



MECX322

Screening (Ab)normal Bodies

S1 OUA 2019

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor and Tutor

Lara Palombo

lara.palombo@mq.edu.au

Contact via 0439933139

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TBA

Prerequisites

Corequisites

Co-badged status

Unit description

Our bodies give us a world, and already 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 course, 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. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-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'.

General Assessment Information

In this unit, students must submit original work. If you have previously been enrolled in this unit, please note that you cannot submit the same piece of work. Please contact your convenor for an alternative task.

If students require assistance with their assessments, they should contact their tutor and consult the resources on referencing and essay writing in the 'Assessments' section on ilearn. Students can also contact the Learning Skills (mq.edu.au/learningskills) team for advice on academic writing, study strategies and planning. Additional support services are listed here: <http://students.mq.edu.au/support/>.

Late Penalty:

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
Engagement & Collaboration	15%	No	Week two - Week eleven
Essay One	20%	No	Thurs. 21 March 11:59pm (AEST)
Reflection Task	20%	No	Monday 29 April 11:59pm (AEST)
Final Essay	45%	No	Thurs. 6 June 11:59pm (AEST)

Engagement & Collaboration

Due: **Week two - Week eleven**

Weighting: **15%**

In this unit, students are required to actively engage with their peers in order to develop a shared understanding of the key ideas, concepts and debates that we discuss throughout this unit.

Requirements: From week two to week twelve, students are required to participate in the learning activities within the designated time frame. They must participate in two ways:

1. First, students must post a 150-300 word response to the weekly activity.
2. Second, students must also collaborate and encourage peer learning by commenting on at least one other student post in the weekly forum.

The forum will be opened when the activity is posted each week on Tuesday and then closed the following Monday.

Weekly posts and comments: As you complete your weekly posts and comments, please remember that these posts should generate discussion. We do not expect you to present a 'correct' or 'perfectly formed' answer; often you will find there isn't a singular 'right' answer. Instead, we're looking for you to draw on what you've learnt in the lecture, book and readings to respond to the activity or question. We'd like you to add your thoughts on the key concepts, ask questions about the readings and share ideas about the topic to the discussion so that we can collaborate and help one another to understand the concepts. If you have any questions about what we're looking for, please consult the marking criteria below and then contact Jillian.

Assessment Criteria:

1. Completion of weekly post and comment within the designated time frame
2. Post demonstrates engagement with the relevant lectures, book and required readings
3. Post demonstrates engagement with the relevant key concepts, debates and discussions
4. Comment demonstrates active engagement with peers in the learning activities

Special Consideration: If you cannot complete a weekly activity or discussion due to unavoidable and serious disruption, please email your unit convenor and request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

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.
- 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'.

Essay One

Due: **Thurs. 21 March 11:59pm (AEST)**

Weighting: **20%**

Students are required to write a 1,000 word essay that responds to the question below:

- In Enabling Texts, Davis writes: “we must examine the process by which normalcy, taken for granted by definition, is shaped into hegemonic force that requires micro-enforcement at each and every cultural, somatic, and political site in the culture” (1997, p. 250).

Drawing on the required readings and an example of your choosing, discuss Davis's statement. Why should we turn a critical lens on 'normalcy?' What can we learn from studies of the 'normal?'

In response to the question, students should draw on the concepts in the relevant readings in order to formulate an argument. They should also illustrate their argument by performing a forensic analysis of one original example or case study.

Assessment Criteria:

Students will be assessed on their ability to:

- Demonstrate a clear and effective grasp of the key concepts raised in the relevant readings
- Use critical skills in order to develop their own argument
- Develop critical argumentation skills that enable students to support and materially evidence their argument
- Use a relevant example or case study from either the media, legislation or political texts to illustrate their arguments
- Effective use of communication skills to present academic research

Submission: Students will submit Essay One via the Turnitin link on the unit iLearn Site.

Special Consideration: If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please email your unit convenor and request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

Late Penalty: 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.

On successful completion you will be able to:

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Reflection Task

Due: **Monday 29 April 11:59pm (AEST)**

Weighting: **20%**

For this assessment, students are required to select **two** of their own responses to the weekly activities undertaken in the discussion forms between weeks one to seven. They are required to complete a 500 word scholarly reflection task for each post.

In these scholarly reflections, students are required to (a) outline the context of their post on the discussion forum, (b) demonstrate how it enhances their understanding of the key concepts or methods explored in the unit, and (c) discuss how their thoughts have developed since writing their post.

Students can find a template for this assessment task in the Assessments and Guides Section on the ilearn page. Each post they include should be 150-300 words in length (about a paragraph). This means you may either use a full post, or an extract. The posts are not included in the word count.

