School of Humanities and Languages

ARTS3367, Philosophy of Race and Gender
Semester 1, 2015

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Figure 1: Slaves Presented to Octavian, Remy Cogghe
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Joanne Faulkner</th>
<th>Room</th>
<th>MB 338</th>
<th>Phone</th>
<th>9385 2287</th>
<th>Email</th>
<th><a href="mailto:j.faulkner@unsw.edu.au">j.faulkner@unsw.edu.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation Time</td>
<td>Tuesday 11 a.m. – 12 p.m.; Wednesday 3 – 4 p.m., or by appointment</td>
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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>
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<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>
</tr>
</tbody>
</table>
| Course Aims           | 1. To orient students to recent and historical philosophical debates about the place of gender and race in philosophy  
                        2. To cultivate the ability to think critically about extant claims of philosophical discourse to be value neutral and objective  
                        3. To familiarise students with major arguments current to the considerations of philosophy of race and gender |
| Student Learning Outcomes | 1. Describe and interpret central feminist, critical race and postcolonial critiques of and engagements with philosophy  
                               2. Critically evaluate the arguments addressed in the course  
                               3. Construct an argument that demonstrates close engagement with the course material and a capacity to review and analyse the arguments presented therein  
                               4. Interpret and critically evaluate philosophical texts in relation to their underlying rhetorical strategies  
                               5. Identify key arguments and concepts within a text  
                               6. Design an oral presentation and lead a discussion  
                               7. Recognise the historical and social contexts that inform
### Graduate Attributes

<table>
<thead>
<tr>
<th></th>
<th>philosophical writing</th>
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<tbody>
<tr>
<td>1</td>
<td>Ability to read and interpret texts sensitively and carefully, especially appreciating the importance of intellectual tradition</td>
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<tr>
<td>2</td>
<td>Ability to evaluate and critically analyse beliefs, ideas and information using a range of techniques of reasoning</td>
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<tr>
<td>3</td>
<td>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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<tr>
<td>4</td>
<td>Ability to present coherent and persuasive arguments</td>
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<tr>
<td>5</td>
<td>Skills of effective communication</td>
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<tr>
<td>6</td>
<td>Appreciation of, and respect for, diversity</td>
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<tr>
<td>7</td>
<td>Respect for ethical practice and social responsibility</td>
</tr>
<tr>
<td>8</td>
<td>Ability to critically evaluate the standpoint expressed by a text, in terms of social factors such as race, class and gender</td>
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### 3. Learning and Teaching Rationale

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 (e.g., Wollstonecraft, Beauvoir, Irigaray, Le Doeuff, Hartsock, and Harding), as well as more recent postcolonial interrogations (e.g., Fanon, Said, Spivak, Bhabha and Chakrabarty). Treatments of the topics of race and gender throughout the history of ideas will also be examined, with reference to Plato, Aristotle, Rousseau, Kant, Hegel, Nietzsche 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.

### 4. Teaching Strategies

This 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 tutor 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 in week five, 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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Short diagnostic essay and journal notes</td>
<td>Total of 2000 words</td>
<td>20%</td>
<td>2, 3, 4, 5, 7</td>
<td>1, 2, 3, 4, 5</td>
<td>4 p.m., 1 April 2015</td>
</tr>
<tr>
<td>In-class presentation and leading discussion</td>
<td>20 minutes (incl. discussion)</td>
<td>20%</td>
<td>2, 4, 5, 6, 7</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Student’s nominated week, to be determined in first class</td>
</tr>
<tr>
<td>Peer support (reading and commenting on partner’s essay drafts, plans)</td>
<td>N/A</td>
<td>10%</td>
<td>2, 4, 5, 7</td>
<td>1, 2, 5, 6, 7, 8</td>
<td>Weeks 8-12 in class</td>
</tr>
<tr>
<td>Final essay</td>
<td>4000 words</td>
<td>50%</td>
<td>1, 2, 3, 5, 7</td>
<td>1, 2, 3, 4, 5, 6, 8</td>
<td>4 p.m., 26 June 2015</td>
</tr>
</tbody>
</table>

**Short essay and journal notes**: ‘Journal’ notes (or reflections) on readings taken during the first four weeks, and a short précis of your understanding of the material from this early part of the course. This assessment is due early in the semester, in order that both students and the teacher can get a sense of how they are doing, and where there is potential for improvement.

**In-class presentation and leading discussion**: In the first week students will nominate a topic on which to present a creative and critical oral response to the material and then lead a discussion on the assigned week for that topic. This may be done in groups of two or three, or individually, but students sharing a week will still need to negotiate what they are presenting with each other.

**Peer support and review**: Students will be required to choose a partner to advise on plans and drafts of their final essays. *This partner must be writing on a different topic from one’s own.* Class time will be set-aside in weeks 8 to 12 for peer-review discussion, and students are also encouraged to meet outside of class time. The convener will guide students regarding what giving constructive criticism involves; students will provide feedback to one another, and will advise the tutor on progress in the last weeks of semester. Students will also engage in peer and self assessment for this item.

