



UNSW

UNSW Course Outline

ARTS2906 History of Sexuality - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : ARTS2906

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Sex is a constant through time, but 'sexuality' has a history. By starting in the Ancient world, you will learn that people and societies have not always understood sexual behaviour to equate with a sexual identity, such as 'homosexual' or 'heterosexual'. 'Sexuality' then is a modern

phenomenon. To comprehend this, we will examine why masturbation suddenly became a very big 'problem' in the 18th century and why sex was increasingly regulated from the 19th century. We chart the growth of new forms of sexual knowledge and ponder feminist critiques of Freud and other sex 'experts'. We wind up in the twentieth century, with not one but several sexual revolutions. The course is designed for students in Women's and Gender Studies and in History, but should appeal to anybody with an interest in one of the most studied and discussed aspects of modern life.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate various approaches to interpreting the past, and integrate them with cross-disciplinary concerns and connections.
CLO2 : Articulate how sexuality is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and gender.
CLO3 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
CLO4 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.
CLO5 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
CLO6 : Act ethically, respectfully and responsibly.

Course Learning Outcomes	Assessment Item
CLO1 : Articulate various approaches to interpreting the past, and integrate them with cross-disciplinary concerns and connections.	<ul style="list-style-type: none">• Tutorial & Lecture Responses• Research Essay
CLO2 : Articulate how sexuality is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and gender.	<ul style="list-style-type: none">• Sexual Knowledge Presentation• Tutorial & Lecture Responses• Research Essay
CLO3 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.	<ul style="list-style-type: none">• Sexual Knowledge Presentation• Tutorial & Lecture Responses• Research Essay
CLO4 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.	<ul style="list-style-type: none">• Sexual Knowledge Presentation• Tutorial & Lecture Responses• Research Essay
CLO5 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.	<ul style="list-style-type: none">• Sexual Knowledge Presentation• Tutorial & Lecture Responses• Research Essay
CLO6 : Act ethically, respectfully and responsibly.	<ul style="list-style-type: none">• Sexual Knowledge Presentation• Tutorial & Lecture Responses• Research Essay

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Sexual Knowledge Presentation Assessment Format: Individual	15%	Due Date: Not Applicable
Tutorial & Lecture Responses Assessment Format: Individual	45%	Due Date: Not Applicable
Research Essay Assessment Format: Individual	40%	Due Date: 12/04/2024 11:59 PM Post Date: 29/04/2024 05:00 PM

Assessment Details

Sexual Knowledge Presentation

Assessment Overview

Students present a five-minute presentation on a source of sexual knowledge, broadly related to the week's topic, to the class during the two-hour tutorial. Weeks are allocated in the first tutorial. Their presentation should engage with assessment questions (instructions provided in the course guide).

Students will also send their tutor (via email) the power-point/ Google Slides of their presentation no later than 9am of the morning of their presentation for the tutor to load on Moodle. The presentation is worth 15% and students are assessed on content, delivery, analysis and the presentation slides.

Students will receive written feedback via email within a week of their presentation.

Course Learning Outcomes

- CLO2 : Articulate how sexuality is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and gender.
- CLO3 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CLO4 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.
- CLO5 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
- CLO6 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

Details: Students present a five-minute presentation on a source of sexual knowledge, broadly

related to the week's topic, to the class during the two-hour tutorial. Weeks are allocated in the first tutorial. Their presentation should engage with assessment questions (instructions below) and will be presented verbally with slides to show the class. I will show you how to do this in the first tutorial.

Students will also send the tutor their slides (Powerpoint/ Google Slides etc) by email before the tutorial - this is part of the assessment, and it is recommended you do so by 8:30am on Wednesday morning at the latest so that Sam can help with the slides if needed.

Students will receive written feedback via email within a week of their presentation.

Submission notes: Please send your PP/ Google slides to your tutor in advance so they can load onto Moodle.

What is sexual knowledge?

