

# Faculty of Law, Humanities and the Arts

School of Humanities and Social Inquiry

## Subject Outline

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SOC210

Genders and Sexualities

Number of Credit Points: 8

Autumn Session 2014  
Wollongong – on Campus

Pre-requisites: 36cp at 100 level  
Co-requisites: Nil

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### Teaching Staff

Position	Name	Room	Telephone	Email	Consultation Times
Subject Coordinator	Michael Flood	19.2014	4221 4063	<a href="#">_____</a>	
Add your tutor's details here	Delia Rambaldini-Gooding			<a href="#">_____</a>	

### Discipline Leader

Position	Name	Room	Telephone	Email	Consultation Times
Discipline Leader – Sociology, Cultural Studies & STS	Richard Howson	19.2021	4221 4926	<a href="#">_____</a>	TBA

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# Subject Information

## Subject Description

Are there only two genders? Does femininity belong to women? Is it natural for men to be violent? Why are less than 10 percent of Australia's senior executives female? Why are nearly 80 percent of suicides in Australia male? Why are some people's sexual choices institutionalised and others criminalised? This subject explores these and other practical gender and sexuality related issues. It begins by presenting key explanatory approaches to gender and sexuality, which include socio-biology, functionalism, feminism and poststructuralist/queer theories. Using this theoretical knowledge, patterns of gender practice and sexual identity within and across institutions such as the family, education, work, media, law, and medicine are investigated. Different configurations of gender and sexuality across the world's societies are also considered so as to provide a contrast to contemporary western interpretations. The subject aims to challenge received opinion about gender and sexual identity and practice so as to uncover possibilities for greater social justice and mutual respect.

## Subject Objectives/Learning Outcomes

On successful completion of this subject, students will be able to:

1. demonstrate an understanding of sociological theories concerning the construction of gender and sexuality
2. demonstrate an understanding of the contemporary social organisation of gender and sexuality
3. apply these theories to experiences from their own and others' lives

## Graduate Qualities

For further information on the Humanities and UOW Graduate qualities please refer to:  
<http://lha.uow.edu.au/hsi/UOW162730.html>

# Weekly Outline of Lecture and Tutorial Topics

Week / Date	Lecture Topic	Tutorial Topic	Task Due
Week 1 Commencing 3/3/2014	Introduction: Sex, gender and sexuality		
Week 2 Commencing 10/3/2014	<i>PART 1: The social construction of gender and sexuality</i> Social construction and the critique of essentialism	Introduction: Sex, gender and sexuality	Tutorials start. Please bring subject guide (and reader) to tutorial.
Week 3 Commencing 17/3/2014	Social construction cont'd	<i>PART 1: The social construction of gender and sexuality</i> Social construction and the critique of essentialism	Tutorial facilitation starts
Week 4 Commencing 24/3/2014	Intersections of gender and sexuality	Social construction cont'd	
Week 5 Commencing 31/3/2014	<i>PART 2: Inequalities and social structure</i> Gendered and sexual inequalities	Intersections of gender and sexuality	
Week 6 Commencing 7/4/2014	Coercive sex: sexual violence	<i>PART 2: Inequalities and social structure</i> Gendered and sexual inequalities	Concept Essay due, 7 April
Week 7 Commencing 14/4/2014	Intersections of gender, sexuality, and other forms of social difference and inequality	Coercive sex: sexual violence	
21 – 25 April 2014	Mid-session recess – No Classes		
Week 8 Commencing 28/4/2014	<i>PART 3: Culture, ideology and discourse</i> Gender and sexual cultures	Intersections of gender, sexuality, and other forms of social difference and inequality	
Week 9 Commencing 5/5/2014	Pornography	<i>PART 3: Culture, ideology and discourse</i> Gender and sexual cultures	
Week 10 Commencing 12.5.2014	<i>PART 4: Self, identity and agency</i> Gendered and sexual selves	Pornography	
Week 11 Commencing 19.5.2014	Growing up with sexuality and gender	<i>PART 4: Self, identity and agency</i> Gendered and sexual selves	
Week 12 Commencing 26/5/2014	Normative and diverse heterosexualities	Growing up with sexuality and gender	

