ARTS2910, Philosophy and the Body
Semester 1, 2016

Leonardo Da Vinci, Vitruvian Man (c. 1490)
1. Course Staff and Contact Details

Course Convenor
Name: Joanne Faulkner
Room: Morven Brown 338
Phone: 9385 2287
Email: j.faulkner@unsw.edu.au
Consultation Time: Thursday 3 – 4 p.m. and Friday 2 – 3 p.m.

Lecturer
As Above

Tutors
As Above

2. Course Details

<table>
<thead>
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<th>Units of Credit (UoC)</th>
<th>6</th>
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Course Description: How has the way we understand the body developed and changed in response to social change? And what kind of body does Western philosophy assume, when it addresses the body at all? Is the body always already a gendered body? This course introduces students to ideas about the body and how embodiment has been theorised by the Western philosophical tradition. The course will consider the apparent relationship between the body and ‘the human’, the body and reason, and the body and creativity, among other questions. A guiding thread for the course is the question: Is the body always already a gendered body? Early modern philosophy from Descartes pitted the body against the mind, and also identified ‘man’ with the mind while ‘woman’ was understood to be associated with bodily processes. The course prompts students to ask: What has been the significance of this way of thinking about the relation of body and mind to gender politics? How have philosophers, and particularly philosophers of feminism, challenged this schema? And to what extent does contemporary philosophy continue to struggle with the question of the body?

Course Aims
1. To orient students to recent and historical philosophical
debates about the nature of the body

2. To teach the ability to think critically about concepts of the body, and to connect these seemingly abstract concepts to the body as it is lived.

3. To familiarise students with major arguments and problems current to the considerations of philosophy of the body.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. Design an oral presentation and lead a philosophical discussion</th>
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<tr>
<td></td>
<td>2. Recognise the historical and social contexts that inform philosophical writing</td>
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<td>3. Identify key arguments and concepts within a philosophical text</td>
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<td>4. Interpret and critically evaluate philosophical texts in relation to their underlying rhetorical strategies</td>
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<td>5. Construct an argument that demonstrates close engagement with the course material, and a capacity to review and analyse the arguments presented therein</td>
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<td>6. Critically evaluate the arguments addressed in the course</td>
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<td>7. Describe and interpret central feminist and other critical engagements with philosophy</td>
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<td>8. Support others’ learning by providing constructive feedback</td>
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<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. Ability to read and interpret texts sensitively and carefully, especially appreciating the importance of intellectual tradition</th>
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<tr>
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<td>2. Ability to evaluate and critically analyse beliefs, ideas and information using a range of techniques of reasoning</td>
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<td>3. Appreciation of the importance of reasoned enquiry and an ability to apply tools of philosophical analysis to a range of issues including those in contemporary debates</td>
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<td>4. Ability to present coherent and persuasive arguments</td>
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<td>5. Skills of effective communication</td>
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<td>6. Appreciation of and respect for diversity</td>
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<td>7. Respect for ethical practice and social responsibility</td>
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<td>8. Ability to critically evaluate the standpoint expressed by a text.</td>
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3. Learning and Teaching Rationale

Philosophy and the Body is a second year course that aims to introduce Women’s and Gender Studies students to the philosophical modes of reading and writing, and to introduce Philosophy students to issues of the body and gender as they pertain to philosophy as a discipline. The course considers the various ways in which the body has been conceptualised, and the relationship between these philosophical accounts of the body and the way in which individuals (and groups) experience the body — its capacities and limitations. The course also invites students to interrogate the relation of philosophical conceptualisations of corporeality to gender and other social situations (such as disability). The inquiry that students will engage through the course, then, concerns the manner in which concepts engender the manner of our embodiment: how we are able to live as bodies, not simply as natural entities, but rather as delimited by concepts.
4. **Teaching Strategies**

The course will be delivered as a seminar, supported through the use of Moodle. The primary emphasis is the development of independent research skills, through collaboration with peers and the support of teaching staff. Students will be encouraged to take responsibility for their learning and to operate as a community of inquiry, to support each other's learning. To this end, some discussion and small group work will be integrated into the lecture component of the course, while time will be given in the tutorial component to presentations and student-led discussion, through which students will learn how to take into account others' learning and to lead a discussion. Along with seminar presentation and participation, assessment comprises two essays: the first, due at the end of week four, will be short and “diagnostic,” and will be submitted with journal notes, for the purpose of early identification of students’ strengths and weaknesses in their approach to the material and expression; A longer, second essay, due at the end of the course, will consolidate learning from feedback in the first half of the semester. Students will be paired into peer-support groups, to mentor one another in the writing of their final major essay. This assessment allows students to improve their understanding of the process of writing, from planning to drafting and polishing an essay, and provides an opportunity to receive and provide peer mentoring.

