



# CUL 322

## Screening (Ab)normal Bodies

S1 Day 2018

*Department of Media, Music, Communication and Cultural Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	11
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	15
<u>Graduate Capabilities</u>	17
<u>Changes from Previous Offering</u>	21

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Nicole Matthews

[nicole.matthews@mq.edu.au](mailto:nicole.matthews@mq.edu.au)

Contact via [nicole.matthews@mq.edu.au](mailto:nicole.matthews@mq.edu.au)

11.30-12.30 Wednesdays

Credit points

3

Prerequisites

(39cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description

Our bodies give us a world, and have meaning, both for ourselves and others. We are directed at every level to align our bodies with cultural norms – but what about modes of embodiment that don't conform to what we generally understand as 'normal'? In this unit, we turn our attention to unquestioned assumptions about what constitutes a 'normal' body, consider how these norms are created and think through the experiences of people whose modes of bodily being challenge the boundaries of the 'normative'. The aim of this unit is to critically examine the ways in which various forms of (ab)normal embodiment are understood in contemporary culture and to explore the social, political and ethical effects of such understandings. Our critical examination may cover disability, pregnancy, fatness, ageing, surgical interventions and other forms of body modification. Lectures, tutorials and assessments will draw extensively on screen texts, particularly documentaries and autobiographical video and film, to explore ideas about "normal" and "abnormal" bodies played out across the media and come to form part of everyday practice.

## 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:

identify the ways in which 'the body' is understood and experienced across a range of

contexts

interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms

effectively communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality

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

critically discuss ethics in contemporary practices and debates around normalisation of 'the body'

actively engage with the process of learning and reflect on own work to identify opportunities for further development

## General Assessment Information

- 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/](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

### University standards on assessment

More information about university standards on assessment can be found at:

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment>

### Practices on late submission

*Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.*

## Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective summaries	10%	No	9 am Thursday Weeks 2-11

Name	Weighting	Hurdle	Due
<u>Essay outline &amp; meeting</u>	20%	No	9 am Mon Ap 9/Ap 9-11
<u>Participation</u>	15%	No	Ongoing
<u>Essay</u>	40%	No	Midnight Monday 14 May
<u>Reflection</u>	15%	No	May 31-June 7

## Reflective summaries

Due: **9 am Thursday Weeks 2-11**

Weighting: **10%**

Students will be required to submit, online via iLearn, ten short reflections on weekly readings. Each reflection should refer to all key readings for the week. Ten summaries should be submitted between weeks 2 and 11. Reflective summaries should be submitted by 9 am on Thursday mornings each week. The reflective summary for Week 2's key readings for instance, should be submitted online at 9 am BEFORE the Week 2 lecture and tutorials.

Reflections should be between 250 and 350 words in length, and should summarise selected key ideas from ALL readings set for that week. Students may choose to focus on one reading and make a limited number of comparisons and connections to the second (and in some cases third) reading. Reflections may also include connections between weekly readings and lectures and readings for previous weeks and comments on the relationship between readings and embodied practices or experiences. Reflective summaries are not expected to reflect a perfect understanding of the essential readings, but to be a starting point for further thinking and discussion.

The aim of this exercise is to ensure that students read and engage with the set readings so that they develop a scholarly understanding of issue and debates, and that class discussion is informed and productive. Consequently reflections posted after 9 am on Thursday morning on the week the reading is set will receive 0, unless a student has lodged a disruption to study application.

### Criteria for summaries:

- Timely production of summary
- Engagement with appropriate readings
- Fulfilling the writing brief

**Full rubrics containing standards of performance required for each grade level for this assessment can be found on the ilearn site for CUL322.**

On successful completion you will be able to:

- identify the ways in which 'the body' is understood and experienced across a range of contexts
- interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## Essay outline & meeting

Due: **9 am Mon Ap 9/Ap 9-11**

Weighting: **20%**

**This assessment consists of two components:**

- 1. an essay plan**, to be posted to Turnitin by 9 am Monday April 9 (beginning of Week 7)
- 2. a 5-10 minute planning meeting**, to occur during Week 7 (April 9-11), in which each student will summarise their plan and receive feedback and advice from their tutor.

