
University of Pretoria

Honors Handbook 2021

Philosophy Department

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Welcome

Thank you for choosing this Department of Philosophy. As a postgraduate student you are joining a department that strives for excellence in both teaching and research. It offers undergraduate and postgraduate programs, with modules varying from ethics and hermeneutics, to philosophy of science and history of philosophy. In all courses we aim to develop the intellectual virtues of clarity, rigor, critical reflection and creativity in our students. In addition, the Department has a strong research record, with its members having published numerous books as well as articles on a wide range of topics in national and international journals.

Philosophy is a field of study that enhances the capacity for creative, innovative, and critical thinking that is invaluable in a wide range of contexts, including the public sector, policy analysis, law, politics, theology, education, languages, the exact and social sciences, theoretical and applied.

The Department encourages an active student community with the lively 'Footnotes to Plato' discussion group, as well as the Departmental seminar series where a number of distinguished local and overseas philosophers have presented papers. In addition, the Department has an agreement of co-operation with the Faculty of Philosophy at the Radboud University Nijmegen, and through this link has been able to offer its students the opportunity to study for postgraduate degrees in the Netherlands. The department endeavors to assist postgraduate students to participate in the annual conferences of the Postgraduate Philosophy Association and the Philosophical Society of Southern Africa.

This handbook is designed to guide you through the year with regard to administrative information specific to the Philosophy Department. Herein you will find information about the research essay sessions. These sessions will run throughout the year where you will meet with your facilitator in the first semester, and once a month in the second semester. As you know your research essay is part of your Honors course module and so it counts towards your degree. You will be required to choose a topic. The available topics are also in the handbook. The topics listed here are designed to guide you in choosing your topic. More importantly, they reflect the expertise available in the department. Your research essay facilitator will explain this in more detail in the scheduled sessions. Please note that this handbook does not replace the course study guides that will be distributed by your lecturers.

Departmental Staff

Office manager

Ms. Oelofse – Office Manager

Academic Staff

Prof. E. Ruttkamp-Bloem – Head of Department; Tutor and PPE Coordinator

Ms. K. Mbebe – Marketing Coordinator

Prof. T. Metz – Masters and Doctoral Admissions Coordinator

Dr. J. Okeke – Postgraduate Funding Coordinator

Dr. M. Tshivhase – Honors Research Coordinator

Extraordinary Professor

Prof. P. van Haute – Radboud University, Netherlands

Professor Emeritus

Prof. U. Kistner

Postdoctoral Fellow

Dr. U. Ogbannaya

Dr. K. Lougheed

Academic Calendar

Dates	Event
05 JANUARY ONLINE REGISTRATION COMMENCES	
29 January 09:00 – 10:30	Honors Meeting/Welcome Day
01 FEBRUARY – 02 July SEMESTER 1	
<i>01 February – 26 March</i>	<i>Term 1</i>
<i>22 – 26 March</i>	<i>Assessment Week (No lectures)</i>
<i>29 March – 02 April</i>	<i>Cooling off period (No lectures)</i>
<i>05 April – 07 May</i>	<i>Term 2</i>
<i>28 May – Monday timetable is followed due to public holiday</i>	
08 – 16 MAY RECESS	
<i>17 May – 04 June</i>	<i>Term 2 continues</i>
<i>31 May – 04 June</i>	<i>Assessment Week (No lectures)</i>
<i>07 – 11 June</i>	<i>Cooling off period</i>
<i>14 June – 02 July</i>	<i>FIL770 Writing Bootcamp</i>
05 July – 06 August RECESS	
09 August – 10 December SEMESTER 2	
<i>09 August – 01 October</i>	<i>Term 3</i>
<i>20 September Wednesday Timetable is followed due to public holiday</i>	
<i>21 September Friday Timetable is followed due to public holiday</i>	
04 – 10 October RECESS	
<i>11 October – 10 December</i>	<i>Term 4</i>
25 – 29 October	Essay Submission Week (No lectures)

01 November	FIL 770 Research essay is due
15 December	Academic Year End
23 December	University closes
Dates	Event
28 January 10:00 – 12:00	Honors Meeting/Welcome Day
27 January – 20 March	TERM 1
16 March – 20 March	Assessment Week (No lectures)
20 March – 31 March	RECESS
01 April – 26 June	TERM 2
25 – 29 May	Assessment week (No lectures)
01 – 05 June	Cooling off period
08 – 26 June	Writing Bootcamp
19 June	LECTURERS SUBMIT MARKS
28 June – 12 July	RECESS
12 July – 07 September	Term 3
29 August – 06 September	RECESS
07 September	Term 3 ends / Term 4 Commences
07 September – 11 September	Assessment Week (No lectures)
30 October	FIL 770 Research essay is due
02 – 06 November	Summative essay
27 November	LECTURERS SUBMIT MARKS
27 November	SUPERVISORS SUBMIT FIL770 MARKS
28 November	Academic Year End
23 December	University closes

