POLITICS 315
Nationalism and Identity

Course guide

Lecturer:
Dr James Headley

Semester 2
2017
Course description

This course explores the major debates and themes in the study of nations and nationalism. The first half of the course examines the notion of identity, the concepts of nation and ethnicity, the origins of nations and nationalism, and the historical development of nationalism from the nineteenth century to the post-Cold War period. The second half of the course examines contemporary debates about nationalism, including the basis of national identity, national identity in an international context, poly-ethnic and multinational states, and self-determination and secession. A variety of examples from around the world are used to illustrate.

Course details

Lecturer: Dr James Headley
Office hours: Wed 9-10, Thurs 2-3 (or make an appointment, or just knock on my door)
Research day: Monday
Room 4S1, 4th Floor, Arts Building
Tel: 479 8616
Email: james.headley@otago.ac.nz

Lectures and tutorials: There are two lectures per week, on Tuesdays and Thursdays, 11:00-11:50. The lectures are designed to give an introduction to the main themes and issues of the course. They combine theoretical and empirical analysis of nationalism and associated issues, using a range of examples. I will give a skeletal handout for each lecture, but it is up to you to take relevant notes. Sometimes it may be necessary to complete the topic of a lecture in the following lecture as they do not always fit conveniently into 50-minute time slots.

There will also be one tutorial per week, starting week two, for student-centred discussion and debate of readings relating to topics covered in the lectures. The tutorials are an essential part of the course and will help you to understand the topics covered and assessed in the tests and essay, and 15% of your overall mark for the course is tutorial participation. It is important that you prepare for the tutorials so that you will be able to contribute constructively to class discussions. This means doing the required reading on the topic for discussion. I will put discussion questions on Blackboard for you to consider before each tutorial.

Please remember to switch off your mobile phones before the lectures and tutorials start.

Assessment:

- Tutorial participation (15%)
- Two in-class tests, 50 mins (20% each)
- Research essay, 3500 words maximum (45%)

Course objectives

By the end of the course students should be able to:

- demonstrate an understanding of the key concepts and theories of nationalism;
- show knowledge of nationalism in the past and in the contemporary world;
- display awareness of the ways in which national identity is constructed and contested;
- apply their understanding of nationalism in written analysis;
- identify and critically evaluate relevant theoretical and empirical literature on nationalism.
# Provisional lecture and tutorial outline

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**Assessment**

**Tutorial participation (15%)**

Tutorials are intended to guide you in your learning through discussion of the topics covered in the course, and to give you a chance to ask questions. You are encouraged not only to attend tutorials but also to participate actively in debating the questions raised in the readings and discussion. 15% of your overall mark will be allocated on the basis of the quality of your participation in tutorials.

You will be assessed on the basis of evidence in class that you have:

- read the designated readings for the tutorial and considered the discussion questions;
- attended the lectures;
- made a genuine attempt to reflect upon the topics and issues;
- and contributed to class discussions in a collegial manner.

15% can make an important difference to your overall grade. Participation is one of the simplest course requirements to fulfil. A good grade can easily be achieved by making regular and relevant contributions.

If you have difficulty talking in a group, it is vital that you speak to me about it as soon as possible.

If you are unable to attend a tutorial for a valid reason, please let me know as soon as possible before or after and provide evidence where possible.

**In-class tests (20% each, 40% total)**

There are two in-class tests. Each is 50 mins, and each is worth 20% of your overall mark.

**Mid-semester test** (Thursday 24 August). Assesses your overall understanding and knowledge of themes covered in the first half of the course (theories of nationalism and historical development). You will answer one essay question from a choice of questions.

**End-of-semester test** (Thursday 12 October). Assesses your overall understanding and knowledge of themes covered in the second half of the course (nations and nationalism today). You will answer one essay question from a choice of questions.

Please let me know as soon as possible if you cannot attend either of the tests so that we can make alternative arrangements.

**Research essay (45%)**

Deadline: **Friday 29 September**

Word limit: 3500 words max.

**Analyse a case of nationalism in the contemporary world.**

For this assignment, you will focus on a particular country or sub-state region to consider some of the topics explored in the course. The essay must be an **analysis**: you must **consider the case in the context of nationalism as covered in the course**, rather than simply give a description of the case. Questions to be covered may include:

- what are the key issues involved?
- what are the aims of the relevant groups?
- are theories of nationalism useful for understanding the issues?
- what does the case show about the nature of nationalism in the contemporary world?
For the purpose of this essay, ‘nationalism’ can be interpreted broadly to include cases of sub-state nationalism (e.g. demands by a group within a state for autonomy or independence), state-sponsored nationalism (e.g. promotion of national identity, repression of minorities), everyday nationalism and development of national identity, nationalist political movements, etc.. However, you should explain why your case is a study of ‘nationalism’ (applying definitions and theories that we have discussed).

