



CUL 260

Health, Bodies, Identities

S2 Day 2015

Dept of Media, Music & Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Nicole Matthews

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Contact via nicole.matthews@mq.edu.au

Y3A165C

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

What does it mean to be 'healthy'? This course will critically examine the relationship between the way we understand and imagine 'health' and a range of practices, institutional frameworks and ways of bodily being. Contemporary debates such as those around smoking, obesity, sexual health and mental illness will be interrogated. We will explore how categories of 'health' and 'illness' play out in ethical and political decision making. How are ideas about 'normal' or 'pathological' bodies and identities tied into concepts of 'health'? And how does the idea that 'wellness' is an individual's responsibility underpin public policy and peoples' ways of understanding and managing their own bodies?

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an understanding of the ways in which “health” is understood and experienced across a range of contexts.

Interrogate key concepts around “health”, showing an awareness of debates around definitions of these terms

Outline a theoretically informed account of the relationship between forms of knowledge

and experiences of embodied subjectivity and sociality

Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being

Communicate effectively and ethically in a range of contexts and modes of writing

Evidence engagement with and reflection on the process of learning

General Assessment Information

In general, late assessments will have 5% deducted per 24 hour period or part thereof (including weekends) that the assignment is due.

You will not receive a mark for your reading summary if it is late, unless you have a serious medical or family reason for late submission and provide evidence of this to Nicole Matthews by the due date.

If you have medical or family reasons for needing an extension, please contact Nicole Matthews before the assignment deadline. If you have a serious medical or family situation that is likely to be an ongoing problem, or impact on your assessments in other units, you should submit a disruption to study request via ask.mq.edu.au

All assignments will be submitted electronically, via links on ilearn. No hard copy submission will be required for this unit.

Assessment Tasks

| Name | Weighting | Due |
|--|-----------|-----------------------------|
| <u>Take-home exam</u> | 20% | midnight Saturday 29 August |
| <u>Reading summaries</u> | 10% | Between Week 6 and Week 12 |
| <u>Essay plan & planning meeting</u> | 15% | midnight, Monday October 12 |
| <u>Essay</u> | 40% | 9 November 2015 |
| <u>Participation</u> | 15% | ongoing |

Take-home exam

Due: **midnight Saturday 29 August**

Weighting: **20%**

The open book multiple choice exam will require students to answer a series of multiple choice questions relating to the key readings for the course. Careful reading of key readings in Weeks 1-5 will ensure successful completion of the exam. The exam will open on Friday 21st of August at 4pm and close at midnight on Saturday 29th of August. Correct answers to the exam will be

available after the exam closes.

This early assessment task will enable students to reflect on what they know and the understandings they still need to develop. It will also enable tutors to identify concepts that need further explanation and students that need more assistance. Students requiring further support will be invited to attend post-exam revision sessions in Week 7.

Marking criteria

- evidence of understanding of key concepts around health and normalizing practices
- evidence of reading key texts set on the unit between Week 1-5

On successful completion you will be able to:

- Demonstrate an understanding of the ways in which “health” is understood and experienced across a range of contexts.
- Interrogate key concepts around “health”, showing an awareness of debates around definitions of these terms

Reading summaries

Due: **Between Week 6 and Week 12**

Weighting: **10%**

Students must submit a reflective summary of the essential readings on the topic for that week between Weeks 6 and Week 12. Summaries will be posted to the blog on iLearn by 10 am on the Thursday before the lecture in which that reading will be discussed. Students must submit five summaries over this period (there will be no set readings in Week 10, and students can choose one other week in which they do not have to undertake a summary).

Since the purpose of summaries is to ensure that students are prepared for tutorials, summaries will not be accepted late, without documented medical or personal difficulties. Summaries will be submitted online via iLearn. Each summary is worth 2% of the overall grade.