Honors Degree Regulations

The program consists of 5 modules. Due to Covid-19, all the courses will be taught online until further notice:

Module Code	Module Name	Semester dates	Lectures
<i>FIL 710 (Semester 1)</i>	<i>HISTORY OF PHILOSOPHY</i>	<i>Semester 1: 01/02 – 02/07</i>	<i>Mr. Scholtz</i>
<i>FIL 713 (Semester 1)</i>	<i>THEME/DEBATE</i>	<i>Semester 1: 01/02 – 02/07</i>	<i>Dr. Tshivhase</i>
<i>FIL 712 (Semester 2)</i>	<i>CONTEMPORARY PHILOSOPHY</i>	<i>Semester 2: 09/08 – 10/12</i>	<i>Ms. Mbebe</i>
<i>FIL 711 (Semester 2)</i>	<i>ETHICS AND SOCIAL PHILOSOPHY</i>	<i>Semester 2: 09/08 – 10/12</i>	<i>Prof. Metz</i>
<i>FIL 770 RESEARCH ESSAY (8000 - 10 000 words)</i>	<i>RESEARCH ESSAY</i>	<i>01 February - 01 November</i>	<i>Prof. Metz; Supervisors</i>

The Research Essay carries one third of the total mark. The other four modules carry one sixth each.

Each of modules 1-4 is taught in a course of lectures lasting one semester. Each module includes continuous assessment of equal weight, and one Summative Essay. The Summative Essay may only be written if the semester mark is 50%. The continuous assessments make up 50% of the mark for a module, and the Summative Essay makes up the other 50%. The word limit for continuous assessments is determined by each lecturer. The Summative Essay maximum word limit is 4000 words.

The Research Essay module, FIL 770, is an independent research year module, which students pursue throughout the year. The word limit for the research essay is 10,000, not including reference material. Candidates are advised that shorter essays will not be penalized: assessment is based on the scope and quality of work, not its length. As a guideline, Honors Research Essays will need to exceed 8,000 words to achieve the necessary scope and depth. The mark for the term essay is calculated using the final essay mark, which counts 94% and the continuous research outputs, which count 6%.

The pass mark across all components is 50%. The mark for commendation is 65%. The mark for distinction is 75%. In order to pass the honors course, it is necessary to score more than 50% in each module.

Research Essay Theme Options

PROF. EMMA RUTTKAMP-BLOEM (Emma.ruttkamp-bloem@up.ac.za)

Prof. Ruttkamp-Bloem has a PhD in mathematical logic with application in the philosophy of science. Currently, her research focuses on the ethics of artificial intelligence and the philosophy of science. In the ethics of artificial intelligence, she works on themes in machine ethics, ethics of social robotics, data ethics, AI and children and trustworthy AI. In the philosophy of science, her work is centred on scientific realism, the structure of scientific theories, and the role of machine learning in the discovery/justification debate in the philosophy of science. Her current research in both the ethics of artificial intelligence and the philosophy of science include application of non-classical mathematical logics to selected problems in these sub-disciplines.

Supervision Themes under Prof. Ruttkamp-Bloem

Philosophy of Science

- Any critique of the current scientific realist debate
- What is the nature of our commitment to the theoretical parts of science? Do quarks really exist, or do we only need epistemic rather than ontological commitment to theoretical entities to make science work? How do we hook these entities onto the world? Do we have to? Why or why not?
- Do we discover scientific theories, or do we invent them? What does your answer imply for the nature of scientific knowledge?

Ethics of Artificial Intelligence

- Should we work to build artificial moral agents?
- What should the criteria for artificial moral agency be?
- Should social robots be ascribed any form of personal identity? Why or why not?
- Should social robots have rights?
- What are the limitations within which warfare with automated weapon systems should take place, if at all?
- How do we teach artificial agents to be fair?