Please **set yourself a specific question** that will help you to focus the analysis and to present a developed argument backed up by evidence, and **check the question and topic with me**. I will arrange times to meet each of you individually to discuss your question.

The essay will be assessed on the basis of the following criteria:

- structure and organisation;
- analytical development;
- relevant research (you should use a range of appropriate sources, including books, articles, internet sources, news sources, and official documents);
- understanding of the issues;
- contextualisation of the case;
- application of theory;
- clarity of style;
- correct use and formatting of references and bibliography (I will accept any of the widely-used academic reference styles as long as you are consistent);
- correct grammar and spelling;
- not exceeding the word limit.

You should **plan** the essay carefully so that it develops a **coherent argument**, with clearly ‘signposted’ links between sections. You may use headings for sections, but not too many as it makes it disjointed, and make sure that you still explain the links between sections. **Proofread** the working draft carefully to check that each sentence is clear and grammatical.

Advice on essay writing and referencing can be found on the Student Learning Website at [http://hedc.otago.ac.nz/hedc/sld.html](http://hedc.otago.ac.nz/hedc/sld.html)

**Formatting and submitting coursework**

Please use 1.5 or double spacing for all coursework, and ‘full justify’ (align paragraphs to the left and right margins). You may print the assignments double-sided.

Make sure that you provide a full bibliography of sources used.

Assignments must be put in the 300-level essay box by the corridor to the Politics Department (Arts Building, 4th floor, North end) by **12 noon on the due date**. You must attach a **cover sheet** (template on Blackboard) to the hard copy giving title and code of paper, title of essay, your name and id. number, date of submission, word count (excluding bibliography), and signed plagiarism declaration:

Declaration: I have read and understood the University plagiarism policy. I declare that this assignment is entirely my own work, all sources have been properly acknowledged, and that I have not previously submitted this work, or any version of it, for assessment in any other paper.

You must also upload an **electronic copy** of your assignment to Blackboard (under ‘Assignments’). This will allow it to be automatically checked for plagiarism by the University’s Safe Assign software as explained below:
Safe Assign is a plagiarism detection tool which can report matches between sections of students’ work submitted to it and material on a comprehensive database to which Safe Assign has access. This includes material on the internet and other students’ assignments which have previously been submitted to Safe Assign.

Assignments will need to be submitted to the Final Version assignment folder under ‘Assignments’ on Blackboard. You may submit your assignment to this folder only once.

You also have the option of submitting a draft assignment to the ‘Draft’ folder. If you choose to utilise this option, you will receive the report generated which contains a percentage mark of the paper that matches other sources. [N.B. the percentage figure under ‘Matching’ can be misleading; it is best to check the ‘SA report’ to see if there are any issues]. Assignments submitted to the ‘Draft’ folder will not be assessed; however, the report will be available for the paper co-ordinator to view.

You can find further information on Safe Assign at:
http://www.otago.ac.nz/blackboard/assessing-your-students/anti-plagiarism-safeassign/anti-plagiarism/

Plagiarism
The University of Otago takes the issue of plagiarism—presenting someone else’s work as your own—very seriously. Plagiarism is regarded by the University as one form of academic misconduct (http://www.otago.ac.nz/study/academicintegrity/). Any of the following may constitute plagiarism and result in investigation and possible punishment:

1. copying or cutting and pasting text from others without using quotation marks or block quotes to identify that text, nor clearly indicating the source (this includes paper and electronic sources)
2. copying visual materials, images and/or physical objects without clearly indicating the source
3. using poor paraphrasing of sentences or whole passages without referencing the original work
4. using another person’s ideas, work or research data without acknowledgment
5. copying computer files or computer code without clearly indicating their origin
6. submitting another student’s work in whole or in part, where this is not specifically permitted in the course outline
7. submitting work that has been written by someone else on a student’s behalf
8. resubmitting portions of previously submitted work without indicating the source.

Note that the University’s policy on academic integrity states that while plagiarism can be unintentional or intentional, even if it is unintentional, it is still considered to be plagiarism (http://www.otago.ac.nz/study/academicintegrity/otago006307.html).

Any student found responsible for plagiarism in any piece of work submitted for assessment shall be subject to the University’s academic misconduct regulations, which may result in various penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases exclusion from the University.

