CUL 260
Health, Bodies, Identities
MQC1 Day 2014
Dept of Media, Music & Cultural Studies

Contents

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## General Information

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<th>Unit convenor and teaching staff</th>
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<td>Moderator</td>
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<td>Nicole Matthews</td>
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<tr>
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<th>Unit description</th>
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<td>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 play out in public policy and peoples' ways of understanding and managing their own bodies?</td>
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## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

## Learning Outcomes

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

3. Outline a theoretically informed account of the relationship between forms of knowledge and forms of embodied subjectivity and sociality

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

5. Apply the accounts of ethics offered in this unit to an analysis of contemporary practices and debates around “health”

6. Compose an analysis of and alternate response(s) to the issues and practices discussed in the unit.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Reading summaries</td>
<td>10%</td>
<td>3,4,8,9,12</td>
</tr>
<tr>
<td>take-home exam</td>
<td>25%</td>
<td>9.30 am -2 May 2014</td>
</tr>
<tr>
<td>essay plan</td>
<td>20%</td>
<td>9.30 am- 30th May, 2014</td>
</tr>
<tr>
<td>Essay</td>
<td>35%</td>
<td>4.30 pm, 17 June 2014</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>ongoing</td>
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Reading summaries
Due: 3,4,8,9,12
Weighting: 10%

Students must submit and discuss in tutorial class a summary of the essential readings in weeks 3, 4, 8, 9, and 12 (i.e. 5 in all). Summaries must be typed, submitted and discussed in tutorial class on the readings from previous week. Summaries that are submitted late will not be marked and will be awarded an ‘F’ (Fail).

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate an understanding of the ways in which “health” is understood and experienced across a range of contexts.

take-home exam
Due: 9.30 am -2 May 2014
Weighting: 25%

The take-hom exam will require students to provide definitions and critiques of 'everyday' terms,
and also to explain key concepts.

The Exam will be released in iLearn at 9 am of **Thursday 17 April**. The Exam is due back on **Friday 2 April 9.30 am**. The paper must be submitted in Turnitin and handed in hard copy at the Lecture. Papers will not be marked if submission procedure is not followed correctly and will be awarded an ‘F’ (Fail).

Please note that this is an exam. Extensions cannot be granted and no late papers will be accepted. Students will need to apply for Special Consideration to avoid an automatic Fail (0 grade).

This Assessment Task relates to the following 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” and normalizing practices, showing an awareness of debates around definitions of these terms

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

• Apply the accounts of ethics offered in this unit to an analysis of contemporary practices and debates around “health”

**essay plan**

**Due: 9.30 am- 30th May, 2014**

**Weighting: 20%**

Students will submit a plan of 1000 words for the final essay. A copy of the essay plan format used for this task will be made available in iLearn and discussed in class.

The Plan must be submitted in Turnitin and handed in hard copy at the Lecture by 9.30 am. Papers wont be marked if submission procedure is not followed correctly. Extensions must be organised **Prior** to due date. Late papers will receive a 5% penalty per every late day. After 7 days the paper wont be marked and will receive a Fail (0 grade).

This Assessment Task relates to the following Learning Outcomes:

• 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 forms 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
• Apply the accounts of ethics offered in this unit to an analysis of contemporary practices and debates around “health”

Essay
Due: 4.30 pm, 17 June 2014
Weighting: 35%

Students are required to write a 3,000 word essay.

Students are required to write a 3,000 word essay. Questions will be posted in iLearn and distributed in class. The essay must be submitted in Turnitin and handed in hard copy at the MQC front desk by 4.30 pm. Papers wont be marked if submission procedure is not followed correctly.

Please note that this is in lieu of exams and extensions cannot be granted. Late papers wont be accepted and the essay will receive an automatic Fail (0 grade). Students will need to apply for Special Consideration to avoid an automatic Fail.

