



SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

Selected Topic: Medical Anthropology

ANTH 315

Course Outline

CRN 6103: 20 POINTS: TRIMESTER 1, 2011

Teaching dates: 28 Feb - 3 June 2011

Study/Examination period: 6 June – 2 July 2011

COURSE COORDINATOR: DR CATHERINE TRUNDLE

Room 1021, Murphy Building

Tel: (04) 463 5134

E-mail: catherine.trundle@vuw.ac.nz

LECTURES: TUE 1-2PM and THUR 1-3PM

Co-ordinator: Dr Catherine Trundle
Level 10, Murphy Building, MY1021
Telephone: (04) 463 5134
E-mail: catherine.trundle@vuw.ac.nz

Lectures: Tuesday 1-2pm, MY632
Thursday 1-3pm MY632

Tutorials: Tutorials will start in week 2 and end in week 10.
You will need to sign up for tutorials during the first week of lectures.

Office Hours: Tuesday 2-3pm, MY1021 (or by appointment)

Support Services: The Student Services Group, at 14 Kelburn Parade, offers additional student learning support, disability support and counselling for students.

Course Content

This course introduces students to current questions in medical anthropology. It explores how culture shapes experiences of the body and illness, and critically examines the politics and ethics of modern global healthcare in a range of ethnographic settings.

This course asks such questions as: What do health and illness mean in different cultural contexts? How is the body understood and experienced culturally? How do political, economic and technological systems interact with health and illness? What is the relationship between culture, inequality and illness? What can anthropology add to biomedical domains and strategies for dealing with global health issues?

Learning Objectives

By the end of ANTH 315 students passing this course should be able to:

- Recall and summarise a range of foundational and contemporary concepts in medical anthropology, and be able to communicate them clearly and succinctly in written and verbal form.
- Creatively synthesize and apply core concepts in medical anthropology to a range of ethnographic examples.
- Critically reflect on one's own culture's approaches to health, illness, the body and medicine.
- Express informed perspectives (in verbal and written form) about the relationship between culture, inequality and illness.

Course Structure

The course combines lectures and class discussions in a format that aims to guide students through the major topic areas. There will be opportunity and encouragement for you to express your views and knowledge.

Expected Workload

Taking into account class attendance, reading for tutorials, assignment preparation and so on, students should spend around 13 hours per week working for ANTH 315.

Communication of additional information

Additional information will be communicated in lectures and on BlackBoard.

Lecture outline and tutorial readings

Week 1: Introduction

Lecture 1: Intro to course.

Lecture 2: What are 'sickness', 'illness' and 'disease', and what does culture have to do with them?

Reading: Fadiman, A. 1997. *The Spirit Catches You and You Fall Down: a Hmong Child, her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux. Pp. 20-31, 38-59.

Week 2: A sociocultural approach to health

Lecture 1: The *culture-bound syndrome*: is this a useful framework to think about illness?

Lecture 2: The roles of healers and patients cross-culturally, followed by the documentary, *The Split Horn*.

Tutorial Reading: Balshem, M. 1993. *Cancer in the Community: Class and Medical Authority*. Washington and London: Smithsonian Institution Press. Pp. 91-124.

Week 3: A sociocultural approach to health: a case study

Lecture 1: Mental illness and depression.

Lecture 2: Mental illness and depression cont.

Tutorial reading: Obeyesekere, G. 1985. Chapter 4: "Depression, Buddhism, and the Work of Culture in Sri Lanka", in *Culture and Depression: Studies in the Anthropology and Cross Cultural Psychiatry of Affect and Disorder*. Edited by A. Kleinman and B. Good. Los Angeles: University of California Press. Pp. 134-152.

Week 4: A sociocultural approach to health: a case study cont.

Lecture 1: Mental illness and depression cont., plus discussion of first assignment.

Lecture 2: The psychological impact of migration - lecture by Prof. Brigitte Bönisch-Brednich.