5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Short diagnostic essay</td>
<td>1500 words</td>
<td>20%</td>
<td>2, 3, 4, 5, 6</td>
<td>1, 3, 5, 8</td>
<td>24 March 2016</td>
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<tr>
<td>In class presentation</td>
<td>10 – 20 minutes</td>
<td>20%</td>
<td>1, 2, 3, 4, 8</td>
<td>1, 2, 4, 5, 6, 7, 8</td>
<td>In nominated class as arranged with lecturer</td>
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<tr>
<td>Peer support and feedback</td>
<td>N/A</td>
<td>10%</td>
<td>3, 4, 6, 8</td>
<td>1, 2, 5, 6, 7, 8</td>
<td>Weeks 8 – 13 in class, and by arrangement between paired students</td>
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<tr>
<td>Final essay</td>
<td>3000 words</td>
<td>50%</td>
<td>2, 3, 4, 5, 6, 7</td>
<td>1, 2, 3, 4, 5, 8</td>
<td>17 June 2016</td>
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**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full 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:

**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.

There are four “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Short diagnostic essay</td>
<td>24 March 2016</td>
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<tr>
<td>In class presentation notes</td>
<td>By the week following the oral presentation. This will vary for each student.</td>
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<tr>
<td>Final essay</td>
<td>17 June 2016</td>
</tr>
<tr>
<td>Peer support and feedback assessment survey</td>
<td>24 June 2016</td>
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</table>

The peer support activity will take place in weeks 8 to 13, but students will submit a peer-assessment survey related to the activity to Moodle on 24 June.

** 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 Procedure. 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.
Your assignment will be available with feedback in soft copy within three weeks of the due date.

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

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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

6. 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.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- 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.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- 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.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

## 8. 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.

## 9. 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

10. Course Schedule

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

As there is no class in week four, due to the Good Friday public holiday, tutorials will commence in week one, and lectures will continue into week thirteen.

Readings and some of the additional reading material will be posted to the Moodle course page. It will be important in this course to prepare for class by reading the material in advance. If you find the amount of reading onerous in any week, you can read strategically by dipping your toes into each of the readings first to get a gist of what they are doing, then choose to focus on one or two of them. In the week that you are presenting you will need to be across the whole week’s material, but may pay particular attention to only one if you choose.