- *Can we solve Bostrom's 'super-ethical' question?*
- *Should AI technologies have been used in responses to the COVID pandemic? Why or why not?*
- *How do we ensure that building smart cities do not contribute to inequality?*

PROF. THADDEUS METZ (th.metz@up.ac.za)

Prof. Metz specializes in moral, political, and legal philosophy in both the Western and African traditions as well as in issues pertaining to the meaning of life. However, at the Honours level he is in principle willing and able to supervise topics outside these areas, including in metaphysics (e.g., free will, personal identity), philosophy of religion, the history of German philosophy, or other non-western philosophies.

Supervision Themes under Prof. Metz

1. *Metaethics*
2. *Applied ethical controversies*
3. *Normative ethical theory*
4. *Justice (e.g., criminal, distributive, transitional, etc)*
5. *Value theory (e.g., meaning of life, happiness, wisdom)*

MS. MBEBE (keo@up.ac.za)

Ms. Mbebe specializes in ethics, philosophy of race, epistemologies of justice, transitional justice, emotions, jurisprudence and social contractarianism.

Supervision Themes under Ms. Mbebe

1. *Ethics.*
2. *Epistemology, especially ethical in nature.*
3. *Philosophy of Race: analytical and critical schools.*
4. *Emotions and their relation to rationality and ethics.*
5. *Historical and transitional justice.*

DR. OKEKE (jonathan.okeke@up.ac.za)

Dr. Okeke's works in African philosophy (History and methodology), *Conversational Thinking*, *Decoloniality and Logic*.

Supervision Themes under Dr. Okeke

1. *Decoloniality*
2. *Coloniality*
3. *Identity*
4. *Poverty*
5. *Logic*
6. *Conversational thinking; African philosophy (ethics, methodology and history of), Afro-communitarianism, ethics and political philosophy.*

DR. TSHIVHASE (Mpho.tshivhase@up.ac.za)

Dr. Tshivhase works in social philosophy; ethics; aspects of personal identity in philosophy of mind; African and Western conceptions of personhood; and uniqueness of persons.

Supervision Themes under Dr. Tshivhase

1. *Uniqueness of Persons*
 - a. *Irreplaceability*
 - b. *Incomparability*
2. *Moral implications of uniqueness of persons*
3. *Personhood*
 - a. *African and Western conceptions*
 - b. *Personhood of Women/Womxn*
 - c. *Personhood and Race*
4. *Ubuntu*
 - a. *The nature / principles of ubuntu*
 - b. *Critiques of ubuntu*

PROF. KISTNER (ulrike.kistner@up.ac.za)

Prof. Kistner works in the fields of Political and Social Philosophy, and Psychoanalytic Theory, including the following themes: Political Philosophy (theories of sovereignty and of the state; the concept of the political; theories of nationalism, ideology, totalitarianism; political modernity; political subjectivity; political theology; politics of human rights; theories of populism; critical race theory; Social Philosophy (collective action; collective self-constitution; theories of economic/social/symbolic exchanges; Psychoanalytic Theory (theories of sexuality; group psychology; aspects of the history of psychoanalysis and psychiatry).

Supervision Themes under Prof. Kistner

1. Questions focused on the intersection of psychoanalytic theory and social/political philosophy, based on a close reading of Freud's essay *Group Psychology and the Analysis of the Ego* (1921):
 - a. (How) Can the psychic unity of the group be related to the political unity of the state? (This involves a close reading of Freud's essay, and its critical review by political theorist Hans Kelsen – 'The Conception of the State and Social Psychology with Special Reference to Freud's Group Theory' (1924).)
 - b. 'Political Love' – a(n) (im)possible notion? (This involves a close reading of Freud's essay, and possibly a commentary by Mikkel Borch-Jacobsen – 'The Primal Band' (1982).)
 - c. What is Freud's 'radical breakthrough' (Laclau 2005: 52) in mass psychology? (This involves a close reading of Freud's essay in relation to the conceptualisations of his predecessors in mass psychology – Gustave Le Bon, William McDougall, and Gabriel Tarde.)