Tutorial reading: Watters, E. 2010. Chapter 4: "The Mega-Marketing of Depression in Japan", in *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press. Pp. 187-248.

Week 5: Biopower: key thinkers

Lecture 1: What is biopower? Foucault's ideas.

Lecture 2: Current approaches to biopower.

Tutorial reading: Orwell, G. 1968 [1946]. "How the Poor Die", in *Shooting an Elephant and Other Essays*. London: Penguin Group. Pp. 277-290

Week 6: Biopower: how the sick gaining recognition and legitimacy.

Lecture 1: Nuclear test veterans and the quest for compensation.

Lecture 2: Nuclear test veterans and the quest for compensation cont.

Tutorial reading: Das, V. 1995. Chapter 6: "Suffering, Legitimacy and Healing: The Bhopal Case." In *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi, India: Oxford University Press. Pp. 137-174.

Week 7: Biopower: Communities of illness and biological citizenship

Lecture 1: Biological Citizenship.

Lecture 2: Giorgio Agamben, states of exception and excluded communities.

Tutorial readings: Biehl, J. 2007. Chapter 14: "A Life: Between Psychiatric Drugs and Social Abandonment", in *Subjectivity: Ethnographic Investigations*. Edited by J. Biehl, B. Good, and A. Kleinman. Los Angeles: University of California Press. Pp. 397-421.

Petryna, A. 2002. Chapter 4: "Illness as Work: Human Market Transition," in *Life Exposed: Biological Citizens after Chernobyl*. Princeton: Princeton University Press. Pp. 82-114.

Week 8: Biopower: poverty, health and human rights

Lecture 1: A case study of inequality: AIDS in the modern world.

Lecture 2: Documentary: *Unnatural Causes: Is Inequality Making us Sick?*, followed by a discussion.

Tutorial readings: Farmer, P. 2000. Chapter 3: "Invisible Women: Class, Gender and HIV." In *Infections and Inequalities: The Modern Plagues*. Los Angeles: University of California Press. Pp. 59-93.

Biehl, J. 2007. Excerpts: "A New World of Help" and "Lives", in *Will to Live: AIDS Therapies and the Politics of Survival*. Princeton and Oxford: Princeton University Press. Pp. 7-18, 22-29, 33-36

Week 9: Bioethics: pharmaceutical ethics

Lecture 1: What would an anthropological approach to/critique of global bioethics look like?

Lecture 2: The ethics of pharmaceutical patents and access, and the global drug trial industry.

Tutorial readings: Reynolds Whyte, S., M. A. Whyte, L. Meinert, and B. Kyaddondo 2007. "Treating AIDS: Dilemmas of Unequal Access in Uganda", in *Global Pharmaceuticals: Ethics, Markets, Practices*, Edited by A. Petryna, A. Lakoff, and A. Kleinman. Boston: Duke University Press. Pp. 240-287.

Petryna, A. 2009. Chapter 1: "Ethical Viability", in *When Experiments Travel: Clinical Trials and the Global Search for Human Subjects*. Princeton: Princeton University Press. Pp. 10-46.

Week 10: The ethics of organ failure, organ donation and organ trade

Lecture 1: The ethics and politics of organ transplantation.

Lecture 2: Documentary *Pieces of Me: Prevention, Cure or Madness*, followed by discussion.

Tutorial reading: Hamdy, S. F. 2008. When the State and your Kidneys Fail: Political Etiologies in an Egyptian Dialysis Ward. *American Ethnologist* 35(4):553-569.

Week 11: The ethics of genetic testing

Lecture 1: Prenatal screening.

Lecture 2: Documentary *Burden of Knowledge: Moral Dilemmas in Prenatal Testing*, followed by discussion.

Tutorial reading: Gammeltoft, T. M. 2008. Figures of Transversality: State Power and Prenatal Screening in Contemporary Vietnam. *American Ethnologist* 35(4):570-587.

