Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts
Course Title: IDENTITIES: HUMAN AND POST-HUMAN
Course ID: BASSS1001
Credit Points: 15.00
Prerequisite(s): Nil
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 090303
Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Outcomes:

Knowledge:

K1. Identify how identity and the human are understood and contested
K2. Identify a range of aspects of identity in different contexts
K3. Recognise how various ways of understanding and representing humanity function
K4. Develop an awareness of theories of identity, the human and post-human.

Skills:

S1. Articulate an informed perspective
S2. Apply critical thinking and reasoning to the reading of texts and analysis of ideas and arguments
S3. Undertake independent research
S4. Develop an informed argument drawing on relevant evidence
S5. Develop and present ideas in oral and written form.

Application of knowledge and skills:

A1. Critically apply theories of identity and the human to examples
A2. Reflect, personally and academically, on issues of identity and the human
A3. Debate concepts in interaction with peers, including through oral presentation and discussion
Course Outline (Higher Education)

BASSS1001 IDENTITIES: HUMAN AND POST-HUMAN

**A4.** Apply theories and analyse concepts in written form.

**Course Content:**

Topics may include:

- Concepts of identity and humanity, the post-human
- Individual and collective identity
- Shifting ideas of identity
- Shifting ideas of the human
- Belonging and modes of identification
- Representing the human
- Human relationships to technology
- Human relationships with animals, plants and the environment
- Diversity, in such forms as culture, ethnicity, gender, sexuality, class, ability, age, and/or spirituality
- Human rights.

**Values and Graduate Attributes:**

**Values:**

- **V1.** Develop an appreciation of how concepts of identity and the human are constructed and contested
- **V2.** Recognise the value of knowledge and critical thinking
- **V3.** Develop awareness and understanding of diversity in identity and the human
- **V4.** Respect the ideas, skills and experiences of others
- **V5.** Actively participate in learning in a supportive environment.

**Graduate Attributes:**

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students gain understanding of concepts of identity and the human, how they are constructed, contested and articulated in different contexts.</td>
<td>High</td>
</tr>
<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students develop the ability and confidence to personally and critically reflect on texts and arguments.</td>
<td>High</td>
</tr>
<tr>
<td>Capable, flexible and work ready</td>
<td>Students develop critical reading, critical thinking and applied reasoning skills that are transferrable to a range of study, employment and personal contexts.</td>
<td>Medium</td>
</tr>
<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students recognise the importance of various and diverse ways of understanding identity and the human in different cultural and social contexts.</td>
<td>High</td>
</tr>
</tbody>
</table>

**Learning Task and Assessment:**
## Course Outline (Higher Education)

**BASSS1001 IDENTITIES: HUMAN AND POST-HUMAN**

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, K4, S1, S5, A2, A3</td>
<td>Prepare for and contribute to weekly discussions and class activities. Participate in the audience for oral presentations by peers. Classes may be held face-to-face or online, with details of the mode of delivery to be made available at the start of semester.</td>
<td>Tutorial/online discussion preparation and participation</td>
<td>5–15%</td>
</tr>
<tr>
<td>K1, S1, S5, A2, A3</td>
<td>Develop and verbally deliver reflective material relating to course content. Online students may post a recording of their presentation at Moodle.</td>
<td>Oral presentation</td>
<td>20–35%</td>
</tr>
<tr>
<td>K1, K3, K4, A2, A4</td>
<td>Develop a range of academic skills through a series of small tasks to be undertaken in class throughout the semester, for the purpose of demonstrating coverage of a range of course content.</td>
<td>Cumulative assessment task (journal, folio or blog)</td>
<td>20–35%</td>
</tr>
<tr>
<td>K1, K4, S1, S2, S3, S4, S5, A1, A4</td>
<td>Produce a piece of academic writing addressing a set topic relating to identity. Apply relevant reading. Topic will include appropriate guidance for introductory level.</td>
<td>Analytical paper</td>
<td>35–45%</td>
</tr>
</tbody>
</table>

**Adopted Reference Style:**

Australian