Marking criteria

- timely completion of summaries on designated text
- evidence of reading designated texts

On successful completion you will be able to:

- Evidence engagement with and reflection on the process of learning

Essay plan & planning meeting

Due: **midnight, Monday October 12**

Weighting: **15%**

Students will submit a plan of between 400 and 500 words for the final essay, including a short bibliography of four sources. This plan must be posted to ilearn by midnight Monday October 12. In the following week, students will meet their tutor for a short 5-8 minute discussion of the essay plan. Student will receive verbal feedback on their plans during the meeting.

Marking criteria

- Evidence of preparation and planning for one-to-one meeting with tutor, including prompt attendance
- Thoughtful, responsive and reflective participation in discussion with tutor in one-to-one meeting
- Demonstrated critical engagement with key arguments around “health” within the unit
- Demonstrated awareness of the relationship between forms of knowing and experiences of embodiment
- Considered and effective organisation of argument
- Clarity of written and spoken communication
- Evidence of independent research within the discipline to support the argument
- Accurate and appropriate use of referencing

On successful completion you will be able to:

- Demonstrate an understanding of the ways in which “health“ is understood and experienced across a range of contexts.
- Outline a theoretically informed account of the relationship between forms of knowledge and experiences of embodied subjectivity and sociality
- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being
- Communicate effectively and ethically in a range of contexts and modes of writing
- Evidence engagement with and reflection on the process of learning

Essay

Due: **9 November 2015**

Weighting: **40%**

Students are required to write a 1800-2000 word essay.

Along with the essay will include a completed reflective overview form which includes three elements

(1) a 100 word statement of the ways the student has responded to the feedback provided on the essay plan

(2) a 200 word statement of identifying which elements of the essay demonstrate relevant learning outcomes for the unit

(3) a statement of 100 words or less nominating three elements of the essay on which the student would like feedback. Marks will be deducted if the reflective overview is not submitted with the essay. The essay briefing and the reflective overview form will be posted on ilearn in Week 6.

Marking criteria

- Consideration of the relationship between forms of knowing and experiences of embodiment
- Evidence of familiarity and critical engagement with key arguments around “health” discussed within the unit
- Application of cultural studies methods of critical analysis
- Appropriate independent research within the discipline of cultural studies
- Use of discipline-based research and reading to support the argument
- Thoughtful and effective organisation of argument including clearly addressing the essay brief
- Clarity of communication
- Accurate, consistent and appropriate referencing
- Evidence of reflection upon own learning and understandings, and use of tutor’s feedback on work
- Effective completion of a reflective overview form including a statement of revisions made in the light of feedback, identification of where the essay addresses the learning outcomes of the unit, and nomination of three areas of endeavour for feedback from the marker

On successful completion you will be able to:

- Demonstrate an understanding of the ways in which “health” is understood and experienced across a range of contexts.
- Interrogate key concepts around “health”, showing an awareness of debates around definitions of these terms
- Outline a theoretically informed account of the relationship between forms of knowledge and experiences of embodied subjectivity and sociality
- Apply key methods of critical analysis to evaluate social economic, legal and or medical

practices which focus on bodily-being

- Communicate effectively and ethically in a range of contexts and modes of writing
- Evidence engagement with and reflection on the process of learning

Participation

Due: **ongoing**

Weighting: **15%**

Students are required to participate in this unit via in-class discussion (in tutorials and where possible, lectures) and on-line discussion (where lecture attendance is not possible). Students will be graded on the basis of the quantity and the quality of participation. Attendance will be recorded both in tutorials and in lectures. Those who cannot attend the face-to-face lecture on Thursdays and prefer to listen to the recording on iLearn will be required to submit five discussion questions to the folder on iLearn by 9 am the following Monday.

Given that lectures are frequently interactive with students analysing images or discussing issues, the discussion questions posted online by students will provide an opportunity for students to demonstrate their engagement with the lecture material. Students who attend the face to face lectures will not be required to post discussion questions.