Week 13 Commencing 2/6/2014	Test in Lecture	Normative and diverse heterosexualities	Test in Lecture, June 2 Major Essay due, June 6
Week Commencing 9/6/2014	Study Recess		
14 – 26 June 2014	Examination Period		

\*Public Holidays during autumn session 2014:

Friday 18 April  
Monday 21 April  
Friday 25 April  
Monday 9 June

## Recent Changes and Subject Improvements

2014	The subject was rewritten for 2014 first session. While some lecture topics were retained, the subject introduced new topics and new readings, orienting the subject towards a broader introduction to the social construction of sexuality and gender.	Dr Michael Flood
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# Week-by-week subject guide

The following provides a guide to the required readings for each week.

A separate document on the subject website provides further, suggested reading for each week. These further readings are very useful for your assessment.

## PART 1: The social construction of gender and sexuality

Part 1 of the subject introduces the field of scholarship on gender and sexualities.

### WEEKS 2 and 3: Social construction and the critique of essentialism

Rahman, Momin, and Stevi Jackson. (2010). *Gender and Sexuality: Sociological approaches*. Polity: Introduction; Chapter 1: The Trouble with 'Nature'; Chapter 2: Sociological Challenges to Essentialism (pp. 1-48).

### WEEK 4: Social construction cont'd

Giddens, Anthony, and Philip W. Sutton. (2013). Gender and Sexuality. Chapter 15 in *Sociology*, 7<sup>th</sup> edition. Polity Press (pp. 621-670).

### WEEK 5: Intersections of gender and sexuality

Redfern, Catherine, and Kristin Aune. (2010). Sexual Freedom and Choice. Chapter 2 in *Reclaiming the F Word: The new feminist movement*. London: Zed Books (pp. 48-75).

Filipovic, Jill. (2011). Traditional Marriage is Dead. Let's celebrate. *The Guardian*, March 9.

Aapola, Sinikka, Marnina Gonick, and Anita Harris. (2005). Sexuality and the Body: Old Binaries and New Possibilities. Chapter 6 in *Young Femininity: Girlhood, Power and Social Change*. Palgrave Macmillan (pp. 132-165).

## PART 2: Inequalities and social structure

### WEEK 6: Gendered and sexual inequalities

Rahman, Momin, and Stevi Jackson. (2010). *Gender and Sexuality: Sociological approaches*. Polity, Chapter 3: Gender, Sexuality and Structural Inequality; Chapter 4: The Idea of Patriarchy; Chapter 5: Rethinking Gendered and Sexual Inequalities (pp. 50-99).

### WEEK 7: Coercive sex: sexual violence

Men's violence against women has been seen as a particularly blunt expression of gender inequalities, as an exercise in men's power over women. In what ways is men's sexual violence against women an expression of gender inequalities and of dominant or common constructions of sexuality and gender? Do we live in a 'rape culture'? What would it take to end sexual violence?

Readings:

Jewkes, Rachel. (2002). Intimate Partner Violence: Causes and prevention. *Lancet*, Vol. 359, April 20: 1423-29.

Filipovic, Jill. (2008). Offensive Feminism: The Conservative Gender Norms That Perpetuate Rape Culture, and How Feminists Can Fight Back (pp. 13-27). In Jaclyn Friedman and Jessica Valenti, (eds.), *Yes Means Yes: Visions of Female Sexual Power and a World Without Rape*. Seal Press.

### WEEK 8: Intersections of gender, sexuality, and other forms of social difference and inequality

How do gender and sexuality intersect with other forms of social difference and inequality? For example, how

are stereotypes of heterosexuality different for Black or Asian women and girls compared to white women and girls? What does the stereotype of the female 'bogan' tell us about intersections of class and gender?

Readings:

Springer, Kimberly. (2008). Queering Black Female Heterosexuality. In Jaclyn Friedman and Jessica Valenti, (eds.), *Yes Means Yes: Visions of Female Sexual Power and a World Without Rape*. Seal Press (pp. 77-91).

Pini, Barbara, and Josephine Previte. (2013). Gender, Class and Sexuality in Contemporary Australia, *Australian Feminist Studies*, 28(78): 348-363.

Flood, Michael. (1994-1995). Men, Difference and Racism. *XY: Men, Sex, Politics*, 4(4), Summer.