### The essay outline

This outline should be no longer than 500 words, plus bibliography. It should clearly outline the question or problem to be discussed, line of argument or position, key theoretical perspectives to be used, and the case study or cultural practice which will be the focus of your essay. Your outline should map out key points in your argument in the order in which you will present them in the final essay. You should write in paragraphs.

The outline should not be a "mini essay" but should indicate clearly your plans. You are welcome to use the words "I" and "my"! Useful starting points for the essay outline may include sentences like "This essay will" "My case study for this essay will be" "I will argue that" "My key theoretical reference points will be" or "My three key points will be"

The outline should include a bibliography no less than five sources which you plan to use in your essay. At least two of these sources should be from the key readings in the unit. At least two should be from your independent research. You should use in-text referencing as appropriate in your outline. You may choose whatever referencing system you prefer, though Harvard style will be warmly received. The bibliography is IN ADDITION to the 500 word limit of the outline.

Late assignments will be penalised by 2% of the mark allocated per day, unless the student has documented medical or personal reasons for late submission. Extensions for personal or medical reasons must be negotiated before the assignment. Failure to attend the planning meeting will result in loss of marks.

**Criteria for essay outline:**

- Understanding of key concepts around embodiment
- Awareness of theories and debates and positioning essay within those debates
- Appropriate reading and research, including both key readings and peer reviewed independent sources within the discipline
- Identification of appropriate practices to discuss in essay
- clarity of expression and use of appropriate genres of academic communication
- effectively mapping out an argument

### **The planning meeting**

A 1:1 meeting with your tutor during Week 7 in place of tutorials that week. A schedule for 1:1 meetings will be circulated during tutorials in Weeks 5-6. These meetings will be outside normal lecture and tutorial hours on Monday 9th, Tuesday 10th, Wednesday 11th of April. The informal meeting will be 5-10 minutes long and take place in your tutor's office (for Nicole Y3A 165c). In the meeting you will be asked to provide a verbal summary of your plans for the essay including the question or problem to be discussed, line of argument or position, key theoretical perspectives to be used, and the case study or cultural practice which will be the focus of your essay.

You will be invited to raise any difficulties may have experienced in preparing the essay outline and to ask any questions you may have on content or approaches to essay. Your tutor will provide verbal feedback on your plans for the essay and offer advice on next steps.

You are **STRONGLY ENCOURAGED** to audio record the advice offered by the tutor in this meeting on your phone, as written feedback will not be given on the submitted version of the plan. If you do not have access to a recording device, please let Nicole know and she will make one available for you.

In addition to posting the essay outline to Turnitin by the deadline, you will need to bring a paper copy of your outline to give to the tutor during the meeting.

### **Criteria for the planning meeting**

- prompt arrival at the scheduled time
- evidence of preparation for the meeting
- clear and coherent explanation of plans for the essay
- active engagement in conversation about essay planning with the tutor
- evidence of reflection on your own learning so far and demonstrated ability to identify difficulties or challenges that you need support with in developing your essay

**Full rubrics containing standards of performance required for each grade level for this assessment can be found on the ilearn site for CUL322.**

On successful completion you will be able to:

- identify the ways in which 'the body' is understood and experienced across a range of contexts
- effectively communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality
- use key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## Participation

Due: **Ongoing**

Weighting: **15%**

All students are expected to attend face-to-face lectures and tutorials and participate in discussions in class. Your grade will depend on the quantity and quality of participation. While attendance is not sufficient for participation, in most cases it is a necessary precondition for participation.

Attendance in both lectures and tutorials will be recorded each week.

If you are unable to attend a particular lecture you will be required to submit 5 discussion questions relating to the material in the lecture and associated reading to an iLearn discussion forum by 9 am on the Monday AFTER the lecture you have missed.

### **Criteria for participation grade:**

- Evidence of undertaking action to identify learning needs. Evidence of such action will include attendance and participation in tutorials, attendance and participation in lectures or timely uploading of lecture-based discussion questions
- Evidence of engagement in the process of learning and preparation for learning, including reading and reflection before lectures and tutorials to allow effective learning to take place
- Thoughtful and ethical engagement with peers, lecturer and/or tutor in lectures and tutorials

**Full rubrics containing standards of performance required for each grade level for this assessment can be found on the ilearn site for CUL322.**

On successful completion you will be able to:

- identify the ways in which 'the body' is understood and experienced across a range of contexts

- use key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## Essay

Due: **Midnight Monday 14 May**

Weighting: **40%**

Length: 1500 - 2000 words. Essay questions will be posted on unit webpage by the end of Week 2.