This assessment task will be marked according to the following criteria:

1. Well-selected sample of two of the student's weekly responses to the activities
2. Demonstrates a clear grasp of relevant key theoretical concepts and their context
3. Demonstrates the ability to identify the significance and implications of relevant key concepts
4. Demonstrates a critical engagement with relevant unit readings, cultural studies scholarship and debates
5. Stages a thoughtful reflection on the process of learning and engaging with cultural studies scholarship
6. Effective use of writing skills to present academic research, including consistent and accurate use of in-text referencing.

Submission: Students will submit their Activities Reflection Task via the Turnitin link on the unit

iLearn site.

Special Consideration: If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please email your unit convenor and request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

Late Penalty: 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.

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Final Essay

Due: **Thus. 6 June 11:59pm (AEST)**

Weighting: **45%**

In their final essay, students are required to write a 2,000 word research essay that examines an issue we've examined throughout the unit. Students must identify a specific problematic that they would like to explore further and develop a research question. They should engage with the relevant readings, lectures, scholarly sources and examine an example/case study in order to engage with this topic, both critically and imaginatively. Students should aim to draw on scholarship and an example to develop their own argument and contribute to the debate.

For example, students may consider identifying a particular issue we've discussed in the unit such as cosmetic surgery, suffering or genital mutilation. Using a specific example and drawing on the course content, they may consider asking questions such as:

- How does the rhetoric of 'choice' work in specific representations of cosmetic surgery?
- What are the implications of labelling some body modifications 'normal' and others 'abnormal'?
- Are representations of 'normalcy' linked to happiness?

Students will have the opportunity to workshop their ideas and chosen research questions in the weekly activities and forums.

This assessment task will be marked according to the following **assessment criteria**:

1. Demonstrates the ability to deploy analytical skills in order to develop a scholarly research question
2. Demonstrates a clear and effective grasp of relevant key concepts
3. Demonstrates critical and sustained engagement with the unit readings and questions of cultural studies research
4. Demonstrates knowledge and analysis of key cultural studies methodologies and principles
5. Ability to stage a well-supported analysis and develop a strong and well-supported argument
6. Effective use of writing skills to present academic research, including consistent and accurate use of in-text referencing.

Submission: Students will submit their Final Essay via the Turnitin link on the unit iLearn site.

Special Consideration: If you have experienced an unavoidable and serious disruption and are unable to complete this task by the due date, please email your unit convenor and request Special Consideration via ask.mq.edu.au. For more information about the Special Consideration process please [click here](#).

Late Penalty: 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.

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Delivery and Resources

Students will complete this unit online. At the beginning of the study period, they will find the weekly schedule listed sequentially down the ilearn page from week 1 to week 13. Listed

underneath each week, they will find details about the content and a link to the lecture (downloadable PDF document), a link to the unit readings and a link to the weekly activity and discussion forum.

Unit Lectures:

The lectures in this unit are available as downloadable PDF documents. They are written by many of the cultural studies staff in the Media, Music, Communications and Cultural Studies Department at Macquarie University.

Unit Readings:

The readings for each week are available via online 'Unit Readings,' a service provided by the [Macquarie University Library](#). A link to the readings is provided in the listing for each week. If you have trouble finding and/or accessing the readings, please search the library's online database and consult your tutor.

Weekly Activities and Discussion:

At the beginning of each week, your tutor will send an announcement that introduces the weekly topic and highlights any upcoming tasks. Following the announcement, they will also post an activity for you to complete in the weekly listing. These activities are designed to help you develop your understanding of the unit content. They also aim to provide a space to ask questions and interact with your peers.

The General Discussion Forum:

If you have any general questions about the unit or an assessment, and would like to share them with your peers, please start a conversation in the general discussion forum. This forum is open for everyone to start discussions, share resources and ask questions.

The Dialogue Module:

This module is available for students who would like to have private conversations with their tutor.

Planning the study period:

The OUA Weekly Calendar can be used to plan both your assessment tasks and weekly activities. It can be found here: <http://www.open.edu.au/student-admin-and-support/key-dates/weekly-calendars>

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

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.

Extension Request

Special Consideration Policy and Procedure **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If

you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](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>).

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://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

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.

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

- 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.

Assessment tasks

- Engagement & Collaboration
- Essay One
- Reflection Task
- Final 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

- 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 task

- Final Essay

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

- 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.

Assessment task

- Final Essay

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

- Engagement & Collaboration
- Essay One
- Reflection Task
- Final Essay

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.
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Assessment tasks

- Engagement & Collaboration
- Essay One
- Reflection Task
- Final 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

- 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.
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Assessment tasks

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- Essay One

- Reflection Task
- Final 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

- 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.
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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 outcomes

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

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

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