aug 20	Week 7 (Lecture): American Empires - Before and After 1492	1, 2
31 Aug 20	Week 7 (Tutorial): American Empires - Before and After 1492 What factors made the Indigenous empires of the Mexica/Aztecs and the Incas so strong, but also so vulnerable to conquest? What impacts did the 'discovery' of the 'New World' (America) after 1492 have on Europe? How did Europeans perceive the New World and its inhabitants? How did they justify their conquest and colonisation of it? What was the 'Colombian exchange' and how has it shaped the modern world? What impacts did European colonization of America have on the relationship between human societies and their environments?	1, 2, 3, 4
7 Sep 20	Week 8 (Lecture): Pirates and Revolutionaries in the Atlantic World, c.1600-1800	1, 2, 3
7 Sep 20	Week 8 (Tutorial): Pirates and Revolutionaries in the Atlantic World, c.1600-1800 PIRACY What factors made the ocean such a violent space? What kinds of violence were practised in the maritime world? What role did pirates play in the changing character of European empires? Why did piracy become a problem for the mercantilist state in the early eighteenth century? REVOLUTION To what extent did revolutions in America, France and elsewhere both challenge and reinforce the spread of European empires? In what ways were these revolutions global phenomena?	1, 2, 3
14 Sep 20	Week 9 (Online Discussion): Online Discussion Forum: 'Global Slavery: Africa and the World 1600-1900'.	1, 2, 3, 4

Week Commencing	Activity	Learning Outcomes
14 Sep 20	Week 9 (Online Discussion): Online Discussion Forum: 'Global Slavery: Africa and the World 1600-1900'.	1, 2, 3, 4
21 Sep 20	Week 10 (Lecture): European Empires in Global Perspective, c.1700-1900	1, 2
21 Sep 20	Week 10 (Tutorial): European Empires in Global Perspective, c.1700-1900 What is meant by the term 'imperialism'? What factors explain why European empires became so dominant globally in this period? Does the major explanation for European political dominance in this period lie within or outside Europe? How do European empires of the eighteenth and nineteenth centuries compare to the empires of the past?	1, 2, 3, 4
28 Sep 20	Week 11 (Lecture): The World at War, 1914-1945	1, 2
28 Sep 20	Week 11 (Tutorial): The World at War, 1914-1945 What were the chief causes of the First World War (1914-1918)? How important were European empires among those causes? What were the chief effects of the First World War? How important is the memory of the First World War in Australia today? What were the causes of the Second World War (1939-1945)? What were its effects? In what ways did the Second World War shape subsequent world history? Do we still live with the fear of another World War?	1, 2, 3, 4
5 Oct 20	Week 12 (Tutorial): Postwar: Decolonisation to Globalisation, 1945-2000 Decolonisation signalled the end of European empires. Have all empires been consigned to history? The 'Cold War' came to an end in 1989/90. Do we live in a more peaceful world? We live in an age of unparalleled global integration. What are the benefits and costs of this integration? What do you think is the major global challenge facing us today?	1, 2, 3, 4
5 Oct 20	Week 12 (Lecture): Postwar: Decolonisation to Globalisation, 1945-2000	1, 2

4.2 Other Teaching and Learning Activities Information

The course consists of a series of lectures and weekly tutorials. Lectures are designed to provide background information and to identify key events, themes and concepts. Tutorials are designed to give all students a chance to discuss the key events, themes and concepts identified in lectures and the readings with one another and their tutor. All required readings for tutorials are available via the course website.

Please note that due to COVID-19, all lectures and tutorials in 2020 will be carried out in an online format, accessed via the course website. More details about how lectures and tutorials will function will be provided by the convenor before the commencement of the course.

Historical documents and other resources will be required reading for many tutorials. These documents and resources will be made available online on the Library Reading List Service, accessed via Learning@Griffith. From time to time, books available in the Library may be recommended for further reading, when and if the library re-opens for students.