Late assignments will be penalised by 2% of the mark allocated per day, unless the student has documented medical or personal reasons for late submission. Extensions for personal or medical reasons must be negotiated before the assignment due date.

### Criteria for the essay

- 1) effective engagement with the chosen question, including clarity of expression, structure of argument, range and quality of research undertaken and complete and accurate referencing
- 2) selection, understanding and effective use of appropriate concepts, theorists and debates from lectures and essential readings
- 3) relevance, originality and effective analysis of case study materials chosen
- 4) consideration of question of ethics
- 5) reflection on the perspective and limitations of sources and on own position and perspective

**Full rubrics containing standards of performance required for each grade level for this assessment can be found on the ilearn site for CUL322.**

On successful completion you will be able to:

- identify the ways in which 'the body' is understood and experienced across a range of contexts
- interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms
- effectively communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality

- use key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being
- critically discuss ethics in contemporary practices and debates around normalisation of 'the body'
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## Reflection

Due: **May 31-June 7**

Weighting: **15%**

This final assessment will require each student to select one concept or reading considered in CUL322 during the course of the semester. In the reflection each student will discuss the way in which this concept or reading EITHER

(a) provides new critical or analytical perspectives on one aspect of their own embodied experiences OR

(b) provides new critical or analytical perspectives on an instance of embodiment in the media

This assignment requires students to reflect on how the ideas discussed in this course during the semester might be relevant to their own past or future lives or an example of embodiment as visible to the media.

Students will be required to present a 3-5 minute presentation which

- briefly introduces the pertinent features of the concept or reading to be considered
- use this concept to analyse some aspect of their own embodied experience OR an instance of embodiment in the media

Students can choose to present in their tutorial in Week 12 or 13 or the presentation can be audio or video recorded and posted to VoiceThread on ilearn.

### Mode of presentation

Students are welcome to use a variety of formats. They may choose:

- to bring in an object in to class as a focus for discussion
- to use one or more personal photographs, maps, advertisements or images from television or the internet as part of the presentation
- to use Powerpoint, Prezi or other visual aids alongside their talk
- to record themselves speaking to a video camera
- to record an audiotrack over a series of images or a set of powerpoint slides

There is no obligation to speak about very personal aspects to embodied identity, although you are welcome to do so if you wish. We are equally happy to have you reflect on your embodied experience of paid work, being a grand daughter or a twin, belonging to a particular religious community, getting up in time as a student, having a pet or using a fitness app as your experiences of illness or disability, sexuality or pregnancy.

Throughout the semester we will be looking at many texts that analyse and reflect on the author/filmmaker's personal embodied experiences. These include documentaries such as *Orchids* (Week 4) and *Vital Signs* (Week 5) and key and extended readings, including Alice Dreger (Week 4), Anne Finger (Week 5), Jane Crisp (Week 9), Liz Crow (Week 9), Donna Haraway (Week 11). These films and readings will show you some of the different ways of effectively discussing and analysing embodied experience. Clearly the words "I" and "my" are not just allowed but pretty much necessary here! However drawing on your own experience does not mean losing academic rigour.

Tutorials during which face to face presentations will take place will be on Thursday May 31 and Thursday June 7. All online presentations must be completed and associated materials posted by midnight on Thursday June 7. Students who choose to present face-to-face in class will be asked to post their notes, script or slides to VoiceThread to allow moderation of marks by the same time.

### **Criteria for assessment:**

- appropriate selection of concept or reading
- demonstrated understanding of concept or reading
- effective communication skills, including structure, mode and length of presentation
- identification, description and analysis of relevant embodied experience or representation
- application of concepts and arguments to case study

**Full rubrics containing standards of performance required for each grade level for this assessment can be found on the ilearn site for CUL322.**

On successful completion you will be able to:

- identify the ways in which 'the body' is understood and experienced across a range of contexts
- interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms
- effectively communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality

- use key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## Delivery and Resources

This unit will use iLearn for submission of assignments, including reflections. However, attendance at lectures and tutorials is important as indicated by the participation mark.

Lectures are interactive and class discussion in lectures is poorly recorded on iLecture, making face-to-face attendance highly valuable for students. A roll will be taken in both lectures and tutorials and attendance will be recorded.

