DART3320 Art, Gender, and Sexuality - 2024

Published on the 18 Sep 2024

General Course Information

Course Code : DART3320
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Art & Design
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Paddington
Campus : Paddington
Study Level : Undergraduate
Units of Credit : 6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

This course looks at the human body and its representation over time and across diverse
contexts. It considers both the human and the body as historically, socially, culturally and
politically determined concepts. You will explore different ways that bodies have been interpreted

and made meaningful, in particular, via the history of pornography and the emergence of the 'post-pornographic' body. Post-pornography refers to the politics of embodiment in the context of post-humanism, a moment in which sex is understood beyond 'natural' biology and reproductive futurity.

Each week, representations of the body will be considered according to a different set of concepts and frameworks. Issues of identity, technology and power will be discussed alongside examples from contemporary art and culture. The course is designed to bring into relief a long interpretative history of sexual practices and the politics of desire.

Course Aims

1. Students will be introduced to the historical, social, cultural and political complexities of post-pornography in contemporary visual culture.
2. Students will engage with diverse materials, discourses and concepts in order to develop critical thinking and scholarly research skills in the context of ethically-responsible interdisciplinary inquiry.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Summarise key concepts underpinning the emerging fields of post-pornography and porn studies.
CLO2 : Interpret and analyse visual and material culture with a particular focus on gender, sex, sexuality and desire.
CLO3 : Construct and articulate a self-directed research project that engages with key concepts in post-pornography and porn studies.
CLO4 : Produce scholarly writing that demonstrates critical engagement with key concepts and their application to the analysis of contemporary art and culture.

Course Learning Outcomes	Assessment Item
CLO1 : Summarise key concepts underpinning the emerging fields of post-pornography and porn studies.	• Project Proposal • Discussion Group and Research Presentation • Final Project
CLO2 : Interpret and analyse visual and material culture with a particular focus on gender, sex, sexuality and desire.	• Discussion Group and Research Presentation • Final Project
CLO3 : Construct and articulate a self-directed research project that engages with key concepts in post-pornography and porn studies.	• Final Project
CLO4 : Produce scholarly writing that demonstrates critical engagement with key concepts and their application to the analysis of contemporary art and culture.	• Discussion Group and Research Presentation • Final Project

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

Learning and Teaching in this course

Resources (including course readings) are available on Moodle and Leganto. UNSW Library is the primary resource for research.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Project Proposal Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: 27/09/2024 05:00 PM
Discussion Group and Research Presentation Assessment Format: Group	30%	Start Date: Not Applicable Due Date: Submit summary and bibliography to Moodle by 6pm on the day of your presentation.
Final Project Assessment Format: Individual	60%	Due Date: 15/11/2024 05:00 PM

Assessment Details
Project Proposal

Assessment Overview

Students write a short proposal for the final assessment (Final Project). Students describe how they intend to engage with the themes of the course and expanded contemporary art practice. Students will indicate what the project will be and speculate as to the argument and/or critique the project will produce.

Course Learning Outcomes

- CLO1 : Summarise key concepts underpinning the emerging fields of post-pornography and porn studies.

Detailed Assessment Description

Students write a 300 word proposal for the final assessment (Final Project). Students describe how they intend to engage with the post-pornographic and expanded contemporary art practice. Indicate what the project will be and speculate as to the argument and/or critique the project will produce. Include a reference list of 5 texts (not included in the word count). This is intended to be an early check-in point for the final assessment, and the project is expected to evolve based on peer and tutor feedback. During the Week 3 tutorial students will present their proposal to the class. The presentation is an opportunity to receive feedback and connect with students who are working in similar areas.

Assessment Length

300 words

<u>Submission notes</u>

Upload one electronic file (Word or PDF) of your proposal to the Assessment Submission link on Moodle

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

<u>Generative AI Permission Level</u>

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Discussion Group and Research Presentation

<u>Assessment Overview</u>

Groups of students will present a short research presentation and then lead a discussion session based on the weekly theme and the set readings. The presentation should be accompanied by slides and/or handouts and students will be required to submit a bibliography and short written summary on the day of their presentation.

<u>Course Learning Outcomes</u>

- CLO1 : Summarise key concepts underpinning the emerging fields of post-pornography and porn studies.
- CLO2 : Interpret and analyse visual and material culture with a particular focus on gender, sex, sexuality and desire.
- CLO4 : Produce scholarly writing that demonstrates critical engagement with key concepts and their application to the analysis of contemporary art and culture.