Week 12: Summing up and IN-CLASS TEST

Lecture 1: Summing up the course

Lecture 2: In-Class Test

Course Assessment

ANTH 315 is assessed by a combination of coursework and an in-class test. This range of assessment is linked directly to the course objectives.

Assignment 1: Research Essay 30% of final grade

Due date: *Friday 8 April 4pm*

Assignment 2: Ethnography Critique Essay 30% of final grade

Due date: *Monday 23 May 4pm*

In-Class Test 40% of final grade

Date: *Thursday 2 June during lecture (1-3pm)*

How to Submit Assignments 1 and 2

You must submit your papers in two ways.

- 1) Submit to *Turnitin* electronically by the due date (see p. 9 of this outline for details on Turnitin; consult BlackBoard for ANTH 315 log in and password details),

AND

- 2) Submit a paper copy to the assignment box at the SACS Office, level 9 Murphy building by the due date.

Your paper copy should include:

- A completed cover sheet on the front.
- A printed receipt from Turnitin to show that you have submitted your assignment to Turnitin.
- The assignment marking guide that is included in the back of this outline. Attach it to the back of your essay.

Mandatory Course Requirements

To meet mandatory course requirements you must:

- Submit the Research Essay
- Submit the Ethnography Critique Essay
- Sit the In-class Test.

Research Essay
Due date: Friday 8th April, 4pm

Weighting: 30%
Word limit: 2500-3000

Choose one of the below essay questions. They have been left purposefully as broad questions, and you will need to narrow down the question by focusing on one or a limited number of ethnographic case studies. In consultation with the lecturer, you may construct your own research essay question.

- 1) It is disputed as to whether pregnancy and birthing practices are enhanced by the use of modern medical technologies. What cultural beliefs and practices regarding the body and gender underpin this debate?
- 2) How do medical technologies interact with governmental population control policies?
- 3) What imagined futures do people fear or desire when considering the advancements of genetic technologies? What cultural ideals underpin such utopian/dystopian visions?
- 4) For expecting parents, what moral dilemmas do prenatal genetic tests present, and what cultural values do these moral debates expose?
- 5) How do cultural beliefs influence organ donation practices?
- 6) How is 'risk' understood and managed in the clinical drug trials industry by the different groups involved?
- 7) How do Anti Retro Viral drugs shape the identities of those groups who depend on them?
- 8) 'AIDS is a socio-economic problem rather than a medical problem.' Discuss.
- 9) 'Depression is a modern medical invention.' Discuss.
- 10) Do we still accept death as inevitable and acceptable or is aging increasingly considered a moral failing?
- 11) How do biomedical doctors perceive the body and disease?
- 12) How do groups who claim exposure to toxic substances gain medical, social and legal recognition?

Ethnography Critique Essay**Weighting: 30%****Due date: Monday 23rd May, 4pm****Word limit 2500-3000**

This assignment requires you to read one of the five below-listed ethnographies and write a critique. Begin by offering a succinct summary of the author's main discussions, arguments and ethnographic examples to illustrate that you have read the book. Then for the main body of the essay provide a critique of the author's theoretical assumptions and methodological approaches. There will be a wide number of points you can make for each book, so you will need to choose one or several points to make that shows an in-depth engagement with the book's themes and the author's aims. To do well in this assignment you will need to engage with a broad theme that spans across the chapters (not just, for example, a topic dealt with in one chapter) and draw on material from throughout the book in a creative and synthesising way. For example, you could choose to offer a different interpretation of the author's ethnographic data, showing how an alternative theoretical approach/analytical framework opens up new interpretations and reveals the ethnographic phenomenon differently. Or you could argue that an assumption of the author regarding health, wellness, illness or culture shapes and limits his/her argument. Alternatively, you could focus on the author's methodological approach, assumptions and field experiences, demonstrating how these produced the data and formed the subsequent analysis in a particular way. Remember that a 'critique' does not mean just being critical, but rather means discussing the strengths and limitations of the author's assumptions and approaches with regard to how well they reveal the nature and experience of illness and health.