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
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<tr>
<td>29 February (Week 1)</td>
<td>Introduction: the Body at the Beginning of Philosophy</td>
<td>This introductory lecture we will orient students to the course’s animating questions and concerns. We will then look at some contemporary feminist philosopher’s accounts of the body in ancient philosophy.</td>
<td>This week we will explore the manner in which philosopher’s inquiries into the nature of the body interact with the philosophical enterprise more broadly. We will also get to know one another, and allocate presentations.</td>
<td>Luce Irigaray, “Place, Interval: A Reading of Aristotle, Physics IV.” Elizabeth Grosz, “Women, Chora, Dwelling.”</td>
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<td>7 March (Week 2)</td>
<td>The Divided Body</td>
<td>This week turns to a fundamental and enduring characterisation of the body in philosophy as separate from the self, and as an object and instrument (rather than subject) of</td>
<td>How do modern accounts of the body as separate and distinct from the soul shape philosophers’ regard for the body in modernity? And how does this account affect how the self can</td>
<td>René Descartes, excerpts from Passions of the Soul. John Locke, excerpts from Human Understanding and Second Discourse on Government.</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>(Week 3)</td>
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<td>Benedict de Spinoza, excerpts from The Ethics.</td>
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<td>Gilles Deleuze, “On the Difference between The Ethics and a Morality.”</td>
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<td>21 March</td>
<td>No class</td>
<td>(Good Friday)</td>
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<td>(Week 4)</td>
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<td>4 April</td>
<td>The Moral Body</td>
<td>David Hume, excerpts from “Enquiry Concerning the Principles of Morals” and A Treatise of Human Nature.</td>
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<td>(Week 5)</td>
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<td>Friedrich Nietzsche, excerpts from The Will To Power</td>
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<td>Sara Ahmed, “Happy Objects.”</td>
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<td>11 April (Week 6)</td>
<td>The Body as Mind/Mind as Body (psychoanalysis)</td>
<td>Sigmund Freud developed an account of the mind as arising through bodily processes: impulses, drives, instincts, lactation, defecation, etc. In considering feminist philosophical responses to Freud, we focus especially on the social significance of the maternal body in the emergence of the self/mind. How does Freud's articulation of the mind-body relations interact with the accounts proposed thus far. And what are the implications of psychoanalysis for understanding sex and gender? Sigmund Freud, “Instincts and Their Vicissitudes” Jacques Lacan, “The Mirror Stage as Formative of the I Function…” Elizabeth Grosz, “Psychoanalysis and Psychical Topographies.”</td>
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<td>18 April (Week 7)</td>
<td>The Body as Immanence (sex v. gender)</td>
<td>When Le Deuxième Sexe was published in 1953, the idea that femininity and masculinity were social rather than natural phenomena gained currency, especially within feminist movements. This week we analyse this idea, and examine its implications for understanding the body. What is the relation between culture and nature, and sex and gender? Are women's bodies more closely tied to nature than men's? What are the broad implications of Beauvoir's account the female body for how women can negotiate plans and projects? Simone de Beauvoir, “The Data of Biology.” Marguerite La Caze, “Simone de Beauvoir and Female Bodies.”</td>
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| 25 April (Week 8) | The Lived Body (phenomenology)                       | French phenomenologist Maurice Merleau-Ponty attempted to short circuit the impasse between Materialism and Idealism by developing an account of the body as thought, and the mind as embodied. We look at his philosophy alongside Iris Marion Young's use of it to interrogate How does Merleau-Ponty use an account of the lived body to critique mind-body dualism? How do Young and Csordas take up phenomenology for their philosophical projects? Are these uses compelling? Do they resonate with your own lived experience? Excerpts from Maurice Merleau-Ponty's Phenomenology of Perception. Iris Marion Young, “Pregnant Embodiment: Subjectivity and Alienation.” Thomas Csordas, “Embodiment and Cultural
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Activity</th>
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<tbody>
<tr>
<td>2 May (Week 9)</td>
<td>The Connected Body: movement, memory, cyborgs</td>
<td>This week further explores the body as 'enminded,' and in its connectedness to the world socially and culturally. How do Casey, Haraway, and Tait each account for the body's articulations with the world, and what are the implications for how we experience and conceptualise our own bodies?</td>
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<td>9 May (Week 10)</td>
<td>Bodies In Pain</td>
<td>The material this week focuses on the respect in which we interpret our bodily experience, and how different interpretations lead to different modes of subjectivity and society. Pain provides a particularly potent illustration of this idea. How does the body in pain feature in each of the chosen texts this week? How is the body in pain social, and conversely, in what ways is sociality closed down in the experience of pain? Friedrich Nietzsche, “Second Essay,” Genealogy of Morals Michel Foucault, “The Body of the Condemned.” Elaine Scarry, “The Structure of Torture,” in The Body in Pain.</td>
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<td>16 May (Week 11)</td>
<td>Disciplined Bodies</td>
<td>Bodies are lived not only through sensation and movement. We also experience them as aesthetic objects and train them to look a certain way. Indeed, bodies are understood as a site of personal expression and virtue. The three readings this week look at the meaning of the body insofar as it is cultivated. In what way is the body regarded as a site of personal expression, and to what extent are cultural values expressed through the body? What are the practices through which we discipline the body? And in what ways are these practices and expressions differentiated by gender? Cressida Heyes, “Foucault Goes to Weight Watchers (Redux)” Susan Bordo, “Reading the Slender Body.”</td>
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<tr>
<td>23 May (Week 12)</td>
<td>Dis-bodies: disability, dysmorphia</td>
<td>This week we look at bodies that are either excluded from the 'normal,' What is the relation of these bodies designated as Gail Weiss, “The Abject Borders of the Body Image.”</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Discussion</td>
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<td>30 May</td>
<td>Bodies That Matter: queering the body</td>
<td>This week draws on previous weeks' lessons to rethink the apparently fixed nature of the sexed body. Why, and how, does 'sex' matter? And how does the sexed body support other normative social structures?</td>
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<td>What are the broader implications of these theorists' complications of the natural body? What do these critiques show us about the relation of theories of the body to social and political life?</td>
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# 11. Course Resources

## Textbook Details

*These books are not required texts, but suggested for students reading.*


## Journals

- *Hypatia: A Journal of Feminist Philosophy*
- *GLQ: A Journal of Lesbian and Gay Studies*
- *European Journal of Philosophy*
- *Janus Head*
- *Sub-Stance*
- *Journal of Speculative Philosophy*

## Additional Readings

### Week 1
- Plato’s *Timaeus* [http://www.gutenberg.org/files/1572/1572-h/1572-h.htm](http://www.gutenberg.org/files/1572/1572-h/1572-h.htm)

### Week 2

### Week 3

### Week 5

### Week 6

**Week 7**


**Week 8**


**Week 9**


**Week 10**


**Week 11**


**Week 12**


**Week 13**

12. 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.

13. 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

14. Grievances

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

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

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

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

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.
The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

**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: [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.