**Longer Essay**: The final essay is the culminating piece of assessment. Students will respond to a set question, or to a question of their own invention (in consultation with the convener).

**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: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

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_Policy.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.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:

### 10. Course Schedule

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Seminar Content</th>
<th>Readings</th>
</tr>
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</table>
| Week 1 2 March 2015   | Introduction to course                     | 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 9 March 2015   | Race and Gender in Ancient Philosophy      | 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”  
<table>
<thead>
<tr>
<th>Week 3</th>
<th>16 March 2015</th>
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<tbody>
<tr>
<td>Liberal Philosophy</td>
<td>Week 3 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 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.</td>
</tr>
</tbody>
</table>
| Speech **"** | 1. C. Pateman, “Chapter 4,” The Sexual Contract
2. R. Bernasconi and A. M. Mann, “Locke, Slavery and the Two Treatises”

<table>
<thead>
<tr>
<th>Week 4</th>
<th>23 March 2015</th>
</tr>
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<tbody>
<tr>
<td>The Decentred Subject: Existentialism, Phenomenology and Psychoanalysis</td>
<td>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 Nietzsche, 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</td>
</tr>
</tbody>
</table>
| **Notes** | 1. J.-P. Sartre, excerpts from Being and Nothingness
2. S. de Beauvoir, “Introduction,” Second Sex
3. F. Fanon, “The Fact of Blackness” |

<table>
<thead>
<tr>
<th>Week 5</th>
<th>30 March 2015</th>
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<tbody>
<tr>
<td><strong>Note that the mid-semester break falls within this two-week block</strong></td>
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<td><strong>Note that the mid-semester break falls within this two-week block</strong></td>
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<tr>
<th>Week 6</th>
<th>13 April 2015</th>
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<tr>
<td>The Decentred Subject: Existentialism, Phenomenology and Psychoanalysis</td>
<td><strong>Note that the mid-semester break falls within this two-week block</strong></td>
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<td></td>
<td><strong>Note that the mid-semester break falls within this two-week block</strong></td>
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<tr>
<td></td>
<td><strong>Note that the mid-semester break falls within this two-week block</strong></td>
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</tbody>
</table>

**Notes**

2. K. Oliver, “Antigone’s Ghost: Undoing Hegel’s Phenomenology of Spirit”

**References**

1. C. Pateman, “Chapter 4,” The Sexual Contract
2. R. Bernasconi and A. M. Mann, “Locke, Slavery and the Two Treatises”
<table>
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<tr>
<th>Week 7</th>
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<tr>
<td>20 April 2015</td>
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<tr>
<td>Philosophies of the Body, Biopolitics and Difference</td>
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<tr>
<td>This two-week block considers 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. We will also consider expressions of intersex/ual and interracial identities in order to explore their critical potential for thinking about race and gender.</td>
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<td>2. J. Butler, excerpt from <em>Gender Trouble</em></td>
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<th>Week 8</th>
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<td>27 April 2015</td>
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<tr>
<td>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 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</td>
</tr>
<tr>
<td>1. N. Hartsock, “The Feminist Standpoint: Towards a Specifically Feminist Historical Materialism”</td>
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<td>2. b. hooks, “Choosing the Margin as a Space of Radical Openness”</td>
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<td>Week 10 11 May 2015</td>
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<tr>
<td><strong>Theory Revisited</strong></td>
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<td>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.</td>
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</tbody>
</table>
| 1. E. Said, excerpt from *Orientalism*
2. H. K. Bhabha, “Signs Taken For Wonders: Questions of Ambivalence and Authority Under a Tree Outside Delhi”

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<thead>
<tr>
<th>Week 11 18 May 2015</th>
<th>Postcolonial Feminism and Intersectionality</th>
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<tr>
<td>This final block of the course investigates the experience of being both racially and sexually ‘other’ to the “subject of philosophy.” 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.</td>
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3. G. C. Spivak, “Can the Subaltern Speak?” |

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<tr>
<th>Week 12 25 May 2015</th>
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</table>
| 1. M. Lugones, “Toward a Decolonial Feminism”
2. A. Lorde, “The Master’s Tools Will Never Dismantle the...” |
### 11. 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**
- J. Hodge, “Subject, Body, and the Exclusion of Women From Philosophy,” in *Feminist

**Week 2**

**Weeks 3 and 4**
- 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**
- G. Lloyd, Chapter 6, *The Man of Reason: ‘Male’ and ‘Female’ in Western Philosophy*.  

**CRICOS Provider Code 00098G**


Weeks 7 and 8


Week 9


Week 10

University Press, 1988).

### 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](http://info.library.unsw.edu.au/web/services/services.html)

### 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](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://student.unsw.edu.au/complaints

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 https://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/special-consideration

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/

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.