Please speak to me if you have any queries regarding the citation of material.

Department policy on extensions
Essays must be handed in by the due date unless an extension has been granted by the lecturer in charge of the paper.

The Extension Request form can be downloaded from the Politics webpage, or may be available on Blackboard. Completed forms must be emailed to the Department at politics@otago.ac.nz in advance of the assignment due date. No retrospective application will be accepted except in the case of a serious medical condition, for which a medical certificate is required.

Extensions will be granted only for the following cases:
1. Ill-health
2. Bereavement
3. Personal difficulties of a serious nature
4. Provincial or national representative activities
5. Job interviews outside Dunedin.

Nothing else (such as pressure of other university work) will be accepted as a legitimate reason for extensions. Computer problems do not constitute an exceptional circumstance unless it is an officially-notified failure of University equipment.

Your application for an extension must be accompanied by evidence:
1. Medical certificate for ill-health
2. Documentary evidence for bereavement
3. Written statement in support of your application from another university officer for personal difficulties of a serious nature
4. Documentary evidence for provincial or national representative activities

No other evidence will be accepted. The evidence must be submitted to the Department of Politics at the same time as the application for an extension either in hardcopy or as an email attachment of scanned image.

Application with evidence does not guarantee the grant of extensions. The maximum length of an extension is ONE WEEK, i.e. five working days (except in the case of serious medical conditions).

Late essays will be penalised by a mark deduction of 5% for each day of lateness. Thus, for example, an essay handed in three days late which received a mark of 65% (B-) would be lowered to 50% (C-). Work that is more than one week late without an extension may be commented on but will not be graded.

Return of Marked Work
Assignments will be handed back in tutorials or lectures in the first instance. After that they will be available for collection from Politics reception (room 4C12, 4th floor, Arts Building) between 9.00-10.00am or 1.30-2.30pm Monday to Friday. PLEASE NOTE: Assignments/tests will only be available for collection during these hours.
Sources

Readings for tutorials are on eReserve through Blackboard unless otherwise stated. A number of recommended books will be placed in the course reserve. There is a large range of books on nationalism in the library under JC311, as well as many books for specific topics and case studies.

**Recommended introductory texts and readers**


**Other recommended books**


Conversi, Daniele (ed.), *Ethnonationalism in the Contemporary World* (London/New York: Routledge, 2002).


**Reference books**

**Recommended journals and databases**

**Journals** on national identity, nationalism and ethnicity:

*Ethnic and Racial Studies*
*Ethnicities*
*Ethnopolitics*
*National identities*
*Nationalism and Ethnic Politics*
*Nationalities Papers*
*Nations and Nationalism*
*Political Geography*
*Race and Class*

**Other journals and periodicals** on comparative politics and international relations; e.g.:

*Economist*
*Foreign Affairs*
*Foreign Policy*
*Guardian Weekly*
*International Affairs (London)*
*International Security*
*Political Science Quarterly*
*Security Dialogue*
*Survival*
*World Today*

**Databases**

You can find newspaper and journal articles for your assignments from databases such as Academic Search Complete, Factiva, and ProQuest; they can be accessed through the Article Databases section of the Library web-site (browse by Database name or click ‘Politics’ under ‘browse by Subject’) or just search on the library home page.

**Web-sites**

The following is a sample of the many internet sites with resources relevant to the course:

BBC: [http://www.bbc.co.uk](http://www.bbc.co.uk)
Guardian Online: [www.guardian.co.uk](http://www.guardian.co.uk)
Internet Modern History Sourcebook – Nationalism: [http://www.fordham.edu/halsall/mod/modsbook17.html](http://www.fordham.edu/halsall/mod/modsbook17.html)
Tutorial topics and required readings

Please prepare for the tutorials by reading the relevant week’s tutorial readings and taking notes in relation to the tutorial discussion questions which I will put on Blackboard and email before the tutorial. The readings are in eReserve on Blackboard.

These readings are not generally introductions to the topic (see recommended books and suggested readings for lecture topics for that): they are intended to provide a basis for discussion and debate about the topic, often through examples.