Books to choose from:

(There are two copies of each of these books on 7 day loan in the library, you can also buy or order a new copy through Vic Books, or buy a second-hand copy from *Amazon*, *The Book Depository* or other online bookstores. Check delivery timeframes.)

Abadie, Roberto 2010 *The Professional Guinea Pig: Big Pharma and the Risky World of Human Subjects*. Durham and London: Duke University Press.

Balshem, Martha 1993 *Cancer in the Community: Class and Medical Authority*. Washington and London: Smithsonian Institution Press.

Dettwyler, Katherine 1994 *Dancing Skeletons: Life and Death in West Africa*. Prospect Heights, IL: Waveland.

Fadiman, Anne 1998 *The Spirit Catches You and You Fall Down: A Hmong Child, her American Doctors, and the Collision of Two Cultures*. New York, NY: Farrar, Straus, and Giroux.

Petryna, Adriana 2002 *Life Exposed: Biological Citizens after Chernobyl*. Princeton: Princeton University Press.

In-Class Test**Weighting: 40%****Date: Thursday 2nd June, in lecture (1-3pm)**

You will sit an in-class test which will cover all lecture and reading materials. More information will be available via blackboard and in class closer to the time.

Assessment Guidelines

For more detail on the criteria by which you will be assessed for each assignment, read carefully the marking guides at the back of this course outline.

Extensions

Extensions will be granted to students prior to submission date due to serious and justifiable circumstances. Extensions for up to 4 days can be obtained from your tutor whereas more than 4 days will need to be granted from the lecturer, Catherine Trundle.

Use of Turnitin

Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. *At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.* Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

Withdrawal dates

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

Penalties for Late Submission

Penalties will apply for lateness in presenting assignments. 5% will be deducted from the piece of work per day counting that piece of work as 100%. This penalty will only be waived by the presentation of a medical certificate or other evidence of incapacity.

School Assignment Cover Sheet

Please include a School Assignment Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

Students MUST keep a copy of every written assignment

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

Course Materials

ANTH 315 uses articles and book chapters compiled into a book of Student Notes (retail price \$34.00). All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on level 3 of the Student Union Building.

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

Opening hours are 8am–6pm, Monday–Friday during term time (closing at 5pm in the holidays). Phone: 463 5515.

Class Representative

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Where to Find More Detailed Information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress.

Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at: www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at: www.victoria.ac.nz/home/about_victoria/avcacademic.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Other Contact Information

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz
Maori and Pacific Student Liaison:	Jan- June: Dr David Pearson, MY1020 Tel: 463 6131 E-m: David.Pearson@vuw.ac.nz Jul-Dec: Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: Russil.Durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Alison Melling, Heather Day MY921, Tel: 463 5317, 463 5258, 463 5677 E-m: sacs@vuw.ac.nz

MEDICAL ANTHROPOLOGY BIBLIOGRAPHY

Below are some sources that might be useful for essays: the list is only a start and is by no means exhaustive. Make sure you conduct your own catalogue, database and journal searches for your specific essay topics.

Useful journals to consult:

- Medical Anthropology
- Medical Anthropology Quarterly
- Anthropology and Medicine
- Culture, Medicine, and Psychiatry
- Social Science and Medicine
- American Ethnologist
- American Anthropologist
- Cultural Anthropology
- Journal of the Royal Anthropological Institute
- Current Anthropology
- Ethnos
- Ethos (social and psychological anthropology)

