



CUL 260

Health, Bodies, Media

S2 Day 2018

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Nicole Matthews

nicole.matthews@mq.edu.au

Contact via nicole.matthews@mq.edu.au

Y3A165C

Monday 3-4 pm unless otherwise announced

Credit points

3

Prerequisites

15cp at 100 level or above

Corequisites

Co-badged status

Unit description

What does it mean to be 'healthy'? This course will critically examine the way we understand and imagine 'health'. We ask how our own embodied experiences of health or ill health shaped by media practices and forms, as well as wider biomedical and political institutions. We will focus particularly on the way health is imagined in broadcast and online media, including public health campaigns, popular science communication, news and current affairs, commercial advertising and popular entertainment television genres. Contemporary debates such as those around smoking, obesity, sexual health and mental illness will be analysed and discussed. 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

Unless 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
<u>Take-home exam</u>	20%	No	Opens 31 Aug, closes 11 Sept
<u>Reading summaries</u>	10%	No	Week 2-8, 10-12
<u>Essay plan & planning meeting</u>	15%	No	midnight, Monday October 15
<u>Essay</u>	40%	No	Midnight Friday 9th November
<u>Participation</u>	15%	No	ongoing

Take-home exam

Due: **Opens 31 Aug, closes 11 Sept**

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 1-6 will ensure successful completion of the exam. The exam will open on Friday 31 August at 9 am and close at midnight on Tuesday 11th September. 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 concept that need further explanation and students that need more assistance.

Marking criteria

- evidence of understanding of key concepts around health and normalizing practices
- evidence of reading key texts set on the unit between Week 1-6

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: **Week 2-8, 10-12**

Weighting: **10%**

Students must submit a reflective summary of the essential readings on the topic for that week between Weeks 2-8,10-12 (there will be no set reading in Weeks 9 or 13). Summaries will be posted to the blog on ilearn by 9 am on Wednesday, just **before** classes in which the reading will be discussed. Students must submit ten summaries over this period.

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 1% 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 15**

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 15. 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: **Midnight Friday 9th November**

Weighting: **40%**

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

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 area 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 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 (closing in Week 7) and completing the weekly reading summaries (Weeks 2-8,10-12) will require you to very carefully read the essential readings for each week. Key concepts from readings will often be discussed in detail in lectures and tutorials. However you must ensure you are prepared for tutorials by reading beforehand. Reading summaries will need to be submitted by 9 am on Wednesday BEFORE classes.

All readings will be available in electronic form via the library.

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. **There is excellent international research evidence that attendance at lectures is correlated with good marks, and that listening to recordings of lectures is generally not.** 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 by 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 9 am on 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. These 1:1s may be outside regular tutorial times.

In addition to these times, Nicole will normally be available for student consultations in her office Y3A 165C on Mondays from 3-4 pm. 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.

Feedback

There are many opportunities to receive feedback on your work in CUL260. Some feedback you will receive will be specific to your own work. You will have an opportunity to get tailored feedback early in the unit if you choose to take the practice exam in Week 4, which will give you detailed feedback on your answers. You will get similar individual feedback as well as marks

when the multiple choice exam closes in Week 7.

Some feedback will be from your tutor, such as the verbal feedback you will receive on your essay outline when you meet your tutor in Week 10, or written feedback on your essay at the end of semester. You will also receive feedback from your peers and tutor when you test out ideas in tutorials and respond to questions in lectures. These feedback opportunities are designed to help you improve your work and develop your ideas.

Unit Schedule

Note: tutorials for CUL260 begin in Week 1.

Week 1: What is health? (Aug 1-2)

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: Medicalisation and demedicalisation (August 8-9)

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 Biopower (Aug 15-6)

Rose, Nikolas (2007) "Beyond medicalization" from *The Lancet*, 24 Feb to 2 Mar Vol 369 Issue 9562 pp.700-702

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

Week 4 The health consumer (Aug 22-3)

This week you will have an opportunity to take a practice test. The practice test will be in the same format as the take-home multiple choice exam, but will test your knowledge of lectures in Weeks 1-4 rather than reading materials. The prac test will open on Wednesday Aug 22 and close on Sunday Aug 26. You receive feedback on your answers when the test closes. The prac test is entirely voluntary and marks will not count towards your grade for the unit.

Tovey, Philip 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

Week 5 Health Promotion (Aug 29-30)

The take-home multiple choice exam opens this week, on Friday Aug 31.

Ayo, Nike (2012) Understanding health promotion in a neoliberal climate and the making of health conscious citizens, *Critical Public Health*, 22:1, 99-105

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

Week 6 Risk (Sept 5-6)

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.

Week 7 Health, mobile technology and the self (Sept 12-13)

The take-home multiple choice test closes this week, at midnight on Tuesday Sept 11.

Lupton, Deborah (2013) Quantifying the body: monitoring and measuring health in the age of mHealth technologies, *Critical Public Health*, 23:4, 393-403

Kenner, Alison (2016) Asthma on the move: how mobile apps remediate risk for disease management, *Health, Risk & Society*, 17:7-8, 510-529,

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Week 8 Sex (Oct 4-5)

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.

Week 9 - Reading week - (Oct 10-11).

There will be no lectures or tutorials this week, allowing you to focus on reading for and writing your essay plan, to be submitted at the beginning of Week 10.

Week 10 Masculinity (Oct 17-18)

There will be lectures but no tutorials in Week 10. Instead you will be scheduled a 5-10 m meeting with your tutor to discuss your essay plan during the week. These meetings may take place outside normal tutorial times - please ensure you have scheduled a meeting with your tutor.

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.

Week 11 Drinking (Oct 24-25)

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

Brown, Rebecca & Gregg, Melissa (2012) The pedagogy of regret: Facebook, binge drinking and young women, *Continuum*, 26:3, 357-369

Week 12 Eating (Oct 31- Nov 1)

Lupton, Deborah (2015) The pedagogy of disgust: the ethical, moral and political implications of using disgust in public health campaigns, *Critical Public Health*, 25:1, 4-14

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

Week 13 Review week (November 7-8)

No lectures or tutorials this week. Your tutor will be available for individual consultations.

Your final essay is due by midnight Friday 9th of November

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](https://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.

- 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://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:

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 2016 include: * Some changes to the ordering of lectures and changes to set

readings * setting back the date of the exam to the end of Week 6 to allow students longer to read and reflect on key ideas * increasing the number of reading summaries to ensure ongoing preparation for the take-home exam. Weighting of the summaries remains the same, making these "low stakes" assessments that give students an opportunity to rehearse ideas with little risk.