## PART 3: Culture, ideology and discourse

### Week 9: Gender and sexual cultures

Gender and sexuality also are cultural. They involve gender and sexual cultures, norms and values, and cultural practices and relations. Week 9 introduces these. How have sexual values and attitudes shifted – over the past century, and over the past few decades? To what extent and in what ways is essentialism still part of common understandings of sexuality and gender, both in science and scholarship and in the community in general? How have dominant representations of gender and sexuality shifted, whether in positive or negative ways?

Readings:

Rahman, Momin, and Stevi Jackson. (2010). *Gender and Sexuality: Sociological approaches*. Polity, Chapter 6: Gender and Sexuality as Cultural Constructs; Chapter 7: Critical Perspectives on Knowledge; Chapter 8: The Complexity of Contemporary Culture (pp. 101-152).

### Week 10: Pornography

Pornography is a particularly obvious aspect of sexual culture. What criticisms have feminists made of pornography – of its content, its production, and of its impact? Do you agree with these? How does pornography connect to wider sex industries? What role, if any, does pornography play in the construction of sexuality and gender? Is there good pornography and bad pornography?

Readings:

Cowburn, M., and M. Flood. (2007). Pornography. In *International Encyclopedia of Men and Masculinities*, Eds. M. Flood, J.K. Gardiner, B. Pease, and K. Pringle. Taylor & Francis, pp. 489-493.

Dines, Gail. (2010). *Pornland: How Pornography Has Hijacked Our Sexuality*. Beacon Press (preface and Introduction: Porn and the Industrialization of Sex, pp. ix-xxxii; Chapter 5, Five Leaky Images: How Porn Seeps into Men's Lives, pp. 79-98).

Cosslet, Rhiannon L. (2014). Porn's Influence is Real. Sex education is the answer. *The Guardian*, 28 January.

## PART 4: Self, identity and agency

### Week 11: Gendered and sexual selves

Gender and sexuality also involve identities or subjectivities. Week 11 introduces these. How are gender and sexuality part of our identities and our everyday lives? In what ways do people 'do' or 'perform' gender and sexuality? How are gender and sexuality linked in processes of self and identity construction? How much room is there for individuals to renegotiate or resist dominant constructions of gender and sexuality?

Rahman, Momin, and Stevi Jackson. (2010). *Gender and Sexuality: Sociological approaches*. Polity, Chapter 9: The Socialization Paradigm and its Critics; Chapter 10: Becoming Gendered and Sexual; Chapter 11: Sexual Selves in Global Late Modernity (pp. 153-200).

## WEEK 12: Growing up with sexuality and gender

How are young people's lives shaped by gender and sexuality? How do ethnicity and class structure these? Are there moral panics about young people's sexualities? How are young people's contemporary sexual lives different from those of older generations?

Readings:

Lindsay, Jo. (2005). Don't Panic! Young people and the social organisation of sex. In Gail Hawkes and John Scott, (eds), *Perspectives in Human Sexuality*. South Melbourne, VIC: Oxford University Press.

Marriner, Corinne. (2013). Sex in the Schoolyard. *Sydney Morning Herald*, September 29.

## Week 13: Normative and diverse heterosexualities

Heterosexual (male-female) sexual and intimate relations are shifting and diverse. What happens to men who live outside heterosexual-masculine prescriptions? Are women attracted to feminine men? What does Heasley mean by 'queer straight' males? Why might it be valuable to highlight these 'queer masculinities'?

Readings:

Heasley, Robert. (2004). Crossing the Borders of Gendered Sexuality: Queer masculinities of straight men. Chapter 5 in Chrys Ingraham, (ed.). *Thinking Straight: The Power, the Promise and the Paradox of Heterosexuality*. Routledge.

Jackson, Stevi. (2006). Heterosexuality, Sexuality and Gender: Re-thinking the Intersections. In Diane Richardson, Janice McLaughlin, and Mark E. Casey (eds.). *Intersections between Feminist and Queer Theory*. Basingstoke, Hampshire & New York: Palgrave Macmillan.



# Subject Assessment Tasks

## Assessment: Summary

The assessment scheme is as follows. It is necessary to submit, although not to pass, every item of assessment to pass this subject. Please see further below for more detail on these items.