Marking criteria

- evidence of preparation for tutorials by reading and attending (or auditing) lectures
- regular attendance at tutorials
- thoughtful, well informed contributions contributions to tutorial discussions
- demonstration of thoughtful and ethical attempts to share and develop ideas with peers and tutor
- informed contribution to group discussion of lectures, either via in-class participation or via online discussion questions
- evidence of reflection on own understandings and perspectives

On successful completion you will be able to:

- Demonstrate an understanding of the ways in which “health“ is understood and experienced across a range of contexts.
- Interrogate key concepts around “health”, showing an awareness of debates around definitions of these terms
- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being
- Communicate effectively and ethically in a range of contexts and modes of writing
- Evidence engagement with and reflection on the process of learning

Delivery and Resources

Readings

Reading is essential to this unit. Passing the open book exam (due in Week 5) and completing the weekly reading summaries (Weeks 6-12) will require you to very carefully read the essential readings for each week. Some of the readings for the unit are very challenging and may require a second (or third!) reading. Key concepts from readings will often be discussed in detail in lectures and tutorials. However you must ensure you are prepared for lectures and tutorials by reading beforehand. Reading summaries for Weeks 6-12 will need to be submitted by 10 am on Thursdays BEFORE the lecture.

All readings will be available via the library's ereserve system (click on the "Unit Readings" tab in the library front page). If you prefer a paper reader, one can be printed for you by the Printery. You will need to pay for the reader before you order it, and your reader should be available within a few days at most. More details about the new print on demand system for readers will be available on ilearn.

Use of iLearn

The unit guide and additional materials and announcements for the unit are available via iLearn. Please ensure that you check ilearn and your university email account regularly to stay up to date.

Lecture recordings

Lectures for CUL260 will be recorded via ECHO 360 and available through the ilearn site. However, you should note that lectures in this unit are often interactive and obviously, discussions between students and discussions between students and lecture cannot be adequately captured by ECHO recordings. Similarly, video clips are regularly used in lectures, but cannot be recorded on ECHO 360 for copyright reasons. Links to clips will always be embedded in the Powerpoint slides for the unit, which will usually be uploaded onto ilearn just prior to the delivery of the lecture. If because of a disability or language difficulties you would like lecture slides earlier than this please speak to Nicole.

Please think carefully if you choose not to attend lectures. Attendance records will be taken in lectures and participation in lectures is considered when allocating marks for participation in the course. If you choose not to attend lectures, you can demonstrate your participation listening carefully to the recording for the lecture you missed and posting 5 discussion questions to the discussion forum on the week's section of ilearn, by the following Monday.

Particular learning needs

If you have particular learning needs that mean you would benefit from a different presentation of learning resources or other accommodations, please let Nicole know as early as possible.

Student Wellbeing provided much support and many resources for students with disabilities - please do not be afraid to get in touch with them. It is always helpful for tutors and lecturers know if you have particular learning needs - where possible they will amend their teaching strategies to accommodate your needs.

Nicole has reasonably fluent Auslan and is happy to communicate in Auslan with Deaf students.

One to one consultations

During Week 10 there will be a compulsory 1:1 meeting with your tutor, and your tutor will also be available for consultations in Revision Week, Week 13.

In addition to these times, Nicole will normally be available for student consultations in her office Y3A 165C, from 10.15-10.45 on Thursdays and from 11.00-12 noon on Fridays. If you cannot attend these times, please email nicole.matthews@mq.edu.au to make an appointment. You can also telephone my office during these times on 9850 2152. Please, however, DO NOT leave voice mail messages, as they will not be checked or responded to.

Unit Schedule

Week 1 July 30 What is “health”?

NOTE: Tutorials for CUL260 begin in Week 1

Klein, Richard (2010) ‘What is Health and How Do You Get it?’ in Metzl, Jonathan & Anna Kirkland (eds.) *Against Health: How Health Became the New Morality*, New York: NYUP, pp.15-25.

Cheek, Julianne (2008) “Healthism: A New Conservatism” *Qualitative Health Research*, Volume 18 Number 7 July 2008 974-982

Week 2 August 6 Medicalisation & demedicalisation

Conrad, Peter & Kristin K. Barker (2010) ‘The Social Construction of Illness: Key Insights and Policy Implications’, *Journal of Health & Social Behavior*, 51:S, 67-79.