Contact Summary

Students are expected to attend both the weekly lectures and tutorials. Each student will be expected to have read the assigned readings for that week before attending their tutorial. Summaries of the lectures are provided in the form of a series of short videos. It is highly recommended that students watch these videos before attending their tutorials.

Other Important Information

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

If a class is scheduled on a public holiday (or is cancelled for any unexpected reason), this class will normally not be repeated.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Assignment - Written Assignment Online Discussion Forum #1	27 Jul 20 - 31 Jul 20 Week 3	15%	15 marks	1, 2	
Assignment - Written Assignment Minor Essay	28 Aug 20 Week 6	30%	30 marks	2, 3	
Assignment - Written Assignment Online Discussion Forum #2	14 Sep 20 - 18 Sep 20 Week 9	15%	15 marks	1, 2, 3	
Assignment - Written Assignment Major Essay	9 Oct 20 Week 12	40%	40 marks	2, 3, 4	

5.2 Assessment Detail

Title: Online Discussion Forum #1

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2

Due Date:

27 Jul 20 - 31 Jul 20 Week 3

Weight: 15%

Marked out of: 15

Task Description:

Participation in online discussion forum

600 words (minimum)

Criteria & Marking:

Students will be marked on their participation in the forum, according to the following criteria:

1. Evidence of completion and understanding of the prescribed readings;
2. Quality of written forum posts;
3. Constructive engagement with the responses of other students.

Submission: Using online discussion forum on Learning@Griffith

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Minor Essay

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 2, 3

Due Date:

28 Aug 20 Week 6

Weight: 30%

Marked out of: 30

Task Description:

Minor Essay

Length: 1200 words

Criteria & Marking:

In assessing this essay, academic staff will be looking for demonstrated effort, skills and ability in the following areas:

1. CONTENT: Is the information accurate? Is it relevant to the question? Is there evidence of breadth of reading?
2. UNDERSTANDING: Is there a coherent response to the question? Have the sources used been well understood? Is there evidence of judgement of the significance of material?
3. STRUCTURE and ORGANISATION: Is there a coherent structure? Is there a logical sequence of ideas?
4. EXPRESSION and CITATION: Is the essay well written? Does the writing display fluency, clarity and grammatical correctness? Have the sources been cited according to appropriate scholarly conventions?

Submission: Text Matching Tool - Turnitin. Online using Turnitin

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Online Discussion Forum #2

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3

Due Date:

14 Sep 20 - 18 Sep 20 Week 9

Weight: 15%

Marked out of: 15

Task Description:

Participation in online discussion forum
600 words (minimum)

Criteria & Marking:

Students will be marked on their participation in the forum, according to the following criteria:

1. Evidence of completion and understanding of the prescribed readings;
2. Quality of written forum posts;
3. Constructive engagement with the responses of other students.

Submission: Using online discussion forum on Learning@Griffith

This assessment item:

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a resubmission provision

Title: Major Essay

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 2, 3, 4

Due Date:

9 Oct 20 Week 12

Weight: 40%

Marked out of: 40

Task Description:

Major Essay
1500 words

Criteria & Marking:

In assessing this essay, academic staff will be looking for demonstrated effort, skills and ability in the following areas:

1. **ACCURACY and UNDERSTANDING:** Is the information correct? Is it relevant to the question? Has the historical context been sufficiently understood? Is there evidence of breadth of reading? Have the sources used been well comprehended?
2. **ARGUMENT:** Has a plausible argument been constructed in response to the question? Is the argument persuasively made and appropriately supported?
3. **STRUCTURE and ORGANISATION:** Is there a coherent structure? Is there a logical sequence of ideas?
4. **EXPRESSION and CITATION:** Is the essay well written? Does the writing display fluency, clarity and grammatical correctness? Have the sources been cited according to appropriate scholarly conventions?

Submission: Text Matching Tool - Turnitin. Online via Turnitin

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

5.3 Late Submission

For all non-Honours Dissertation courses: An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to [Assessment Submission and Return Procedures](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course in accordance with Section 8 of the University Assessment Policy. To achieve a Pass grade for the course a pass mark for the supplementary assessment item must be achieved.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)