	Assessment	Length	When	Weighting
1	Peer Teaching	30 minutes	Weeks 3 - 13	10%
2	Concept Essay	1,500 words	April 7	30%
3	Test in Lecture	1,000 words equivalent	June 2	20%
4	Major Essay	2,000 words	June 6	40%

## Assessment 1: Peer Teaching

Weighting:	10%
Description:	Student facilitation of a tutorial
Due Date:	In one of the tutorials, chosen from Weeks 4 to 13.
Format:	In class
Assessment Criteria:	Please see the document "SOC210 Assessment 2014" for details.
Submission Method:	In-class facilitation. You are not required to submit your lesson plan and related materials, although you may do so if you wish.

## Assessment 2: Concept Essay

Weighting:	30%
Description:	<p>1,500-word essay. Answer the following question in an essay format:</p> <p style="text-align: center;">Sociologists and others have generally been concerned to 'denaturalize' gender and sexuality. What does this mean? How has it been attempted? How successful do you think this attempt has been?</p> <p>(Note that 'others' in the essay question refers to feminist, gay and lesbian, and other scholars and advocates.)</p>
Due Date:	April 7, Week 6
Assessment Criteria:	Please see the document "SOC210 Assessment 2014" for details.
Submission Method:	LHAssist 19 (formerly Arts Central) by 4pm

### Assessment 3: Test in Lecture

Weighting:	20%
Description:	A 20-question multiple choice and short answer question to be completed in the lecture.
Due Date:	June 2, Week 13

### Assessment 4: Major Essay

Weighting:	40%
Description:	2,000-word essay. A list of essay questions will be circulated in Week 8.
Due Date:	June 6, Week 13
Assessment Criteria:	Please see the document "SOC210 Assessment 2014" for details.
Submission Method:	LHAssist 19 (formerly Arts Central) by 4pm

### Performance Grades & Descriptors

HD	High Distinction	85 – 100%	
D	Distinction	75 – 84%	
C	Credit	65 – 74%	
P	Pass	50 – 64%	
F	Fail (unsatisfactory completion)	0 - 49%	
TF	Technical Fail		Where a student gains a mark of 50 or greater and does not meet a specified level in an assessment task required to pass the subject a Technical Fail grade shall be used.

	Supplementary Assessment		Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made. Students who satisfactorily complete a supplementary assessment will be awarded a grade of 50% (Pass Supplementary)
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## General Information on the Subject

### Convenor / Lecturer

The subject is convened by Dr Michael Flood. Michael is an experienced and enthusiastic teacher. He has worked previously at Latrobe University (2008-2010), the University of Wollongong (2007-2008), the Australian National University (2001-2005), and in a range of other positions in research, community education, and advocacy.

### Timetable

For current timetable information please refer to the online Subject Timetable on the Current Students webpage: <http://www.uow.edu.au/student/timetables/index.html>

As at February 6, the timetable was as follows:

Lecture	Mon	09:30	10:30	20-3	AllWeeks	
And	Tutorial (1)	Mon	13:30	15:30	40-123	Not first week
Or	Tutorial (4)	Mon	15:30	17:30	19-2002	Not first week
Or	Tutorial (2)	Tue	12:30	14:30	19-G024	Not first week
Or	Tutorial (3)	Fri	11:30	13:30	19-1093	Not first week

### Lectures

There is one lecture each week in SOC210. Lecture handouts will be provided each week at the start of the lecture. They will also be available from the subject website prior to the lecture. Lecture handouts provide a good resource for those who are sick or for revision, but are not a substitute for attending the lectures. People who miss lectures should ask a friend to share notes.

### Tutorials

Each week, the topics covered in the lecture are then addressed in the tutorials in the *following* week.

Tutorials are meant to be interesting, stimulating, fun and challenging. I see them as forums where you can test out your ideas, develop your understanding, debate issues, and discuss any matters of concern about the readings, the lectures and the subject in general.

If you cannot make your tutorial, please make arrangements to attend another one that week. If this is impossible, please inform your tutor. If you feel that you have difficulty participating in tutorial formats, for whatever reason, please discuss this with your tutor.