For the purposes of this exercise, a source of sexual knowledge covers any written or visual material which represents sex and sexuality, either explicitly for sexual education purposes or as a major theme, e.g. of a pop song with sexually explicit/ implicit lyrics (lots of songs about masturbation for instance!). The most obvious examples are sex education textbooks, marriage manuals, sex guides, magazines, birth control information and various publications directed towards promoting sexual health. Other examples include sex manuals for alternative sexualities and sexual practices and religious tracts promoting virginity and/ or discouraging types of sexual behaviour. The anti-masturbation material we encounter in week 2 is an example of a source of sexual knowledge as the authors claim scientific and/ or other expertise and provide knowledge about the allegedly harmful effects of masturbation.

You should find a source broadly linked to the period/ theme under discussion in your assigned tutorial- this provides direction and the link can be loose - ie. not from same period, but on the same theme. For example, if you are presenting in week 2 on Onanism in the eighteenth century, you could find a contemporary source that encourages or discourages masturbation. It can be a You Tube clip, an online magazine article, an old book...to name just some possibilities.

Another option is - you can find a source of sexual knowledge which links to your essay question.

This is the 'show and tell' task of the course. Each of you will find a source of sexual knowledge, peruse/explore it, then introduce it to your classmates during the allocated time in the tutorial. The goal is to encourage independent research, and to widen our general history of sexual

knowledge.

No formal presentation is required – you are encouraged to speak informally and BRIEFLY.

Your presentation will include a PowerPoint or GoogleSlides.

Powerpoints are often very helpful for conveying lots of information and helping structure your talk while staying within the time limits.

When using powerpoint, keep in mind: Please send it to your tutor in advance of the class. Your powerpoint / Google Slides are part of what is being assessed. If you show footage from YouTube etc you might want to open up the tab before hand to share the screen with the class rather than embed in slides or in addition to.

The presentation:

Run through the basics – what is the source about?

Where did it appear?

Who created it?

What is/ was the intended/ probable audience?

What sort of discussion/ representation of sex and sexuality is evident?

What sex and sexualities are being promoted or discouraged?

How is sexual knowledge presented? And / or what sort of sexual knowledge does this source provide?

Is it informative?

How can you account for its popularity?

Does it seem ahead of its time or of its time?

Is it heteronormative?

How does it stand up over time?

How does it illuminate this week's topic and/ or your essay topic?

[NB: not all of these questions will be relevant to your particular source, nor can you cover all of them in the time allocated- DO ATTEMPT TO ANSWER AT LEAST SOME OF THESE QUESTIONS, especially the last one]

What you are being assessed for: research skills (it is easy enough to find a 2012 edition of *Cleo* magazine, but much more impressive to chase up an older one in a library for instance), presentation, content & critique.

The purpose of this exercise is to get you excited about the possibilities of primary research, and to encourage students to talk in class. You will receive a grade (over email) from your tutor within a week of your presentation. You automatically receive 50% for turning up and presenting an example of sexual knowledge. The scale then follows:

- Pass: fulfilled basic criteria, but perhaps did not provide much analysis or make meaningful links to week's theme.
- Credit: good work, solid description and historical context provided.
- Distinction: a very good presentation in which the student showcased research skills and provided an illuminating discussion of the source.
- High Distinction; an excellent presentation: the student clearly approached the task with enthusiasm, and displayed analytical and descriptive flair in the process. Originality is also rewarded.

Assessment Length

5 minutes

Submission notes

Please send your PP/ Google slides to your tutor in advance so they can load onto Moodle.

Assessment information

Weeks will be allocated in the first tutorial, and further details will be provided on Moodle.

Assignment submission Turnitin type

This is not a Turnitin assignment

Tutorial & Lecture Responses

Assessment Overview

Across the term, students answer six questions in writing based on tutorial readings and/ or lecture content of approximately 200 words each.

Students receive written feedback via a rubric and individual comments (Turn It In/ Moodle) and also general feedback in tutorials within ten days of submission.

Course Learning Outcomes

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- CLO4 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.
- CLO5 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
- CLO6 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

NOTE: The Turn It In links for this assessment will appear in the Assessment Section of Moodle.

Due: Part I at end of WK4. Part II at end of Week 10.