General

- Baer, H., Singer M., and Susser, I. (2003). *Medical Anthropology and the World System*. London: Praeger Publishers.
- Fitzgerald, R. and Park, J. (2003). Issues in the Practice of Medical Anthropology in the Antipodes. *SITES NS* 1(1): 1-29.
- Good, Byron (1994). How Does Medicine Construct Its Objects? *In Medicine, Rationality, and Experience*. Cambridge: Cambridge University Press. Pp. 65-87.
- Hahn, R. A. (1996). *Sickness and Healing: An Anthropological Perspective*. New Haven, CT: Yale University Press.
- Hahn, R. and Inhorn, M. (2009). *Anthropology and Public Health: Bridging Differences in Culture and Society*. New York: Oxford University Press.
- Helman, C. (2000). *Culture, Health and Illness*. Oxford: Butterworth-Heinemann
- Joralemon, D. (1999). *Exploring Medical Anthropology*. Massachusetts: Allyn and Bacon.
- Lindenbaum, S. and Lock, M. (1993). *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*. Berkeley: University of California Press.
- Loustaunau, M. and Sobo, E. (1997). *The Cultural Context of Health, Illness, and Medicine*. Westport: Bergin and Garvey.
- Lupton, D. (2003). *Medicine as Culture: Illness, Disease and the Body in Western Societies*. London and New York: Sage Publications Ltd.
- Moore, L., Van Arsdale, P., Glittenberg, J. and Aldrich, R. (1980). *The Biocultural Basis of Health: Expanding Views of Medical Anthropology*. St. Louis: Mosby.

- Ohnuki-Tierney, E. (1984). *Illness and Culture in Contemporary Japan: An Anthropological View*. London and New York: Cambridge University Press.
- Reynolds Whyte, S., van der Geest, S. and Hardon, A. (Eds) (2003). *Social Lives of Medicines*. Cambridge: Cambridge University Press.
- Rothschild, H. (Ed.) (1983). *Biocultural Aspects of Disease*. New York and London: Academic Press
- Sargent, C. and Johnson, T. (1996). *Handbook of Medical Anthropology: Contemporary Theory and Method*. California: Greenwood Press.
- Singer, M. and Baer, H. (1995). *Critical Medical Anthropology*. Amityville: Baywood.
- Solomon, S. G. and Hutchinson, J. F. (Eds) (1990). *Health and Society in Revolutionary Russia*. Bloomington: Indiana University Press.
- Strathern, A. and Stewart, P. (1999). *Curing and Healing: Medical Anthropology in Global Perspective*. Durham, NC: Carolina Academic Press.

Inequality and Illness

- Alex, S. (2011). *Drugs, Crime and Public Health: The Political Economy of Drug Policy*. New York: Routledge.
- Comaroff, J. and Comaroff, J. (1992). Medicine, Colonialism, and the Black Body. *Ethnography and the Historical Imagination*. Westview Press. Pp. 215-234.
- Das, V. (2007). *Life and Words: Violence and the Descent into the Ordinary*. Berkeley: University of California Press.
- Dettwyler, K. (1994). *Dancing Skeletons: Life and Death in West Africa*. Illinois: Waveland Prospect Heights.
- Farmer, P. (1999). *Infections and Inequalities: The Modern Plagues*. Berkeley: University of California Press
- Feierman, S. and Janzen, J. (1992). *The Social Basis of Health and Healing in Africa*. Berkeley: University of California Press.
- Manderson, L. and Smith-Morris, C. (2010). *Chronic Conditions, Fluid States: Chronicity and the Anthropology of Illness*. Chapel Hill: Rutgers University Press.
- Maternowska, M. (2006). *Reproducing Inequities: Poverty and the Politics of Population in Haiti*. Chapel Hill: Rutgers University Press.
- Townsend, P., Phillimore, P. and Beattie, A. (1988). *Health and Deprivation: Inequality and the North*. New York: Routledge .
- Walters, V. (1979). *Class Inequality and Health Care*. London: Croom Helm.
- Wood, D. (Ed.) (2008). *Economics of Health and Wellness: Anthropological Perspectives*. London: Elsevier.