## Reading

It is important to read for tutorials every week. Please ensure that you have read the set reading before each tutorial. Bring the reading to the tutorial.

Please note the following points.

- 1) This subject relies on the textbook, *Gender & Sexuality: Sociological approaches*, by Rahman and Jackson, and the Reader for this subject. You must purchase both the book and the Reader from the University Bookshop. You will need these: to bring to class, to consult for your written work, and so on. Over the course of the subject, we will read the entire book and all the readings in the reader.
- 2) Readings listed above are the readings you must read before each tutorial.
- 3) You are expected to read the *entire text* of the relevant reading by the tutorial. In some weeks, that is 50 or so pages. You will need at least two or three hours in which to read this material.
- 4) Please bring the relevant reading (either in the textbook, or the reader, depending on the week) to each tutorial. We will often work through particular sections of the readings in the tutorials.

## Discussion

Students are reminded that they are required to participate in each tutorial. The tutorial discussion and exercises require preparation and participation.

There are three guidelines for tutorial classes:

- Prepare by reading and thinking;
- Actively participate, focusing on the key themes and concerns of the subject;
- Respect the contributions of others, especially when you don't agree.

## Assessment Information

### Attendance

Students are required to attend the lecture and tutorials each week. Please note that assessment will draw directly on the content of lectures and tutorials.

- Missing *any* tutorials has a negative impact on your performance in the subject, as you miss out on discussion of course readings and content, tips about assessment, and so on. Students who have actually attended the tutorials will tell you that these are a vital opportunity to get to grips with subject content, engage in participatory exercises which heighten their understanding of key concepts and frameworks, and discuss particular assessment tasks. And that all this helps to boost their performance in the written assessment.
- Likewise, students who miss lectures will miss out on content on which they will be assessed, exam tips, and so on. While your attendance at lectures is not marked via a roll, it's certainly a very good idea for you to be there.

In line with UOW policy, this subject requires an 80% attendance at all classes (lectures and tutorials) unless this is unavoidable on medical or compassionate grounds and evidence of this is provided through SOLS. Attendance that falls below the 80% requirement, irrespective of the cause, may require you to complete additional written work to complete the subject.

There are 12 tutorials in all. 80 per cent equals 9.6 tutorials. The policy in this subject is that you can miss up to two tutorials and still fulfill the attendance requirements. Missing more than two tutorials will not result in an automatic fail for the subject, but it *will* mean that your participation in the subject will be reconsidered and/or you may be required to complete additional written work to complete the subject. If in doubt, consult the Subject Coordinator.

## Scaling of marks

The Faculty of Law, Humanities and the Arts reserves the right to scale marks in accordance with the University's *Assessment Guidelines - Scaling*. Marks are not final until declared by the Faculty Assessment Committee.

## Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented. Importantly, much of the material you will use is covered by copyright which means that you must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly: <http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to check which referencing style is used.

Clear examples of how to reference correctly, across a wide variety of source materials, can be found on the UOW Library website:

- Library Resources - Referencing and Citing  
<http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

## Plagiarism

Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University's Academic Integrity and Plagiarism Policy as set out in the University Handbook, the University's online Policy Directory and in Course Handbooks and Subject Outlines. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement.

Plagiarism is the use of another person's work or ideas as if they were your own. The other person may be an author, artist, critic, lecturer or another student or material on a website. When it is desirable or necessary to use other people's material, you must include appropriate references and attribution. Do not pretend the ideas are your own. Take care not to plagiarise unintentionally. Failure to acknowledge all your source materials adequately not only ignores scholarly ethics, but violates the requirement that all students reference appropriately. Plagiarism has severe consequences. Penalties for plagiarism can include 0% fail for the assignment, 0% fail for the subject or expulsion from the University.

Students should refer to:

- Student Conduct Rules  
<http://www.uow.edu.au/about/policy/UOW058723.html>
- Academic Integrity and Plagiarism Policy  
<http://www.uow.edu.au/about/policy/UOW058648.html>

## Submission, Receipt & Collection of Assessment Tasks

Assessments are to be submitted on the due dates and via the submission method specified in each assessment task listed in this Subject Outline. Penalties apply for late submission.