Halfmann, Drew (2011) ‘Recognizing Medicalization and Demedicalization: Discourses, Practices, and Identities’, *Health*, 16:2, 186-20

Week 3 August 13 Public health and biopower

Foucault, Michel (1980) “The Politics of Health in the Eighteenth Century” in *Power/Knowledge: Selected Interviews and Writings 1972 – 1977* (edited by Colin Gordon) New York: Pantheon Books, pp 166 – 182

Porter, Natalie (2013) “Bird flu biopower: Strategies for multispecies coexistence in Viẹt Nam” *American Ethnologist*, Vol. 40, No. 1, pp. 132–148

Week 4 August 20 The health consumer

Philip Tovey , Karl Atkin & Timothy Milewa (2001) The individual and primary care: Service user, reflexive choice maker and collective actor, *Critical Public Health*, 11:2, 153-166

Topol, Eric (2015) *The Patient Will See You Now*, New York: Basic pp.3-12, 275-83

Exam opens 4 pm Friday 21st of August

Week 5 August 27 Health promotion & health identities

Lupton, Deborah (1995) 'Technologies of Health: Contemporary Health Promotion and Public Health', in *The Imperative of Health: Public Health and the Regulated Body*, London: Sage, pp.48-75

Hallin, Daniel and Briggs, Charles (2015) "Transcending the medical/ media opposition in research on news coverage of health and medicine" *Media, Culture & Society* 2015, Vol. 37(1) 85–100

Exam closes midnight Saturday 29th of August

Week 6 Sept 3 Risk, insecurity and stigma

Diprose, Rosalind (2008) "Biopolitical technologies of prevention" *Health Sociology Review* 17(2) 141-50

Nelson, Alison L., Doune Macdonald & Rebecca Abbott (2012) 'A risky business? Health and physical activity from the perspectives of urban Australian Indigenous young people,' *Health, Risk & Society*, 14:4, 325-40.

Reflective summary due for submission ilearn blog, Thursday 3 Sept by 10 am

Week 7 Sept 10 Morality and maternity

Note: because of Conception day on Friday Sept.11 there will be no tutorials in Week 7. There WILL be a lecture as usual. Based on the outcomes of the exam, some students will be invited to participate in post-exam revision sessions on Thursday Sept 10 and Friday Sept 11.

The readings for Week 7 will be discussed in the lecture in Week 7 and, in addition to Week 8's readings, the tutorial in Week 8.

Lupton, Deborah (2012) "'Precious Cargo": foetal subjects, risk and reproductive citizenship,' *Critical Public Health*, 329-40.

Macvarish, Jan (2010) 'The effect of 'risk-thinking' on the contemporary construction of teenage motherhood', *Health, Risk & Society*, 12:4, 313-322

Reflective summary due for submission to ilearn blog, Thursday 10 Sept by 10 am

SEMESTER BREAK

Week 8 Oct 1 Men's health

Cranshaw, Paul (2009) 'Critical Perspectives on the Health of Men: lessons from medical sociology,' *Critical Public Health*, 19:3-4, 279-85.

O'Brien, R., K. Hunt & G. Hart (2009) "'The average Scottish man has a cigarette hanging out of his mouth, lying there with a portion of chips": prospects for change in Scottish men's constructions of masculinity and their health-related beliefs and behaviours', *Critical Public Health*, 19:3-4, 363-81.

Reflective summary due for submission to ilearn blog, Thursday 1 Oct by 10 am

Week 9 Oct 8 Sex

Gagnon, Marilou, Jean Daniel Jacob & Dave Holmes (2010) 'Governing through (in)security: a critical analysis of a fear-based public health campaign', *Critical Public Health*, 20:2, 245-56.

Polzer, Jessica C. & Susan Knabe (2012) 'From Desire to Disease: Human Papilloma Virus (HPV) and the Medicalization of Nascent Female Sexuality', *Journal of Sex Research*, 49:4, 344-52.