<u>Detailed Assessment Description</u>

From weeks 4-10, groups of 3-5 students will present a short research presentation (20 minutes) and then lead a discussion session (30-40 minutes) based on the weekly theme and the set readings. This will occur either in the classroom or online depending on the delivery mode of your tutorial. The presentation should establish an argument and support it with appropriate evidence. The presentation component should introduce the class to the new materials and ideas related to that theme. Students should use the reading list as the beginning of their research and extend out from there. The presentation should be accompanied by slides and/or handouts and students will be required to submit a bibliography and one page summary on the day of your presentation. In addition to the presentation, groups will be required to lead a discussion session. Together you will guide our discussion, directing it to concepts, topics, issues and examples that you find important or significant. You are required to come up with 4-6 discussion questions that will structure your session. These must be submitted to your tutor in the tutorial the week before your presentation. You will need to develop questions that are discussion oriented. Ask yourself, are the questions probing or merely superficial? Do they apply ideas in the readings to outside situations? Do not merely summarise the assigned texts, as your classmates will have read them. Rather, try to make connections between the readings, the overall topic, and other materials from class and your own research. In thinking about the materials, ask yourself, what ideas are the most critical, controversial, enlightening, provocative or difficult to understand? What key terms or questions can you draw from these readings, and how might you use these ideas outside this particular context? Try to illuminate key issues with specifics and examples from the readings, culture and everyday life. You might want to bring relevant passages to the class's attention, or compare different authors, scholars, and artists. Your goal is to prompt interesting class discussion, so highlight things in the readings you found illuminating, challenging, surprising, informative, and unusual. Think about different ways to engage the class and generate discussion. You might, for example, devise interactive activities for reading texts and mapping key concepts, or do some speed dating around key concepts, or lead a close reading of an artwork, and so make sure that each member of your group has a task to contribute and please also make sure to be respectful of your classmates and sensitive to differences. Marks will be given to all members equally.

<u>Assessment Length</u>

1hr presentation, 1 page summary and bibliography

<u>Submission notes</u>

Presentations start in week 4 and continue until week 10. Summary and Bibliography uploaded

to Moodle by 6pm on the day of presentation.

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

<u>Generative AI Permission Level</u>

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If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Final Project

<u>Assessment Overview</u>

Students will write a text, in any mode/register/style (critical, creative, exploratory, experimental, autobiographical, etc.) corresponding to a theme from the course and engaging, broadly speaking, with the concept of the post-pornographic body in relation to contemporary art practice. Students should use this open brief to work towards something that supports their research interests. Non-textual projects are allowed but require an accompanying statement that situates the project in the context of the course aims and materials.

<u>Course Learning Outcomes</u>

- CLO1 : Summarise key concepts underpinning the emerging fields of post-pornography and porn studies.
- CLO2 : Interpret and analyse visual and material culture with a particular focus on gender, sex, sexuality and desire.
- CLO3 : Construct and articulate a self-directed research project that engages with key concepts in post-pornography and porn studies.
- CLO4 : Produce scholarly writing that demonstrates critical engagement with key concepts

and their application to the analysis of contemporary art and culture.

Detailed Assessment Description

Reflecting on the scope of the course (and beyond!), students will produce a final project as their last assessment. The brief for this assessment is very basic: write a text, in any mode/register/ style (critical, creative, exploratory, experimental, autobiographical, etc.) corresponding to a theme from the course and engaging, broadly speaking, with the concept of the post-pornographic body in relation to contemporary art practice. Students should use this open brief to work towards something that supports their research interests and offers the space and time to draft, write, rewrite and edit a text in the context of the classroom and with feedback from peers and their teacher. The Project Proposal is an opportunity to start work on this assessment early and have time to develop and evolve the project to the required standard. As a few guiding suggestions (by no means directives or instructions), students could think about doing one of the following: responding to an artwork or exhibition; experimenting with hybrid or experimental critical forms; engaging with archival/documentary materials to present an alternative history. The focus should be, of course, post-pornography and the body. If a student submits a project in a non-textual medium, a 750- word statement accompanying the work will be submitted in addition to the project. This statement will situate the project in the context of the course aims and materials. **Please note: If you choose a non-textual outcome, you must demonstrate an appropriate amount of work for a major project. You are assessed against the same rubric, so make sure your non-textual work demonstrates research, development and articulation.**

Assessment Length

2500 words, or non-textual work and 750 word statement.