To submit an assignment and for all student enquiries please go to LHAssist 19 (formerly Arts Central) - located in 19.1050. Unless your tutor or lecturer asks you to do otherwise, submit all assignments by depositing them in one of the three slots (100, 200 or 300 level) opposite LHAssist 19 (formerly Arts Central), 19.1050 in the Arts building. All assignments are to be submitted by 4.00pm on the due date. Any assignments handed in after 4.00pm will be considered late and will be deemed submitted on the next business day.

All assignments deposited in the specific 'Level' slots must have a cover sheet attached. Ensure that all sections of the cover sheet are filled in. Cover sheets can be downloaded from the Faculty's webpage at: <http://lha.uow.edu.au/content/groups/public/@web/@arts/documents/doc/uow154492.pdf>. Ensure that you download both pages.

PLEASE also ensure that you include the name of your tutor on all work submitted to LHAssist 19 (formerly Arts Central); if you are unsure about your tutor's name please consult the Subject Coordinator for clarification.

It is the responsibility of the student to keep a copy of all work submitted for assessment to the Faculty. Receipts for work submitted are optional and issued by the Faculty upon request.

Assignments sent by fax or e-mail will not be accepted unless by prior agreement between the lecturer and student.

Where assignments are submitted by Australia Post it is imperative that this be done using registered mail – this will ensure that students have an official receipt of mailing their assignment on the due date.

The envelope should be addressed to:

The specific tutor or academic,  
School of Humanities and Social Inquiry (Bld 19)  
University of Wollongong,  
Northfields Avenue,  
Wollongong NSW 2522.

The University's Code of Practice Teaching and Assessment requires that at least one assignment be assessed and returned before Week 9 of session.

Assignments submitted during session will be returned to you by your lecturer or tutor. LHAssist 19 (formerly Arts Central) does not hold any assignments during session.

Assignments submitted at the end of session will be held at LHAssist 19 (formerly Arts Central) for 21 days after the release of results. After this time, assignments will be disposed of. During this period, assignments can be collected: Monday-Friday between 10:00am-12.00pm and 2:00pm-4.00pm. Please take your student card with you when collecting your work.

If you cannot collect assignments personally during the allocated hours and have confirmed that your assignment has been marked and returned to LHAssist 19 (formerly Arts Central), you can drop off a stamped and self-addressed envelope any time to LHAssist 19 (formerly Arts Central) and it will be mailed out to you. Please mark your Subject Code/s on the back. Most assignments can be sent out this way but allow enough space/postage for all your work in one envelope.

## Late Submission of Assessments

Late work (i.e. any work required for assessment that has not been given an extension) will be subject to a 10% penalty per working day. The penalty is applied to the mark awarded. Work submitted after seven calendar days will not be marked and will be given a mark of 0.

## Electronic Submission of Assessments

Where assessments must be submitted electronically (i.e. through an eLearning site or via email) the procedures for doing so will be in accordance with the Code of Practice — Teaching and Assessment, and specified in each assessment task listed in this Subject Outline. It is imperative that students retain receipts of materials submitted electronically. As a general rule, assessments will not be accepted or marked if submitted by fax except in special cases where the Subject Coordinator has given prior approval.

## Retention of Assessments

Assessment work (with the exception of theses) will be retained at least until the end of the academic appeal period. The appeal period is 21 days after distribution of marks or release of final grades. For further information please refer to Academic Grievance Policy - Coursework & Honours Students on the UOW website.

- Academic Grievance Policy - Coursework and Honours Students  
<http://www.uow.edu.au/about/policy/UOW058653.html>

Theses submitted or completed by students for the purposes of assessment or evaluation will be retained for a minimum of 3 years after date of submission. For further information please refer to Academic Grievance Policy (Higher Degree Research Students) on the UOW website.

- Academic Grievance Policy (Higher Degree Research Students)  
<http://www.uow.edu.au/about/policy/UOW058652.html>

## General Advice Guide

Each session the Faculty of Law, Humanities and the Arts produces a guide to Faculty and University policies, programs and resources.

Students are encouraged to access a copy of the General Advice Guide at the start of each session.

The General Advice Guide can be accessed from the website at <http://lha.uow.edu.au/hsi/current-students/UOW061165.html>