PROF. VAN HAUTE (p.vanhaute@ftr.ru.nl)

Prof. Van Haute works in the fields of Philosophical Anthropology and Psychoanalytic Theory, including the following themes: Philosophical Anthropology: theories of subjectivity and of the human from Kant to Foucault; the human as a moving target (Hacking and historical epistemology; status of psychiatric diagnostic categories); the project of a clinical anthropology (patho-analysis): the normal vs. the pathological (Freud, Canguilhem). Additional themes include Psychoanalytic Theory: relation between psychoanalysis and philosophy – historical and systematic aspects; Freud and the history of psychiatry

Supervision Themes under Professor van Haute

1. Questions focused on the intersection of psychoanalytic theory, philosophical anthropology, and social/political philosophy, based on a close reading of Freud's essay *Group Psychology and the Analysis of the Ego* (1921):

- a. *The mass psychological base of fascism (“psychoanalysis in reverse”): Adornos theory of the social-psychological conditions of possibility of modern authoritarian states that he develops in relation to Freud’s Group Psychology and Analysis of the Ego*
- b. *Identification and the limits of the primacy of sexuality (This involves a close reading of Freud’s essay, in confrontation with Borch-Jacobsens ‘Freudian subject’ (mimetic theory of subjectivity) – possibly including Le Bon’s book The Crowd: A Study of the Popular*

Marking Scheme

The following marking scheme includes standard criteria used by external examiners marking your Minor and Major Assignments. It is advisable you keep these in mind when writing your Assignments.

Mark (%)	Significance	Criteria
50 and below	Fail American equivalent: F	50 is the pass mark. Work scoring less than 50 is not of Honors level. It demonstrates a lack of grasp of the topic, ignorance or misunderstanding of elementary texts or ideas, incoherent reasoning, or other serious shortcomings, which prevent it from satisfying the criteria for a pass.
50-64	Low pass: Insufficient for admission for Masters American equivalent: E = 50-60 D = 60-64	A pass mark at Honors indicates that the student has achieved a basic understanding of the material, and has attempted some kind of critical evaluation. Work at the lower end of this category will show basic competence with the material and the elementary form of an essay, including basic attempts at argument and evaluation, but of a rudimentary nature. Work at the higher end of this category may show some merits that would warrant a higher mark but suffer from defects in other respects that prevent awarding one. For example, it may show some original thought and good ideas, but lack rigor; or

		it may show good understanding and command of the literature, but lack a critical or evaluatory component, or suffer from a lack of direction.
65-74	<p>High pass:</p> <p>Sufficient for admission to Masters</p> <p>American equivalent: C = 65-69 B = 70-74</p>	<p>A mark of 65 or more indicates the potential to continue to Masters level. Work in this bracket ranges from the clearly competent to the very good. It will be clearly structured, it will cover a suitable range of literature, it will evaluate and criticize as well as describe the material it discusses, it will be generally rigorous and exact, and it may show signs of fruitful independent thinking. This independence need not be a new idea or theory but can include the development of a novel critique of existing ideas, a new interpretation, an extension of an existing argument, a new reply on behalf of an existing position or author, or a comparative exercise, which yields something new.</p> <p>Work at the higher end of this range will either be very competent without quite distinguishing itself, or else will be of distinction level in some respects but marred by defects in others, for example by failing to consider an obvious line of objection, or by being sub-optimally structured, or by being very thorough but too pedestrian for distinction.</p>
75 and above	<p>Distinction</p> <p>American equivalent: A</p>	<p>A mark of 75 or more indicates distinction level work. It will be clearly structured, thorough, well-argued, and may display a degree of independent thinking as defined above, and perhaps even originality. It may also display a degree of intellectual confidence either absent from or unwarranted in work of lower standard. One test for distinction level work is whether it is memorable (for the right reasons). Another is whether it provokes thought or questions in the mind of the reader. At Honors level, distinction level work need not be of professional or publishable standard, but it should suggest that the author may at least have the potential to go on to contribute to the field.</p>

Submission guidelines

Late submission of any assessed work carries a penalty of 5% plus 5 % per 24-hour period elapsed since the deadline.

If you have a legitimate reason for missing any of your deadlines then you should request an extension, in writing and as soon as possible, from your lecturer. If an extension is requested retrospectively then the penalty will be applied automatically and revoked only on approval of the extension.

Deadlines form part of the assessment process. Deliberately seeking an extension when no legitimate reason exists amounts to seeking an unfair advantage, that is, cheating.

A legitimate reason for seeking an extension is generally something:

- *which you have not chosen; and*
- *which you could not have prepared for; and*
- *which seriously affects your ability to complete the work to the standard of which you are capable within the available time; and*
- *for which a short extension will give you a reasonable chance of attaining that standard.*

Examples include bereavement, serious injury, serious illness, fire in your home, and other similar events. You may also qualify if you are called to perform in a high-level sporting or artistic event over whose timing you have no control. For any of these, you will need to provide official supporting documents.