Submission notes

Submit on Moodle

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

Planning/Design Assistance

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General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	Introduction: The Pornographic
Week 2 : 16 September - 22 September	Topic	The Postpornographic
Week 3 : 23 September - 29 September	Topic	After nature, after nurture
Week 4 : 30 September - 6 October	Topic	Sex and Settler-Colonialism
Week 5 : 7 October - 13 October	Topic	Against Spectacularity
Week 6 : 14 October - 20 October	Other	Study Week
Week 7 : 21 October - 27 October	Topic	The post-pornographic "Child"
Week 8 : 28 October - 3 November	Topic	Critical Desire
Week 9 : 4 November - 10 November	Topic	(Dis)ability and Sexuality
Week 10 : 11 November - 17 November	Topic	Disciplining Heterosexuality

Attendance Requirements

Attendance Requirements

Students are expected to attend all classes for each course in which they are enrolled. Failure to attend and participate in at least 80% of learning activities such as discussions, peer feedback, studio sessions, online activities, group work, etc., may result in you being flagged as at risk of failing the course. By punctually attending and actively participating in your classes you not only increase your own opportunities for developing your skills and knowledge, but will also help build a rigorous and engaged creative community with other students. If you are unable to attend classes, please inform your relevant Course Convenor. If the absence is for medical reasons, you will be required to present a medical certificate. If absences impact your ability to undertake assessment, then you should apply for Special Consideration.

Course Resources

Course Evaluation and Development

Various forms of feedback are used to improve the course. Details on what has been changed are on Moodle in the "myFeedback Matters" link.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Tim Gregory				by appointment	No	Yes

Other Useful Information

Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Academic Honesty and Plagarism

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

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](#).

Important note: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

School-specific Information

Risk of Failure Warnings

If you are at risk of failing the course, because of lack of attendance, low marks in assignments, failing to submit assignments, or lack of participation or engagement, you may be notified by email. Please ensure you read your university email, and respond to any official risk of failure warning promptly. NOTE – if the warning email is sent to your UNSW e-Mail address, it is considered as being read by you whether you check your UNSW email or not.

Late Submission Penalties

If you believe that circumstances will prevent you from submitting an assessment on time, please notify your course convenor as soon as possible. There will be penalties applied for being late and a clear 'no later than' date beyond which submission won't be accepted. Where a Special Consideration is not applied for, and a student assessment is late, the following guidelines apply:

1. Up to 5 days after due date, a penalty of 5% (of maximum mark for assignment) will be applied for each day late (e.g. an assignment that is 3 days late would have its mark reduced by 15%). Please note - for the purpose of deduction calculation, a 'day' is each 24-hour period (or part thereof) past the stipulated deadline for submission within the calendar year (including weekends and public holidays). Task with a percentage mark - If the task is marked out of 100%, late submission will attract 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%. A 3 day late penalty will be applied (3 x 5% = 15%). The essay receives a mark of 68%. The student's mark will therefore be reduced to 53% (68% - 15%).

2. Beyond 5 days late, no submission will be accepted.

Special Consideration

Please note that the University's Special Consideration process allows students to apply for an extension within 3 days of the assessment due date. This provides for more extensive extensions, subject to documentation, and Course Convenor approval. You can apply for special consideration online through my.UNSW.edu.au. More information about special consideration can be found here: https://www.student.unsw.edu.au/special-consideration

NOTE: If you are experiencing issues related to your access to class material or difficulty with technology, make sure you notify your lecturer as soon as possible, well before any assessment due date. Last minute requests for extensions due to computer failure, file corruption, printing

problems etc. do not qualify students for special consideration or extensions. Students are expected to maintain regular backups of their work at all times.

Educational adjustments

Educational adjustments can be applied to assessments if you are living with a disability, a long term medical condition, a mental health condition, and/or are a carer of individuals with a disability. The Equitable Learning Service (ELS) determines adjustments based on medical documentation and communicates these via an Equitable Learning Plan (ELP). To receive educational adjustments for equitable learning support, you must first register with Equitable Learning Services (ELS). More information about Equitable Learning Services can be found here https://student.unsw.edu.au/els

Supplementary Assessment

Supplementary assessments are available to students in this course who have failed an assessment but have subsequently had an application for Special Consideration approved by the university. The supplementary assessment may take a different form than the original assessment and will be defined by the course convenor - but it will address the same learning outcomes as the original assessment. If Special Consideration has not been awarded, the maximum mark that may be awarded for a supplementary assessment is 50% of the full assessment mark.