Submission: Part I is due by the end of Week 4 by 11:59pm. Please submit electronically via Turn It In on Moodle.

Part II is to be submitted electronically via Moodle by 11:59pm Friday Week 10.

The first tutorial responses exercise is due in Week 4. You will submit TWO responses to two tutorial questions, chosen from Weeks 1, 2, 3, or 4. (**Never answer questions from the same week**). To make it as clear as possible, you only respond to two questions from two different weeks - not all questions from two different weeks.

The questions must be drawn from different weeks (ie. you cannot answer two questions on the same topic). In devising your answer, you can draw on a combination of lecture notes, essential readings and where relevant, discussion in class. Usually, the tutorial readings (all or some) provide you with what you need and should be the focus.

Word count = 200-250 words per response. Obviously this is a short answer, and it is therefore especially important to answer the question directly and concisely. Not all readings for that particular week will be directly relevant to the question, so do not feel pressure to massage a particular reading (or the lecture) into your answer if it does not seem to fit. There is no bibliography required, but the response should be properly referenced, eg. with footnotes indicating page numbers of original article. *[Students using in-text should provide a reference list]*

You do not need to reference the lecture if referring to it in general terms, but if you want to refer to a specific slide, provide detail in a footnote:

E.g. Samantha Murray, 'Sexual Revolutions', Week 7, Slide 8.

You are not expected to read beyond the essential readings to answer your question, but if you do please reference your source. The first tutorial responses exercise is worth 15% (or 7.5 % per answer).

The second tutorial/ lecture responses exercise is due in Week 10 (electronic submission by 11:59pm on Friday). It follows the same formula as the first, but this time you provide answers to FOUR questions chosen from weeks 5-10. Once again, each answer is worth 7.5% of a total of 30%.

A good habit to develop over the course of the term would be to write your response (or a draft of it) shortly after the tutorial where the question was discussed. This way, at the end of term you merely have to bring your files together and submit the assessment as a whole.

Feedback: Both exercises will be assessed and graded electronically. I will send a notice to the course when we have finished marking. We aim to have feedback to you no later than ten days after submission. You will be able to access your feedback and grade via Moodle.

Marking Criteria

We assess three areas in qualitative fashion.

Argument and analysis

- How successfully did the student answer the questions?, i.e. did the student answer the question directly, purposefully, with reference to relevant scholarship and by demonstrating a sound grasp of the material & key concepts?

- Did the student display an ability to engage with the question and scholarship analytically? E.g. ability to assess how arguments are made and supported and for what purposes, to distinguish between different scholarly arguments?

Style and structure

- Did the student write clearly and organise their work effectively, e.g. through proper use of paragraphs?
- Was the assignment formatted properly? i.e. according to preferred house style of 1.5 or double spacing, 12 point font

Research and referencing

- Did the student engage meaningfully with set reading relevant to question?
- Did the student follow the referencing instructions for this task?

Further guidance:

We try and offer a range of questions to suit different modes of learning - some questions encourage you to share your own thoughts on a topic, others reward close engagement with the reading, some are broad, others are more specific. There is no one 'right' way to answer these questions, but in general avoid hyperbolic or sweeping language or claims.

Do not feel you have to do it all in one question - there is no need to mention the lecture for instance if it is not particularly relevant or if the reading is enough for a 200-250 word response.

Assessment Length

200-250 words x 6

Assessment information

This assessment is due in two batches - 2 questions from Weeks 1-4 due at end of Week 4, 4 questions from Week 5-10 are due at end of week 10. Questions and further guidance will be on Moodle.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Research Essay

Assessment Overview

Students write an essay (approximately 2000 words) based on independent research. The essay is the final assessment for attendance purposes.

Feedback via individual comments and rubric (Turn It In/ Moodle) no later than ten days after submission.

Course Learning Outcomes

- CLO1 : Articulate various approaches to interpreting the past, and integrate them with cross-disciplinary concerns and connections.
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- CLO6 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

Due Date: Friday 12th April (end of Week 9)

Details: Students write an essay (approximately 2000 words) based on independent research. The essay is the final assessment for attendance purposes.