You do not normally qualify for an extension in any of the following circumstances:

- *You suffer from some very serious mishap requiring multiple or lengthy extensions. In these circumstances it is usually necessary to suspend your studies and resume at a later date.*
- *You suffer some mishap which prevents you from submitting in time but which you could have prepared for. Examples include losing your data due to a hard disk failure (you could have backed up), suffering from eleventh hour problems emailing your assignment to the lecturer or printing it out (because if you choose to submit at the last minute then you volunteer yourself for such problems), and similar. You are expected to take reasonable steps to minimize your vulnerability to computer gremlins, traffic, and so forth, and you will generally not qualify for an extension if you have not done so.*
- *You suffer from some mishap that you could not have prepared for, and which affects your work, but which is relatively minor. Examples include minor illnesses, computer problems, and similar. In a course lasting one year, it is inevitable that events will affect your work on*

occasion. These vicissitudes of life affect everyone and learning to carry on regardless is part of the educational benefit of an intensive course of study such as this one, and something you will have to do if you wish to be successful in any occupation.

- You have a clash with a requirement of an employer. This is a full-time course, and you are expected to manage your other commitments in light of this. If you find yourself in a serious difficulty regarding some employment, then you must discuss with your lecturer or the postgraduate coordinator.
- You have a cultural, religious, or family commitment. It is your responsibility to balance your various choices and commitments, as you will need to do for the rest of your working life. On the other hand, if a serious problem seems likely, then you should raise it at the beginning of the year with your lecturer, so as to make any necessary arrangements well in advance. Events of this kind rarely merit extensions at the last minute as they are generally scheduled well in advance.

A general test of whether a reason for extension is legitimate is to ask yourself: **Have I ever heard a lecturer whose competences I respect cite this reason for failing to deliver a lecture? If not, then it is unlikely that you will get an extension.**

Plagiarism

Plagiarism Instruction in Guides - Accepted at 'Lekgotla' on 26 & 27 June 2012

General definition:

Plagiarism is the unacknowledged use of the words or ideas of others. To plagiarize means to use the words or ideas of another to create the false impression that these words and ideas are one's own. (In order to avoid committing plagiarism, one must at all times acknowledge the source from which one has borrowed certain words or ideas.)

Direct plagiarism:

This occurs when the phrases / sentences / paragraphs of someone else are copied verbatim and passed off as one's own without acknowledgement.

Plagiarism by paraphrase:

This occurs when one passes off as one's own a paraphrase of an original source without acknowledgement. (A paraphrase is a 'rendering' – usually in abbreviated form – that follows the contours of the source document but uses different words.)

Plagiarism of ideas:

This occurs when the ideas of someone else are passed off as one's own.

AN EXAMPLE: OBSERVATIONS ON CLASS STRUGGLE (© Richard Dennis 1989)

1. The history of all hitherto existing society is the history of class struggles. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat. Masses of labourers, crowded into the factory, are organised like soldiers. Not only are they slaves of the bourgeois class, and of the bourgeois State; they are daily and hourly enslaved by the machine, by the overlooker, and, above all, by the individual bourgeois manufacturer himself. The proletarians have nothing to lose but their chains. They have a world to win.

THIS IS PLAGIARISM. THERE IS NO ATTEMPT TO INDICATE THAT THESE ARE NOT RICHARD DENNIS'S OWN THOUGHTS BUT ARE WORDS TAKEN DIRECT FROM DIFFERENT PARTS OF THE COMMUNIST MANIFESTO.

2. Marx and Engels noted that the history of all hitherto existing society had been the history of class struggles. Society as a whole was more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat. They observed that proletarians had nothing to lose but their chains. They had a world to win.

THIS IS STILL PLAGIARISM. ALTHOUGH THE IDEAS ARE ATTRIBUTED TO MARX AND ENGELS, THERE IS NO INDICATION THAT THE FORM OF WORDS IS NOT RICHARD DENNIS'S. JUST CHANGING IT INTO THE PAST TENSE DOESN'T MAKE IT ORIGINAL.

3. In The Communist Manifesto, Marx and Engels (1973 edn., p. 40) noted that 'The history of all hitherto existing society is the history of class struggles'. They argued that society was 'more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat' (p. 41). 'Masses of labourers, crowded into the factory' were 'organised like soldiers ... slaves of the bourgeois class, and of the bourgeois State' (p. 52). They concluded that 'The proletarians have nothing to lose but their chains. They have a world to win' (p. 96).