Academic Honesty and Plagiarism

Plagiarism is taking the ideas, words, images, designs or objects of others and passing them off as your own. Plagiarism is a type of intellectual theft. Plagiarism can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. Plagiarism can have serious consequences, so it is important that students be aware of what it is, and how to avoid it. All written submissions are automatically checked for plagiarism using the Turnitin site. For further information, please see the Academic Integrity & Plagiarism website https://www.student.unsw.edu.au/plagiarism.

Referencing Requirements for Assessments

Your course convenor will inform you what referencing system this course follows. Useful guidelines on how to reference according to various systems can be found at: https://student.unsw.edu.au/referencing.

You may follow these guidelines in your assessment tasks, or seek additional advice from your lecturer. Styles for Endnote are downloadable from the Endnote website. Accurate and correct referencing is an important academic prerequisite at University level, and if your work does not meet these requirements, it may be marked down, or in more serious cases, it may be treated as an instance of plagiarism and academic dishonesty.

Use of Generative AI

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Your work must be your *own* and where the use of AI tools, such as ChatGPT, have 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. If in doubt, please seek advice from the Course Convenor prior to using generative AI tools.

https://www.student.unsw.edu.au/assessment/ai

Health and Safety

Ensuring student and staff health and safety is very important at UNSW Art & Design. Health and safety is everyone's responsibility. As a student, you have a responsibility not to do anything that risks your own health and safety, or the health or safety of your fellow students, staff members or visitors. This means, for example, exiting the building during a fire drill; wearing personal protective equipment and clothing (PPEC) when staff or signage instructs you to do so; undertaking induction to using equipment or carrying out processes that require specific knowledge; and reporting hazards or incidents to your lecturer or supervisor as soon as you become aware of them. For more information, please see https://safety.unsw.edu.au/.

Additional Support and Resources

At UNSW you can also find support and resources if you need help with your personal life, getting your academic success on track or just want to know how to stay safe. See https://www.student.unsw.edu.au/wellbeing.

Additional support for students is available by contacting the following centres:

- Student Support and Development https://www.student.unsw.edu.au/support
- Student Support Advisors: https://www.student.unsw.edu.au/advisors

- Mental Health Support: https://www.student.unsw.edu.au/mental-health-support
- Academic Skills and Support https://www.student.unsw.edu.au/skills
- UNSW IT Service Centre https://www.myit.unsw.edu.au/
- Student Gateway: https://www.student.unsw.edu.au/
- Equitable Learning Services: https://www.student.unsw.edu.au/equitable-learning
- Faculty Resources and Support: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support
- Arc: https://www.arc.unsw.edu.au/

After Hours Access to the Paddington Campus

The core operating hours for the Paddington Campus are below. All students have access to the campus during these hours:

- Monday to Friday 0800 – 2100
- Saturday 0900 – 1700

Some students are permitted to have "After Hours Access" (AHA) to the campus upon completion of a series of inductions. The inductions are dependent on location, as well as the types of activities undertaken in those locations. The first of these is this Primary Induction, and this must be completed online https://my.artdesign.unsw.edu.au. All students requiring AHA are required to complete this induction. The Primary Induction gives access to the following Low Risk areas:

Post Graduate Students

- PG Research students – Level 4 F Block, Computer Labs and Learning Commons
- Master of Design students – Level 3 D Block, Computer Labs and Learning Commons
- Master of Curating and Cultural Leadership students – D207, Computer Labs and Learning Commons

Honours Students

- Fine Arts – Level 3 F Block, Computer Labs and Learning Commons
- Design – Level 1 E Block, Computer Labs and Learning Commons
- Media Arts – Level 3 F Block, Computer Labs and Learning Commons

Subsequent inductions are workshop and lab specific, and are conducted face-to-face by the UNSW Art & Design Technical staff. Students and staff must first successfully complete the Primary Induction before requesting a Workshop/Lab specific Induction.

School Contact Information

UNSW School of Art & Design

Faculty of Arts, Design & Architecture

Paddington Campus

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