Feedback via individual comments and rubric (Turn It In/ Moodle) no later than ten days after submission.

Additional details: Each week's topic has an associated essay question, with extra resources in Leganto. You can write your essay on the same theme you write a tutorial response to provided you do not write the same thing/ double dip.

In addition to the essay questions which correspond to particular weeks there are two other options, with designated folders in Leganto for recommended readings. These questions are:

Provide a short history of bisexuality OR asexuality that focusses on both official and self/ community definitions and accounts for changes over time.

NB: Your primary sources can include blogs etc in which self-identified bisexuals or asexuals define and debate these terms.

Starting points: Bisexuality: see *Journal of Bisexuality* (eg. L. McDowell, 'Historicising Contemporary Bisexuality', 2009), the work of Clare Hemmings, Steven Angelides Lachlan MacDowell, "Historicising contemporary bisexuality." *Journal of Bisexuality* 9, no. 1 (2009): 3-15

Asexuality: Carol Haefner and Rebecca F. Plante, 'Asexualities: Socio-Cultural Perspectives' in John DeLamater and Rebecca F. Plante (eds), *Handbook of the Sociology of Sexualities*, Springer, 2015, 273-285

See special issue *Psychology and Sexuality* 4:2 2013 (some articles in Leganto)

Karli June Cerankowski and Megan Milks, New Orientations: Asexuality and Its Implications for Theory and Practice: *Feminist Studies*, Vol. 36, No. 3, SEX AND SURVEILLANCE (Fall 2010), pp. 650-664

Where and how did gay and lesbian subcultures form prior to the 1970s and the rise of gay activism?

Note: you can focus on gay or lesbian subculture/s or both. Gay male subcultures tended to be more visible. See designated Folder in Leganto.

Starting point: there are lots of case studies of various subcultures, particularly in urban settings. You may wish to compare two or more in the same period (eg. 1900- 1950). See: George Chauncey, *Gay New York: Gender, Urban Culture and the Making of the Gay Male World*, New York: Basic Books, 1994 (Leganto)

Matt Houlbrook *Queer London: perils and pleasures in the sexual metropolis, 1918- 1957.* University of Chicago Press, 2006. [he has written articles also – some on Leganto]

Mark W. Turner, *Backward glances: Cruising the queer streets of New York and London.* Reaktion Books, 2003

For lesbian subcultures see: Lillian Faderman. *Odd girls and twilight lovers: A history of lesbian life in twentieth-century America.* Columbia University Press, 1991

Rebecca Jennings, *Tomboys and bachelor girls: A lesbian history of post-war Britain 1945-71.* Manchester University Press, 2007 – book in library plus other relevant articles in Leganto, on

Australia and Britain.

Rebecca Jennings, *Unnamed Desires: A Sydney Lesbian History*, Clayton: Monash University Publishing, 2015, online e-book via library catalogue – Jennings has also written numerous articles on British and Australian lesbian history.

Another option - focus on Sydney, using the historical work of Gary Wotherspoon (*Cities of the Plain, Gay Sydney*) and Rebecca Jennings as your basis

Possible directions: read histories of gay and lesbian rights movements, or particular subcultures (eg. 'bears', leather scene, S/M) prior to the 1970s, ie. before gay liberation. What does the evidence in these histories tell you about the emergence of gay communities? How did gay men and lesbians meet? Were there particular professions to which gays and lesbians gravitated? Did same-sex relations necessarily correlate with what we may call a sexual identity? Why did some cities develop more visible/ identifiable subcultures? (eg. San Francisco, Sydney)

Consult the journals: *GLQ, Journal of Homosexuality* and *Journal of the History of Sexuality* for specific case studies.

It is recommended that you use at least 6-8 secondary sources, plus primary material, for a research essay. Essays should be fully and properly referenced and presented in requested format (1.5 to double spacing, 12 point font).