We understand that sometimes there are compelling reasons why students cannot attend lectures, such as caring responsibilities or medical conditions. Students who cannot attend the lecture but wish to maintain a high participation mark for the unit will be required to post five discussion questions relating to the lecture and reading material for that week to a discussion board on iLearn by 9 am on the Monday following the lecture they have missed.

Equally, reading the set texts for the week is essential for completion of the unit. Reflective summaries of key readings must be submitted on-line BEFORE that week's lecture and tutorials. These summaries are not expected to be written beautifully or show an in depth understanding of the reading - they just need to be completed in a timely way on the appropriate two readings.

The readings for the unit will be available on eReserve. Many of them are journal articles which are available in electronic format via the library catalogue.

Suggestions for further readings are offered for most weeks, to enable deeper reading on the topic for those who are passionately interested, or are writing an essay or putting together an autobiographical reflection on that theme. These are just the starting point for your further reading.

## Unit Schedule

### **CUL322 Ab/normal bodies**

#### **Block 1: Creating “normal”**

Note that there WILL be a tutorial in week 1.

#### ***Week 1 (1 Mar): Introduction to the unit***

- Urla, Jacqueline and Terry, Jennifer (1995) "Introduction: Mapping Embodied Deviance" (exerpts) from *Deviant Bodies*, Indiana University Press

#### ***Week 2 (8 Mar) Biopower and perfect babies***

- Perron, A., Fluet, C., Holmes, D. (2004) "Agents of care and agents of the state: bio-

power and nursing practice” *Journal of Advanced Nursing*, 50(5), pp.536-44

- Gareth M. Thomas & Deborah Lupton (2016) Threats and thrills: pregnancy apps, risk and consumption, *Health, Risk & Society*, 17:7-8, 495-509,

#### *Extension reading*

- Landsman, Gail (2009) “Chapter Two: Doing everything right: choice, control and mother blame” pp.15-49 from *Reconstructing motherhood and disability in the age of “perfect babies”*, London, Routledge
- Rabinow, P. and Rose, N. (2006) “Biopower now” from *Biosocieties* 1, 195-217

#### **Week 3 (15 March): ab/normalcy**

- Davis, Lennard (1995) Excerpt from “Constructing Normalcy”, in *Enforcing Normalcy: Disability, Deafness, and the Body*, New York: Verso pp.23-40
- Dreger, A. (1998) “The limits of individuality: ritual and sacrifice in the lives and medical treatment of conjoined twins” *Studies in the history and philosophy of biology and biomedical science* 29(1) 1-29

#### *Extension reading*

- Sharpe, Andrew (2007) “Structured Like a Monster: Understanding Human Difference Through a Legal Category”, *Law and Critique* 18:2
- Samuels, Ellen (2011) examining Christine and Millie McKoy: Where Enslavement and Enfreakment Meet, *Signs* 37(1), pp.53-81

#### **Week 4 (22 March): (Inter)sexed bodies**

- Preves, Sharon (2002) “Sexing the Intersexed: An Analysis of Sociocultural Responses to Intersexuality”, *Signs*, 27:2, pp.523-56.
- Dreger, Alice Domurat (2000) “Jarring Bodies: thoughts on the Display of Unusual Anatomies”, *Perspective in Biology and Medicine*, 43:2, pp.161-72.

#### *Extension reading*

- Ammaturo, Francesca (2016) “Intersexuality and the ‘Right to Bodily Integrity’: Critical Reflections on Female Genital Cutting, Circumcision, and Intersex ‘Normalizing Surgeries’ in Europe, *Social and Legal Studies* 25(5) 591-610

#### **Week 5 (29 March): dis/ability**

- Jarman, Michelle (2005) "Resisting good imperialism: reading disability as radical vulnerability" *Atenea* 25(1): 107–16
- Garland-Thompson, Rosemarie (2011) "Misfits: a feminist materialist disability concept" *Hypatia* vol. 26, no. 3

*Extension reading*

- Finger, Anne (2005) "Writing disabled lives: beyond the singular" *PMLA Conference on Disability Studies and the University* 610-615
- Goodley, Dan (2011) "Introduction: global disability studies" from *Disability Studies: An Interdisciplinary Introduction*, Sage, pp.1-21
- Siebers, Tobin 2008 "Body Theory" in *Disability Theory* 53-69
- Longmore, Paul. (1997) 'Conspicuous Contribution and American Cultural Dilemma: Telethon Rituals of Cleansing and Renewal' *The Body and Physical Difference: Discourses of Disability* (eds) David Mitchell and Sharon Snyder (eds) Ann Arbor, University of Michigan, 134-158

**Week 6 (5 April): from eugenics to genetics**

- Snyder, S. L. & D. Mitchell (2002) "Out of the Ashes of Eugenics: Diagnostic Regimes in the United States and the Making of a Disability Minority", *Patterns of Prejudice*, 36:1.
- Sujatha Raman and Richard Tutton (2010) "Life, Science and Biopower" from *Science, Technology, & Human Values* 35(5) 711-734

*Extension reading*

- Garland-Thomson, R. (2012) "The Case for Conserving Disability" *Bioethical Inquiry* (2012) 9:339–355
- Novas, Carlos and Rose, N. (2000) "Genetic Risk and the Birth of the Somatic Individual", *Economy and Society*, 29:4.
- Eve Kittay (2009) "The personal is philosophical is political: a philosopher and mother of a cognitively disabled person sends notes from the battlefield" from *Metaphilosophy*, 40(3-4) 606-627

**Week 7 (12 April): Debility**

- \*Puar, Jasbir (2017) "*The Right to Maim*, ix - xxiv
- \*Mitchell, David and Snyder, Sharon (2016) "Chapter 4: Minority mode: from liberal to neoliberal futures of disability" from Nick Watson, Alan Roulstone and Carol Thomas *The*

*Handbook of Disability Studies*, pp.42-5

*Extension reading*

- Mitchell, David and Snyder, Sharon (2016) *The Biopolitics of Disability*, pp. 39-42; 175-9
- Tembeck, Tamar (2016) "Selfies of Ill Health: Online Autopathographic Photography and the Dramaturgy of the Everyday" *Social Media + Society*

**MID SEMESTER BREAK**

**Block 2: "Normal" lives**

**Week 8 (3 May) Working bodies**

- Thompson, E.P. (1967) "Work Discipline and Industrial capitalism" *Past and Present* 38 pp.56-97
- Dyer, S., McDowell, Banitzky, A. (2008) "Emotional labour/body work: the caring labours of migrants in the UK's National Health Service" from *Geoforum* 39, 2030-2038

*Extension reading*

- Collinson, David and Collinson, Margaret (1997) "'De layering managers': time-space surveillance and its gendered effects" *Organization* August 1997 vol. 4 no. 3 375-407
- Mitchell, David and Sharon Snyder (2016) "Disability as multitude: reworking non-productive labor power" pp.204-222 from *The Biopolitics of Disability*, University of Michigan

**Week 9 (10 May) Active bodies**

- Burke, Lucy and Crow, Liz (2016) "Chapter Five: Bedding Out: art, activism and Twitter" Katie Ellis, Mike Kent (eds) *Disability and Social Media: Global Perspectives*, Taylor and Francis
- Crook, Tim (2008) "Norms, Forms and Beds: Spatializing Sleep in Victorian Britain", *Body & Society*, 14:4, pp.15-35.

**Week 10 (17 May) Ageing bodies**

- \*Morten Hillgaard Bulow and Marie-Louise Holm (2016) "Queering 'Successful Ageing', Dementia and Alzheimer's Research" *Body and Society* 22(3)
- \*Lanoix (2006) "No Room for abuse" *Cultural Studies* Vol. 19, No. 6 November 2005, pp. 719-736

### *Extension reading*

- Crichton, J. (2007) "Living with dementia: curating self identity" *Dementia*, 2007, Vol.6(3), pp.365-381
- \* Crisp, J. (1995) "Making sense of the stories that people with Alzheimer's tell: a journey with my mother" *Nursing Inquiry* 133-140

### **Week 11 (24 May) Human and non-human bodies**

- \*Haraway, Donna (2011) "Awash in Urine: " from *Women's Studies Quarterly* 40(1&2)
- \*Belser, Julia Watts (2016) Vital Wheels: Disability, Relationality, and the Queer Animacy of Vibrant Things, *Hypatia* vol. 31, no. 1 (Winter 2016)

### **Week 12 (31 May): Whose body? The human biome**

- \*No author "The human biome: me, myself, us" from *The Economist* Aug 18 2012 <http://www.economist.com/node/21560523>

### **Week 13: (7 June) Assessment week (no lecture or reading)**

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](#) ([http://www.mq.edu.au/students/policies](#))

[ps://students.mq.edu.au/support/study/student-policy-gateway](https://students.mq.edu.au/support/study/student-policy-gateway)). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://ask.mq.edu.au).