THIS IS NOT PLAGIARISM, BUT IF ALL YOUR ESSAY CONSISTS OF IS A SET OF QUOTATIONS STITCHED TOGETHER, IT DOESN'T SUGGEST THAT YOU HAVE THOUGHT ABOUT OR UNDERSTOOD THE CONTENTS OF THE QUOTATIONS. SO RICHARD DENNIS WOULDN'T EARN VERY MANY MARKS FROM ME FOR THIS EFFORT!

We reserve the right not to mark your essay if it is not accompanied by the necessary plagiarism declaration. The plagiarism declaration forms available on the Library's webpage.

****NB: ANY WRITTEN WORK FORMERLY SUBMITTED FOR ASSESSMENT THAT HAS TRACES OF PLAGIARISM WILL NOT BE MARKED. IN THE CASE OF THE RESEARCH ESSAY, THE SUPERVISOR MAY RESIGN FROM WORKING WITH THE STUDENT WHO AUTHORED PLAGIARIZED WORK.**

Study Facilities

There is an office reserved for postgraduate on the 20th floor. The office is situated on the opposite side of the department's main door. To gain access to the office you must ask the office manager for the passcode to the door. Please respect this study area and always make sure to keep it clean for other students who would want to use the office as well. It is a shared space and so you must be considerate towards other students when using the office. Always keep it locked, even if you are stepping out for 5mins. Please note that you may use this office when you have been granted permission to be on campus as per university covid-19 regulations.

Difficulties

If you encounter any difficulties that have the potential to, or indeed do, hinder your studies then you must notify your lecturer or the postgraduate coordinator as soon as possible. Schedule an appointment with your lecturer or postgraduate coordinator, explain your situation, and find out if there is a way for the department to accommodate you. If you do not feel you can speak to your lecturer or postgraduate coordinator, then feel free to speak to our action head of department or find another staff member that you feel comfortable with. The department can try to help you, but only if you speak out.

Grievances

A grievance relates to any incident that has caused you to experience harm or to feel unsafe in the learning environment. These include for example, sexual harassment, racism or identity prejudice. The principles of fairness, consistency and transparency require that all grievances be submitted in writing with specifics of the incident or the nature of the complaint. In as far as it is possible and reasonable to do so, the following process should be followed:

- *Submit the written grievance to your lecturer who will make an appointment to consult with you.*

- *If, for whatever reason, you find it problematic to submit the grievance to your lecturer, you may submit the grievance directly to the HoD. Note, that in this case the grievance must contain some indication of why you could not submit the grievance to your lecturer. Also, if for some reason you cannot approach the HoD, you may approach another senior member of staff or the Dean, again with an indication of why you could not submit your grievance to the HoD.*
- *If you submitted the grievance to your lecturer and, in your opinion, the matter has not been satisfactorily resolved, submit the grievance in writing to the HoD detailing why you consider the grievance unresolved. The HoD will consult with you on how to resolve the grievance.*
- *If, after your consultation with the HoD you are of the opinion that the grievance is still unresolved, make an appointment to consult with the Dean of Humanities Faculty.*

University policy links

- **Plagiarism Policy:** https://www.up.ac.za/media/shared/409/ZP_Files/rt366_18-hiv-and-aids-policy.zp166026.pdf
- **Unfair discrimination based on race:** <https://www.up.ac.za/media/shared/409/unfair-discrimination-on-the-basis-of-race.zp87166.pdf>
- **General Rules and regulations:** https://www.up.ac.za/media/shared/360/Documents/fact-finder_rules-and-regulations-2018-pdf-11-11.12.2017.zp137172.pdf
- **Disciplinary Code of Conduct:** <https://www.up.ac.za/media/shared/409/Webcenter%20Content/disciplinary-code-students-2017.zp119718.pdf>
- **Personal relationships between staff and students:** <https://www.up.ac.za/media/shared/409/personal-relationships-between-employees-and-students.zp84967.pdf>
- **Sexual Harassment:** <https://www.up.ac.za/media/shared/409/code-of-conduct-on-the-handling-of-sexual-harrasment.zp85249.pdf>
- **Social Media Policy:** <https://www.up.ac.za/media/shared/409/social-media-policy.zp84971.pdf>
- **HIV and AIDS Policy:** https://www.up.ac.za/media/shared/409/ZP_Files/rt366_18-hiv-and-aids-policy.zp166026.pdf

For an exhaustive list of university policies, please visit <https://www.up.ac.za/about-up/article/258183/up-policies>