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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Joanne Faulkner</td>
</tr>
<tr>
<td>Room</td>
<td>Morven Brown 338</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2287</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:j.faulkner@unsw.edu.au">j.faulkner@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesday 11 a.m. – 12 p.m.; Friday 4 – 5 p.m., or by appointment</td>
</tr>
</tbody>
</table>

The best way to reach me is by email, and I will respond within 24 hours. Please feel free to drop by during my consultation hours without an appointment to discuss any questions you have relating to the course. If these times do not suit or you need to discuss something more urgently, then email me and we can arrange an appointment.

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>We often understand philosophy ideally to represent a neutral, disinterested point of view: as purely rational, untainted by partiality or prejudice, and detached from the social and political circumstances that cloud objectivity. In recent decades, however, theoretical feminism, critical race theory, and postcolonial theory have built a case that this view of philosophy ignores the social particularity of the philosopher’s perspective; which historically has been white and male. This course introduces students to critical literature addressing the question of how social situation, such as race and gender, is expressed by philosophical positions and in modes, styles of philosophising. By making a claim to be neutral, does philosophy exclude certain positions marked by social difference? If philosophy is traditionally masculine and white, then (how) can women and non-Europeans be accommodated by philosophy? Does conventional Western philosophy reflect the whiteness and maleness of its practitioners? And how have philosophers historically represented racial and sexual otherness? Finally, how can philosophy become a critical tool for addressing gender and race oppression?</td>
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<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Describe and interpret central feminist, critical race and postcolonial critiques of and engagements with philosophy</td>
<td></td>
</tr>
<tr>
<td>2. Critically evaluate the arguments addressed in the course</td>
<td></td>
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<tr>
<td>3. 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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<tr>
<td>4. Interpret and critically evaluate philosophical texts in relation to their underlying rhetorical strategies</td>
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<tr>
<td>5. Identify key arguments and concepts within a text</td>
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<tr>
<td>6. Design an oral presentation and lead a discussion</td>
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<tr>
<td>7. Recognise the historical and social contexts that inform philosophical writing</td>
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</tbody>
</table>
### 3. Course Schedule

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

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Seminar Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| **Week 1:** 25 July 2016 | Introduction to course; Philosophy, race and gender | This first introductory week will involve course orientation, and students will nominate their topics to present for guide class discussion. Questions guiding this seminar will include: What underlying assumptions about itself and about reason guide the practice of philosophy? Does philosophy, as a profession and as a style of discourse, exclude women and non-Europeans? Does philosophy reflect racism and sexism in our culture, and what is philosophy's potential to critique prejudice? | 1. M. Le Doeuff, “Ants and Women, Or Philosophy Without Borders”  
| **Week 2:** 1 August 2016 | Race and gender in ancient times | How is race and gender articulated at the beginnings of Western philosophy? This week we look at Plato and Aristotle, and philosophical critiques of their work. Were they working with concepts of race and gender as we understand them today? If not, what does this mean for comprehending their significance for contemporary socio-political life? | 1. L. Irigaray, “On the Index of Plato’s Works: Woman”  
| **Week 3:** 8 August 2016 | Liberal philosophy | What is ‘man,’ and what does ‘man’ exclude? This two-week block considers Enlightenment philosophies of freedom and right and the role of gender and race in buttressing philosophers’ depictions of human life as free and equal. Many now locate the beginning of modern conceptions of | 1. C. Pateman, “Chapter 4,” The Sexual Contract  
2. R. Bernasconi and A. M. Mann, “Locke, Slavery and the Two Treatises”  
| **Week 4:** 15 August 2016 | First assessment due on Friday | | 1. E. C. Eze, “The Color of Reason: The Idea of Race in Kant's Anthropology”  
2. K. Oliver, “Antigone’s Ghost: |
<table>
<thead>
<tr>
<th>Week 5: 22 August 2016</th>
<th>The Decentred Subject: Existentialism, Phenomenology and Psychoanalysis. This block of the course considers philosophies that emerge from a break with liberal discourses committed to the idea that human being has an essential nature, or that it exerts mastery over its environment and others. The writings of Sartre and Freud are attractive to feminist and non-white philosophers because they provide a toolbox of methodologies and concepts for critical engagement with 'the tradition' that conventionally devalues their subjectivity. But what tensions emerge through such a use, and to what extent do these philosophies continue to address white men?</th>
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<tbody>
<tr>
<td>1. J.-P. Sartre, excerpts from <em>Being and Nothingness</em></td>
<td></td>
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<tr>
<td>2. S. de Beauvoir, “Introduction,” <em>Second Sex</em></td>
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<tr>
<td>3. F. Fanon, “The Fact of Blackness”</td>
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</tbody>
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<tr>
<th>Week 6: 29 August 2016</th>
<th>Feminist standpoint theory emerged in the late 20th Century as a provocation against the claim that philosophical and scientific discourses are standpoint neutral. Proponents of standpoint theory such as Sandra Harding, Susan Hekman, Alison Wylie, Nancy Hartsock, Patricia Hill Collins and Donna Haraway, argue not only that knowledges which</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N. Hartsock, “The Feminist Standpoint: Towards a Specifically Feminist Historical Materialism”</td>
<td></td>
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<tr>
<td>2. Patricia Hill Collins, “Black feminist epistemology”</td>
<td></td>
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<tr>
<td>3. V. Dalmiya and L. Alcoff, “Are Old Wives’ Tales Justified?”</td>
<td></td>
</tr>
</tbody>
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<tr>
<th>Week 7: 5 September 2016</th>
<th>race in this period, and feminism also takes on its first present-day contours in the 18th century. Over this fortnight we will consider some contemporary responses to Locke, Rousseau, and Kant, as well as feminist philosophers of the day, Mary Wollstonecraft, Harriet Taylor and J. S. Mill.</th>
</tr>
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<tbody>
<tr>
<td>Undoing Hegel’s Phenomenology of Spirit”</td>
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</table>
assume the neutrality of the subject who speaks are only partial. But moreover, these theorists have argued that because of their outsider perspective, woman, ethnic and other minorities enjoy a privileged access to knowledge that white, able-bodied men cannot enjoy. This week we will consider this important theoretical moment in terms of its efficacy and its impacts on mainstream philosophy and feminist philosophy after it.

<table>
<thead>
<tr>
<th>Week 8: 12 September 2016</th>
<th>Biopolitics, race and gender</th>
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<tbody>
<tr>
<td>We consider the corporeal turn in feminist philosophy alongside the emergence of philosophy concerned with biopolitics, or the management of populations by attaching particular significance to their bodies (such as race and sex, as well as sexuality). This material investigates the socially and discursively constructed character of identity by troubling naturalised conceptions of race and gender/sex.</td>
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2. J. Butler, excerpt from *Gender Trouble*

<table>
<thead>
<tr>
<th>Week 9: 19 September</th>
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<tbody>
<tr>
<td>Postcolonial theory</td>
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<tr>
<td>Weeks nine and ten develop the idea that an outsider perspective yields new understandings of our knowledge claims by addressing postcolonial critical philosophy. While the colonial project of the West yielded and rendered available a great deal of knowledge about the range of objects, cultures and lifestyles in the world, postcolonial theory takes as its object of scrutiny the socio-political outlook.</td>
</tr>
</tbody>
</table>

1. E. Said, excerpt from *Orientalism*

<table>
<thead>
<tr>
<th>Week 10: 3 October 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. H. K. Bhabha, “Signs Taken For Wonders: Questions of Ambivalence and Authority Under a Tree Outside Delhi”</td>
</tr>
</tbody>
</table>
that drives colonialism. What does postcolonial philosophy tell us about the West, and its relation to its colonised ‘other’? What is the emancipatory force of postcolonial philosophy?

2. D. Chakrabarty, “A Small History of Subaltern Studies”

<table>
<thead>
<tr>
<th>Week 11:</th>
<th>10 October 2016</th>
<th>This final block of the course investigates the experience of being both racially and sexually ‘other’ to the “subject of philosophy.&quot; We will consider literature that places into question the universality of the subject of feminism, and which interrogates the nature of belonging and the power of textual exclusion. Some of the material from these final two weeks returns us to the question of whether it is even viable to utilise methodologies formed in a milieu of racism and sexism to advance the interests of minority groups. Others explore the possibility of developing hybrid discourses, or interrogate the connections between racist and sexist bodies of knowledge and the practices and societies they engender.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. A. Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”</td>
<td>3. A. Al-Saji, “The Racialization of Muslim Veils: A Philosophical Analysis”</td>
</tr>
</tbody>
</table>