Reflective summary due for submission to ilearn blog, Thursday 8 Oct by 10 am

Week 10 Oct 15 One to one meetings

Deadline for essay outline to be posted, midnight Monday October 12

There will be no lectures or tutorials in Week 10. Instead students will attend a compulsory one to one meeting with their tutor during the week to discuss their essay outline and receive verbal feedback on their plans for the essay. Attendance at and preparation for the 1:1 meeting will be assessed as part of the mark for the essay outline. Schedules for 1:1 meetings will be circulated in Weeks 8 and 9.

Week 11 Oct 22 Drinking and smoking

Keane, Helen (2009) 'Intoxication, harm and pleasure: an analysis of the Australian National Alcohol Strategy', *Critical Public Health*, 19:2, 135-142

Graham, Hilary (2012) "Smoking, Stigma and Social Class". *Journal Journal of Social Policy*, 41, pp 83-99

Reflective summary due for submission to ilearn blog, Thursday 15 Oct by 10 am

Week 12 Oct 29 Obesity

Schneider, Tanja & Teresa Davis (2010) 'Fostering a Hunger for Health: Food and the Self in *Australian Women's Weekly*', *Health Sociology Review*, 19:3, 285-303.

LeBesco, Kathleen ((2011) 'Neoliberalism, public health, and the moral perils of fatness', *Critical Public Health*, 21:2, 153-164

Reflective summary due for submission to ilearn blog, Thursday 22 Oct by 10 am

Week 13 Nov 5 Revision week: no lectures or tutorials.

Tutors available for (non-compulsory) one to one meetings with students during the week.

Week 14

Deadline for essay (including reflective overview form) midnight Monday November 9

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

- Additional information MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/
MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914> Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being
- Evidence engagement with and reflection on the process of learning

Assessment task

- Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Communicate effectively and ethically in a range of contexts and modes of writing
- Evidence engagement with and reflection on the process of learning

Assessment tasks

- Essay
- Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Communicate effectively and ethically in a range of contexts and modes of writing
- Evidence engagement with and reflection on the process of learning

Assessment tasks

- Reading summaries
- Essay plan & planning meeting
- Essay

- Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the ways in which “health” is understood and experienced across a range of contexts.
- Interrogate key concepts around “health”, showing an awareness of debates around definitions of these terms
- Outline a theoretically informed account of the relationship between forms of knowledge and experiences of embodied subjectivity and sociality
- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being
- Communicate effectively and ethically in a range of contexts and modes of writing

Assessment tasks

- Take-home exam
- Reading summaries
- Essay plan & planning meeting
- Essay
- Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the ways in which “health” is understood and

experienced across a range of contexts.

- Interrogate key concepts around “health”, showing an awareness of debates around definitions of these terms
- Outline a theoretically informed account of the relationship between forms of knowledge and experiences of embodied subjectivity and sociality
- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being
- Evidence engagement with and reflection on the process of learning

Assessment tasks

- Take-home exam
- Essay plan & planning meeting
- Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Outline a theoretically informed account of the relationship between forms of knowledge and experiences of embodied subjectivity and sociality
- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being
- Evidence engagement with and reflection on the process of learning

Assessment tasks

- Essay plan & planning meeting
- Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Outline a theoretically informed account of the relationship between forms of knowledge and experiences of embodied subjectivity and sociality
- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being
- Communicate effectively and ethically in a range of contexts and modes of writing

Assessment tasks

- Essay plan & planning meeting
- Essay
- Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being

Assessment tasks

- Essay plan & planning meeting
- Essay
- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the ways in which “health“ is understood and experienced across a range of contexts.
- Interrogate key concepts around “health”, showing an awareness of debates around definitions of these terms
- Apply key methods of critical analysis to evaluate social economic, legal and or medical practices which focus on bodily-being
- Communicate effectively and ethically in a range of contexts and modes of writing

Assessment task

- Participation

Changes from Previous Offering

Changes in 2015 include: * Some changes to the ordering of lectures and changes to a number of set readings * Verbal feedback on essay outlines via a compulsory 1:1 meeting to enable speedier return of feedback to students * Greater weighting on the take-home exam. * A shorter final essay and inclusion of a reflective overview form as part of the requirement for the final essay