This Assessment Task relates to the following 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” and normalizing practices, showing an awareness of debates around definitions of these terms
• Outline a theoretically informed account of the relationship between forms of knowledge and forms 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
• Apply the accounts of ethics offered in this unit to an analysis of contemporary practices and debates around “health”
• Compose an analysis of and alternate response(s) to the issues and practices discussed in the unit.

Participation
Due: ongoing
Weighting: 10%

Students are required to attend and participate in this unit via in-class discussion (in tutorials). Students will be graded on the basis of the quantity and the quality of participation.

What is expected of students: Participate in class based and smaller groups discussions. Read
in advance and be prepared to share your work with the class.

The only exception to not sitting an in-class test or examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you should consider applying for Special Consideration otherwise you will not receive any mark for this component of assessment.

It is a course requirement that students attend 80% of classes to avoid an automatic Fail. It is an assessment requirement of this unit that students be punctual, attend classes, come prepared and participate in class work and discussions. The roll will be called 10 mins from start of class and late students will be marked as Absent.

Irrespective of the total marks scored in the unit, students MUST submit all the tasks to gain a passing grade in this unit.

This Assessment Task relates to the following 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” and normalizing practices, showing an awareness of debates around definitions of these terms
- Outline a theoretically informed account of the relationship between forms of knowledge and forms 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
- Apply the accounts of ethics offered in this unit to an analysis of contemporary practices and debates around “health”
- Compose an analysis of and alternate response(s) to the issues and practices discussed in the unit.

Delivery and Resources

This unit is available via iLearn. Assessments must be handed in by the due date unless a student has been granted Special Consideration. Take Home Exam and Final Essay will receive an automatic fail if they are not submitted by due date. Summaries cannot be submitted by email or after due date as they must be presented and discussed in class. Please read carefully details of individual tasks.

Unit Schedule

Week 1: Introduction: What is ‘health’?
Essential reading:


Week 2: Health promotion and health identities

Essential readings:


Further readings:


Week 3: **Health, illness and medicalization**

**Essential readings:**


**Further readings:**


**Week 4 (beginning 19 August): Biopolitics and disciplinary medicine**

**Essential readings:**


Further Readings:


Week 5: Take Home exam posted in Ilearn 17 April 9 am. Good Friday- No lecture or Tutorial

Week 6: Working on Take Home exam. Anzac day - No lecture or Tutorial

Week 7: Tutorial Risk, (in)security, and responsibility

Essential readings:


Further readings:


**Week 8: Morality and maternity**

**Essential readings:**


**Further readings:**


- Faircloth, Charlotte (2010): “If they want to risk the health and well-being of their child, that's


- McNaughton, Darlene (2011) ‘From the womb to the tomb: obesity and maternal responsibility’, *Critical Public Health*, 21:2, 179-190


Week 9: **Men’s health**
Essential readings:


Further readings:


Week 10: **Pleasures and dangers 1: smoking**

Essential readings:


Further readings:


Week 11: **Pleasures and dangers 2: drinking (and alcoholism)**

Essential readings:


Further readings:

Week 12: **Pleasures and dangers 3: eating (and obesity)**

Essential readings:


Further readings:


Week 13: **Pleasures and dangers 4: sex (and contagion)**

**Summary of course**

**Essential readings:**


**Further readings:**


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
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/

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
Graduate Capabilities

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” and normalizing practices, showing an awareness of debates around definitions of these terms.
- Outline a theoretically informed account of the relationship between forms of knowledge and forms 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.
- Apply the accounts of ethics offered in this unit to an analysis of contemporary practices and debates around “health”.
- Compose an analysis of and alternate response(s) to the issues and practices discussed in the unit.
Assessment tasks

• Reading summaries
• take-home exam
• essay plan
• 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:

Assessment tasks

• take-home exam
• essay plan
• 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:

Assessment task

• 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:
Assessment tasks

• Reading summaries
• take-home exam
• 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:

Assessment tasks

• Reading summaries
• take-home exam
• Essay
• Participation

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 tasks

• Essay
• Participation