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment Length

2000 words

Assessment information

Essay questions will be posted on Moodle early in the course. Other resources will be provided - an essay guide and recommended/ suggested resources in Leganto. It is recommended that you use at least 6-8 secondary sources, plus primary material, for a research essay. Essays should be fully and properly referenced and presented in requested format (1.5 to double spacing, 12 point font).

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

General Assessment Information

Written work is assessed according to three main criteria - argument and analysis; style and structure; research and referencing.

We prefer the footnote/ bibliography reference system: <https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system>

If using in-text please use a system that includes a page number for in-text, e.g. <https://student.unsw.edu.au/harvard-referencing>

Marks are out of 100.

Grade definitions are:

HD High Distinction: An outstanding performance; mark range 85-100. Indicates that the student has produced outstanding work, and has demonstrated a high level of understanding across the entire content of the course.

DN Distinction: A superior performance; mark range 75-84. Indicates that the student has demonstrated superior ability to consider the course and its assessment requirements from a number of perspectives and to explore their interrelation.

CR Credit: A good performance; mark range 65-74. Indicates that the student has demonstrated the ability to think analytically and contextually about the course and its assessment requirements, and to understand/present alternative points of view/perspectives and supporting evidence.

PS Pass: An acceptable level of performance; mark range 50-64. Indicates that the student has addressed the assessment requirements of the course and has demonstrated an acceptable understanding of the issues entailed.

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	1. Theorising/ Historicising Sexuality; 2. Same-Sex in Ancient Greece
	Tutorial	Introduction; Did the Greeks Invent Homosexuality?
Week 2 : 19 February - 25 February	Lecture	1. Sex and Sin: The Christian Inheritance; 2. The 18th century masturbation panic
	Tutorial	Onanism: What Sort of Sin?
Week 3 : 26 February - 3 March	Lecture	1. Were the Victorians Sexually Repressed?; 2. From Prostitution to Sex Work.
	Tutorial	Prostitution: necessary evil?
Week 4 : 4 March - 10 March	Lecture	Sex and Colonialism / Sex & Colonialism in Australia
	Tutorial	White Men/ Aboriginal Women; Aboriginal Men/ White Women
	Assessment	First two tutorial responses are due at the end of Week 4. Please submit to Turn It In/ Moodle by 11:59pm.
Week 5 : 11 March - 17 March	Lecture	Sexology and Kinsey
	Tutorial	Kinsey and sex research
Week 6 : 18 March - 24 March	Reading	There are no classes this week.
Week 7 : 25 March - 31 March	Lecture	Freud, feminism and female sexuality
	Tutorial	Freud and the 'myth' of the vaginal orgasm
Week 8 : 1 April - 7 April	Lecture	Twentieth century sexual revolutions NOTE: Monday April 1st is Easter Monday. The lecture will be pre-recorded and loaded to Moodle.
	Tutorial	Sexual Revolution for whom?
Week 9 : 8 April - 14 April	Lecture	Feminism, Sex and Porn
	Tutorial	Feminism and Porn
	Assessment	Research essay due Friday by 11:59pm- submit to Moodle.
Week 10 : 15 April - 21 April	Lecture	Australia's LGBTQI+ History; AIDS: A Short History
	Tutorial	HIV-AIDS in Australia
	Assessment	Second lot of tutorial responses (4 from Weeks 5-10) due Friday by 11:59pm.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Resources

Prescribed Resources

The key readings each week will be listed and available on Moodle/ Leganto.

Recommended Resources

There is no set text for this course, although Veronique Mottier's *Sexuality: A Very Short Introduction* (2008) provides a good, fast overview - see Leganto for other recommended readings. Leganto will also include recommended readings for essays.

Course Evaluation and Development

We take student feedback very seriously and will seek it out formally (MyExperience) and informally (in class discussion). We're very proud to have received overwhelmingly positive feedback in the past - this course has been among the most highly ranked in the School / Faculty since its inception. Students love the content, class discussion, the sexual knowledge presentation and the type and level of assessment - we hope you do too.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Zora Simic		MB 347	93851736	Email for appointment	No	No
	Samantha Murray				Email for appointment	Yes	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your

needs

- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@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 their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm