MMCC3022

Inventing Normality

Session 1, Weekday attendance, North Ryde 2020

Department of Media, Music, Communication and Cultural Studies

Contents

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General Information

Unit convenor and teaching staff
Lecturer and tutor
Nicole Matthews
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Contact via Email
Room 165C, 10 Hadenfeld Av
Monday 11-12

Credit points
10

Prerequisites
130cp at 1000 level or above

Corequisites

Co-badged status

Unit description
The notion of the "normal" is surprisingly recent but has come to have a powerful role in shaping individual bodies and lives, how people interact and the ways populations are managed and organised. In this unit, we use various frameworks from media and cultural studies, gender studies, queer theory, disability studies, the environmental humanities and science and technology studies, to consider often unquestioned assumptions about what constitutes a 'normal' body. How are these norms created and, in particular, how do they shape the experiences of people who challenge them? We will consider how conceptions of normalcy are deployed and challenged in screen texts and media practices including documentaries, "selfies" in social media, self-monitoring and self-management using apps, as well as autobiographical video and film. This will allow us to explore how ideas about "normality" and "abnormality" come to form part of our everyday lives. Our critical examination may cover disability, pregnancy, fatness, ageing, work, time, relationships with non-human, surgical interventions and other forms of body modification. The aim of this unit is to think through the ways in which various forms of embodiment are understood in contemporary culture and to explore the social, political and ethical effects of these understandings.

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:

ULO1: analyse the ways in which 'the body' is understood and experienced across a range of contexts.

ULO2: interrogate key concepts around 'the body' and normalising practices, showing an awareness of debates around definitions of these terms.

ULO3: communicate a theoretically-informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality.

ULO4: apply key methods of critical analysis to discuss social, economic, legal and/or medical practices which focus on bodily-being.

ULO5: communicate ethics in contemporary practices and debates around normalisation of 'the body'.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult iLearn for revised unit information.

Find out more about the Coronavirus (COVID-19) and potential impacts on staff and students

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/

- 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.*

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/
display/unit_status

This unit will use iLearn for submission of assignments, including reflections. However,
attendance at lectures and tutorials is highly valued. Educational research has repeatedly
demonstrated that attendance at class correlates closely with grades. Lectures in this unit are
interactive - we will be discussing ideas, analysing materials and brainstorming in the lecture and
these kinds of class discussions in lectures are poorly recorded on iLecture, making face-to-face
attendance highly valuable for students. I also really enjoy the opportunity to hear your ideas
and experiences so please do attend!

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
main purpose of the summaries is to prepare you for discussions in tutorials - if you don't
understand everything in the reading when you write the summary that's fine!

The final reflection, due in Week 13, will require you to describe three moments across the
course of the semester where your understanding of a reading changed after participating in a
lecture or a tutorial. Your summaries will be a great resource for this reflection, but obviously to
reflect on your experiences in class you need to come along!

The readings for the unit will be available in electronic format in the library. The link to Leganto
in ilearn will take you directly to the readings. Please let me know if there are any problems with
availability.

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.

PLEASE do use the library as a resource for your essays as well as for the weekly readings.
Millions are spent purchasing subscriptions to the academic journals and databases held there -
they cover much more territory than Google Scholar or other publicly available databases. If you

struggle to find appropriate material, please get in contact with Nicole or speak to the staff at the library.

Unit Schedule

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult iLearn for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

CUL3022 Inventing normality

Block 1: Creating "normal"

Week 1 Introduction to the unit

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

Note that there WILL be a tutorial in Week 1

Week 2 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

Weekly reading summaries begin this week

Week 3 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: (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.

Further reading

- Ammatura, 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: 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

Further 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: 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.
- Rose, Nikolas (2010) "Normality and pathology in a biomedical age" *Sociological Review*, October 2009, Vol.57(2_suppl), pp.66-83

Further 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**
- **Hansen, Nancy, Janz, Heidi, Sobsey, Dick (2008) "21st century eugenics?" *The Lancet***

Essay plan due this week

Week 7: No lecture, tutorials or readings.

Instead there will be one to one consultations on essays. Timetable of meetings to be circulated in Week 5 and 6. Not all meetings will take place in normal class time.

MID SEMESTER BREAK

Block 2: "Normal" lives

Week 8 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

Further 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

Case study essay due this week

Week 9 Active and debilitated bodies

- Crook, Tim (2008) "Norms, Forms and Beds: Spatializing Sleep in Victorian Britain", *Body & Society*, 14:4, pp.15-35.
- 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

Further reading

- **Shildrick, Margrit (2015) "**Living on; not getting better" *feminist review* 111 2015
- Puar, Jasbir (2017) "*The Right to Maim, ix - xxiv*

Week 10 Ageing bodies

- Lanoix (2006) "No Room for abuse" *Cultural Studies* Vol. 19, No. 6 November 2005, pp. 719?/736
- Crisp, J. (1995) "Making sense of the stories that people with Alzheimer's tell: a journey with my mother" *Nursing Inquiry* 133-140

Further reading

- Crichton, J. (2007) "Living with dementia: curating self identity" *Dementia*, 2007, Vol.6(3), pp.365-381
- Morten Hillgaard Bulow and Marie-Louise Holm (2016) "Queering 'Successful Ageing',

Dementia and Alzheimer's Research" *Body and Society* 22(3)

Week 11 Biomediation: bodies, technologies and normalcies

- Belser, Julia Watts (2016) "
- Hagood, Mack (2017) "Disability and biomediation: tinnitus as phantom disability" from Ellcessor, E and Kirkpatrick, B. (eds) *Disability Media Studies*, New York University Press

Week 12 Life on us: waste and the limits of the body

- Haraway, Donna (2011) "Awash in Urine: " from *Women's Studies Quarterly* 40(1&2)

Reflective media presentation due this week

Week 13 No teaching

Final reflection on reading due this week

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). 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.)*

Students seeking more policy resources can visit the 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 s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

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

Learning Skills

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

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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

If you are a Global MBA student contact globalmba.support@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/.

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.