Tutorial 1. Thinking about nations and nationalism

- Ernest Renan, ‘What is a Nation?’ [1882], reproduced in Geoff Eley and Ronald Grigor Suny (eds), Becoming National: A Reader (Oxford: OUP, 1996), pp. 41-55; or pdf at ucparis.fr/files/9313/6549/9943/What_is_a_Nation.pdf

Tutorial 2. Theories of historical nationalism


Tutorial 3. The Age of Nationalism


Tutorial 4. After empire


Tutorial 5. The Bosnian war (videos)

- Extract from film Lepa sela lepo gore [Pretty village pretty flame – 1996].
- Extract from documentary Serbian Epics (1992); full version available on YouTube at https://www.youtube.com/watch?v=0wTx6RMayNY.
- Extract from documentary The Bridge: Mostar (2001).
Tutorial 6. Symbolising/mediating the nation


Tutorial 7. International dimensions of national identity


Tutorial 8. Culture and values


Tutorial 9. Identities in multicultural societies


Tutorial 10. Beyond nationalism or a nationalist revival?

Lecture topics and suggested readings

This is a guide to some of the extensive literature available on the lecture topics. I recommend that you read one or two of the readings for each topic to prepare for the lecture: I have included a variety of readings for each topic, so you can choose ones that interest you or are relevant for your research essay. Remember, though, that the general texts listed on p. 8 are often the best starting point for preparatory reading for the lecture topic and for your essay and test preparation. However, you will also need to look at a range of readings on particular topics to prepare for the tests and for your research essay. You can find the articles through the library databases, the books in the library, and I will put some book chapters on eReserve.

Case study: Kosovo

Themes:
- Introduction to themes of course
- The Kosovo conflict
- Kosovo as an independent ‘state’

Suggested reading:
- Adem Beha, ‘Disputes over the 15-Point Agreement on Normalization of Relations between Kosovo and Serbia’, *Nationalities Papers*, Vol. 43, No. 1, 2015, pp. 102-121.

Forms of identity

Topics:
- What is ‘identity’?
- Nation; ethnic group; race; other identities

Suggested reading:
Theories/typologies of nations and nationalism

Topics:
− What is nationalism?
− Theories of nationalism
− When were nations formed?
− Typologies of nations/nationalisms

Suggested reading:
− for excerpts on nations and nationalism and competing definitions from a range of theorists, see http://www.nationalismproject.org/what.htm.

Nationalism in 19th Century Europe and the World Wars

Topics:
− Foundations of the nation-state
− Creating nations
− Imperialism and colonialism
− Self-determination
− Extreme nationalism

Suggested reading:
− Eric Hobsbawm and Terence Ranger (eds), The Invention of Tradition (Cambridge: Cambridge University Press, 1992), chapters 1, 2, & 7.

**Western and Eastern nationalisms?**

Topics:
– Is there an ‘eastern’ and a ‘western’ form of nationalism?
– Nationalism in Asia and Latin America

Suggested reading:

**Decolonisation and post-colonial nation building**

Topics:
– Decolonisation
– Nation building in new states
– Religion and language in post-colonial nation-building
– Conflict and separatism in post-colonial states
– Africa, Asia and the Middle East

Suggested reading:

**Case study: Indonesia**

Topics:
- Post-colonial nation-building
- Persistence and crises of the post-colonial nation-state

Suggested reading:

**After the Cold War**

Topics:
- After the Cold War
- Post-Communism and nationalism
- Democratisation, nation-building and conflict
- Central/Eastern Europe

Suggested reading:
The former Soviet Union and former Yugoslavia

Topics:
- Break-up of the Soviet Union and Yugoslavia and the legacies
- Post-Soviet and post-Yugoslav identities
- Break up of the Soviet Union as decolonisation

Suggested reading:

Case study: Ukraine

Topics:
- Identity, language and class in post-Soviet Ukraine
- Crimea
- Role of outside powers

Suggested reading:

**Constructing/maintaining national identity**

Topics:

- Banal nationalism
- Role of myths and symbols in national identity
- Everyday nationalism

Suggested reading:


**Gender and the nation**

Topics:

- Gender approaches to nationalism
- Women and the nation
- War, nation, and gender

Suggested reading:

National identity and international relations

Topics:
- Projecting national identity
- Nation branding
- Nationalism and inter-state rivalry

Suggested reading:

Culture in national identity

Topics:
- Language, religion and the nation
- ‘Civic’/‘ethnic’ nationalism?

Suggested reading:


**Ideology and values in national identity**

Topics:

– Values as a basis for national identity
– Nationalism as an ideology/nationalism and ideology
– Democracy and nationalism
– Liberal nationalism
– Socialism and nationalism

Suggested reading:


**Poly-ethnic states**

Topics:

– Immigration and citizenship policies
– Assimilation, integration, multiculturalism

Suggested reading:

Case study: the United States

Topics:
- ‘Melting pot’ civic nationalism
- US exceptionalism

Suggested reading:
- Bill Bryson, Made in America (New York: Minerva, 1995), chapters 3-5.