MMCCS website [https://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_art\\_s/department\\_of\\_media\\_music\\_communication\\_and\\_cultural\\_studies/](https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_art_s/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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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:

#### Assessment task

- Reflection

### 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:

#### Assessment task

- Reflection

### 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:

#### Assessment task

- Reflection

## 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

- identify the ways in which 'the body' is understood and experienced across a range of contexts
- interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms
- effectively communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality
- use key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being
- critically discuss ethics in contemporary practices and debates around normalisation of 'the body'

### Assessment tasks

- Reflective summaries
- Essay outline & meeting
- Participation
- Essay
- Reflection

## 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

- identify the ways in which 'the body' is understood and experienced across a range of

contexts

- interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms
- effectively communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality
- use key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## **Assessment tasks**

- Reflective summaries
- Essay outline & meeting
- Participation
- Essay
- Reflection

## **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**

- identify the ways in which 'the body' is understood and experienced across a range of contexts
- interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms
- effectively communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality
- use key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being
- critically discuss ethics in contemporary practices and debates around normalisation of 'the body'
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## Assessment tasks

- Reflective summaries
- Essay outline & meeting
- Participation
- Essay
- Reflection

## 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

- interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms
- effectively communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality
- use key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being
- critically discuss ethics in contemporary practices and debates around normalisation of 'the body'
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## Assessment tasks

- Reflective summaries
- Essay outline & meeting
- Participation
- Essay
- Reflection

## 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**

- critically discuss ethics in contemporary practices and debates around normalisation of 'the body'

## **Assessment tasks**

- Reflective summaries
- Participation
- Essay

## **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**

- critically discuss ethics in contemporary practices and debates around normalisation of 'the body'
- actively engage with the process of learning and reflect on own work to identify opportunities for further development

## **Assessment tasks**

- Reflective summaries
- Participation
- Essay
- Reflection

## **Changes from Previous Offering**

The readings for the unit have been updated in the light of recent theoretical work, for instance, with the inclusion of Jasbir Puar's (2017) *The Right to Maim*, Lucy Burke and Liz Crowe's (2016) chapter on "Bedding Out", twitter and austerity economics and Julia Watts Belser's 2016 article on the relationship between activists and their wheelchairs.

Last year we are trialled autobiographical reflections as a final assessment. This assessment was devised to help students avoid thinking about the unit as relating simply to "others" bodies

and to think about their own implication in the cultural shaping of "normal" and "abnormal" bodies. The inclusion of an autobiographical reflection responds to educational theory which suggests deep learning is enabled when students can relate ideas to their own lives. To give some examples of how scholars can analyse their own embodied experiences, a number of extra readings which incorporate autobiographical reflection have been included in the key or extended reading list (eg Burke and Crowe, Crisp, Haraway, Finger).

This assessment was well received by last year's students and some excellent work was produced. However, in student reviews of the unit in 2017, some students expressed discomfort with the requirement to talk about their own experience and requested an alternative choice of topic for the final presentation. Consequently, in 2018 students have the choice of either reflecting on their own embodied experience or reflecting on an instance of embodiment in the media. This option reflects the new emphasis on screen media in the unit over the past two years, and the inclusion of many screen texts, particularly documentaries and non-fiction media, as examples in class, as well as the inclusion of a number of screen and social media focussed readings (eg Burke and Crowe, Longmore, Jarman, Thomas and Lupton, Tembek). Students with an interest in media production (or a preference not to present their ideas face to face to the class!) as in 2017 have the opportunity to present their reflections via online video or audio recordings.

In the light of student feedback, the timing of assessments has been slightly adjusted, with a few more days to prepare the final essay, and an additional week to prepare the reflection.

Further guidance on assessment will be provided in 2018, including examples of the previous year's reflections and further guidance on the need to audio-record verbal feedback provided on essay plans in 1:1 meetings.