### 4. Course Resources

**Textbook Details**


### Journals

- *Critical Race and Whiteness Studies*. Available through the UNSW library system.
- *Signs: Journal of Women in Culture and Society*. Available through the UNSW library system.
- *Journal of Social Philosophy*. Available through the UNSW library system.
- *Feminist Studies*. Available through the UNSW library system.
- *Australian Feminist Studies*. Available through the UNSW library system.
- *Critical Inquiry*. Available through the UNSW library system.
- *Postcolonial Studies*. Available through the UNSW library system.
- *Subaltern Studies*. Available through the UNSW library system.

### Additional Readings

#### Week 1


#### Week 2


#### Weeks 3 and 4

- M. Gatens, “Chapter 1: But For Her Sex, A Woman is a Man,” *Feminism and Philosophy: Perspectives on Difference and Equality* (Cambridge: Polity Press,

- M. Dietz, “Context Is All: Feminism and Theories of Citizenship”
- A. Nye, “The History of a Troubled Relationship,” Philosophy and Feminism: At the Border


Weeks 5 and 6


Week 7


Week 8


**Weeks 9 and 10**


**Weeks 11 and 12**


**Websites**

- *What It Is Like to be a Woman in Philosophy blog*. URL: [http://beingawomaninphilosophy.wordpress.com](http://beingawomaninphilosophy.wordpress.com)
- *Sex in the Public Square*. URL: [http://sexinthepublicsquare.org/](http://sexinthepublicsquare.org/)
Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is: http://info.library.unsw.edu.au/web/services/services.html
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic essay</td>
<td>1500 words</td>
<td>20%</td>
<td>2, 3, 4</td>
<td>19 Aug 2016</td>
<td>Yes</td>
</tr>
<tr>
<td>Presentation</td>
<td>10 – 15 minutes (inclusive of discussion)</td>
<td>20%</td>
<td>1, 2, 4, 5, 6</td>
<td>On student’s nominated week</td>
<td>Yes (slides or notes)</td>
</tr>
<tr>
<td>Final essay</td>
<td>4000 words</td>
<td>50%</td>
<td>1, 3, 4, 5</td>
<td>28 Oct 2016</td>
<td>Yes</td>
</tr>
<tr>
<td>Peer-support feedback survey</td>
<td>N/A</td>
<td>10%</td>
<td>2, 3, 5</td>
<td>4 Nov 2016</td>
<td>No, by email to instructor</td>
</tr>
</tbody>
</table>

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

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

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

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

Students must attend 80% of Seminars (10 out of 12 lectures).

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

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)

**Submission of Assessment Tasks**
Assignments must be submitted electronically through Moodle (http://moodle.teit.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section "Course Assessment" for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

### Late Submission of Assignments

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

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated
Task with a non-percentage mark

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

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

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- Work submitted 20 or more days after the stipulated deadline will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. Learning and Teaching Rationale and Strategies

This course is for upper-level (3rd and 4th year) undergraduate students of philosophy and/or gender studies. The course orients students to recent and historical philosophical debates about the place of gender and race in philosophy. It takes as its sources Feminist engagements with philosophy as well as more recent postcolonial interrogations. Treatments of the topics of race and gender throughout the history of ideas will also be examined, with reference to Plato, Aristotle, Locke, Rousseau, Kant, Hegel, and Freud. Students will be encouraged to think critically about implicit claims of philosophical discourse to be value neutral and objective, and will become familiar with the major arguments current to the considerations of philosophy, race, and gender.

The module is taught 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. In the first meeting we will plan the course and determine mutual expectations. Students will be encouraged to take an active role in learning, by taking responsibility for discussion in seminars, and by means of a presentation and leading a discussion. The instructor will induct students into a community of enquiry at the beginning of semester, and will support this student-led tutorial culture.

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 engage in peer-supported learning by forming pairs and commenting on one
another’s drafts.

### 7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

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

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

### 8. Attendance

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

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

#### 8.1 Attendance

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

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

#### 8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.
Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

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

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. 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
11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

13. Grievances

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

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

14. Other Information

myUNSW

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

OHS

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

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.
Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

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