Multinational states

Topics:
- Constituent nations
- Federalism, confederalism, and devolution
- Power-sharing/consociationalism

Suggested reading:

**Self-determination and secession**

Topics:

− Minorities and international law
− Legal and moral approaches to secessionism

Suggested reading:

− Margaret Moore, *The Ethics of Nationalism* (Oxford: Oxford University Press, 2001), Part II.

**Case study: the United Kingdom**

Topics:

− National identity in the UK
− Devolution
− The Northern Ireland ‘problem’
− Scottish self-determination

Suggested reading:
Beyond nationalism?

Themes:
- Globalisation and nationalism
- Regional integration and nationalism
- Cosmopolitanism
- Post-modernity

Suggested reading:
- Daphne Halikiopoulou and Sofia Vasilopoulou (eds), Nationalism and Globalisation: Conflicting or Complementary? (London/New York: Routledge, 2011).
**Student support**

**Class Representative**
You will be asked to nominate a class representative who will meet with the Head of Department to provide feedback on the course. This is an important role which is valued by the Department and can be added to the service section of your CV. OUSA provide training and resources.

**Student Learning Centre**
The Student Learning Centre at the University of Otago provides support for students in reading, writing, study skills, note taking and sitting exams and much more. They even provide individual essay consultations and can assist with your grammar and essay planning. Check their website for information and contacts: [http://hedc.otago.ac.nz/hedc/learning/](http://hedc.otago.ac.nz/hedc/learning/)

**Library support**

**Library Website**
The Library website provides online access to resources and services, including Library Search | Ketu (the library catalogue), Article Databases, Group Room Bookings, Opening Hours, Library Locations, Library News, Course Reserve, Past Exam Papers, Subject Guides, Information on Referencing / Citation style, our Self-help videos, Guides and more!

Library Website: [http://www.otago.ac.nz/library](http://www.otago.ac.nz/library)

**Politics Subject Guide**
This guide will help you find information for your assignments including articles, books, useful websites and more!

[http://otago.libguides.com/politics](http://otago.libguides.com/politics)

**Ask a Question**
Library staff are available at the Central Library ‘Hub’ from Monday to Friday, 8:30 am to 5pm to answer any questions you might have about using the Library. They are easily identified by their vests! Or:
Tel: 64 3 479 8910
Email: [ask.library@otago.ac](mailto:ask.library@otago.ac)

**Subject Librarian for Politics**
If other Library staff are unable to answer your questions, phone or email Kate Knox for assistance. Or you can phone or email to make an appointment to meet with Kate in person.
Tel: 64 3 479 8976
Email: [kate.knox@otago.ac.nz](mailto:kate.knox@otago.ac.nz)

**Study Smart**
The Study Smart tab in Blackboard offers advice and links to services and resources to help you with your studies. It includes information about the Library, Student IT and the Student Learning Centre. Access via the link in Blackboard, or go to:
[http://otago.libguides.com/studysmartarts](http://otago.libguides.com/studysmartarts)

**Māori and Pacific Island students**

**Politics Department contact**
Associate Professor Brian Roper is the Politics Department’s kaiāwhina (support person) for Māori and Pacific Island students this semester. Assoc Prof Roper’ contact details are:
Room 4N2, 4th Floor, Arts/Burns Building
Email: [brian.roper@otago.ac.nz](mailto:brian.roper@otago.ac.nz)
Tel: 479 8667

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Humanities Division contacts
Ana Rangi is the Kaiāwhina Māori – Māori Student Support Officer for the Division of Humanities. She is of Ngāti Porou/Whakatōhea/Whakatōhe/Ngāti Kuia/Whakatōhe descent, and originally from Christchurch. Her contact details are:

Room 5C9, 5th Floor, Te Whare Kete Aronui (Arts/Burns Building)
Email: ana.rangi@otago.ac.nz
Tel: 479 8681

Esmay Eteuati is the Pacific Islands Students’ Support Officer for the Division of Humanities. She is of Samoan descent, born in Wellington and raised in Dunedin. Her contact details are:

Room 5C9a, 5th Floor, Arts/Burns Building
Email: esmay.eteuati@otago.ac.nz
Tel: 479 9616

Disability support
If you are experiencing difficulty with your studies due to a disability, temporary or permanent impairment, injury, chronic illness or deafness, you may contact, in confidence, the University support staff to discuss adaptations in teaching and learning strategies and resources that may be helpful.

Disability Information and Support
Email: disabilities@otago.ac.nz
Tel: 479 8235
Website: http://www.otago.ac.nz/disabilities