Illness, health and life course: birth, aging and death

- Bluebond-Langner, M. (1980). *The Private Worlds of Dying Children*. New Jersey: Princeton University Press.
- Bluebond-Langner, M. (2000). *In the Shadow of Illness: Parents and Siblings of the Chronically Ill Child*. New Jersey: Princeton University Press.
- Casper, M. J. and Moore, L. J. (2009). Calculated Losses: Taking the Measure of Infant Mortality. In *Missing Bodies: The Politics of Visibility*. New York: New York University Press. Pp. 57-78.
- Dikötter, F. (1998). *Imperfect Conceptions: Medical knowledge, Birth Defects, and Eugenics in China*. New York: Columbia University Press.

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- Greenhalgh, S. (1994). Controlling Births and Bodies in Village China. *American Ethnologist* 21(1): 3-30.
- Ivry, T. (2009). *Embodying Culture: Pregnancy in Japan and Israel*. Chapel Hill: Rutgers University Press.
- Leibing, A. and Cohen, L. (2006). *Thinking About Dementia: Culture, Loss, and the Anthropology of Senility*. Chapel Hill: Rutgers University Press.
- Lock, M. and Kaufert, P. (2001). Menopause, Local Biologies, and Cultures of Aging. *American Journal of Human Biology* 13(4):494-504.
- Rapp, R. and Ginsburg, F. (Eds) (1995). *Conceiving the New World Order: The Global Politics of Reproduction*. Berkeley: University of California Press.
- Seymour, J. (2001). *Critical Moments: Death and Dying in Intensive Care*. Buckingham, UK and Philadelphia: Open University Press.
- Scheper-Hughes, N. (1993). *Death without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.
- Solimeo, S. (2009). *With Shaking Hands: Aging with Parkinson's disease in America's Heartland*. Chapel Hill: Rutgers University Press.
- Taylor, J. (2008). *The Public Life of the Fetal Sonogram: Technology, Consumption, and the Politics of Reproduction*. Chapel Hill: Rutgers University Press.
- Teman, E. (2010). *Birthing a Mother: The Surrogate Body and the Pregnant Self*. Berkeley: University of California Press.

Gender

- Doyal, L. (1995). *What Makes Women Sick: Gender and the Political Economy of Health*. Basingstoke: Macmillan.
- Fee, E., and Krieger, N. (Eds) (1994). *Women's Health, Politics, and Power: Essays on Sex/Gender, Medicine, and Public Health*. Amityville: Baywood.
- Lorber, J., and Moore, L. (2002). *Gender and the Social Construction of Illness*. Los Angeles: Sage.
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- Martin, E. (1991). The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male- Female Roles. *Signs* 16(3): 485-501
- Pollard, T., and Hyatt, S. (Eds) (1999). *Sex, Gender, and Health*. Cambridge: Cambridge University Press.
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- Rapp, R. (2001). Gender, Body, Biomedicine: How Some Feminist Concerns Dragged Reproduction to the Center of Social Theory. *Medical Anthropology Quarterly* 15(4): 466-477.
- Rapp, R. and Ginsburg, F. (Eds) (1995). *Conceiving the New World Order: The Global Politics of Reproduction*. Berkeley: University of California Press.
- Sabo, D. and Gordon, D. (Eds) (1995). *Men's Health and Illness: Gender, Power and the Body*. Thousand Oaks: Sage.

Mental health and depression

- Applbaum, K. and Oldani, M. (Eds) (2010). Towards an Era of Bureaucratically Controlled Medical Compliance? *Anthropology and Medicine* 17(2) (whole volume).
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- Schull, N. D. (2006). Machines, Medication, Modulation: Circuits of Dependency and Self-Care In Las Vegas. *Culture, Medicine and Psychiatry* 30(2): 223-247.

Technology and Health

- Dumit, J. (2004). *Picturing Personhood: Brain Scans and Biomedical Identity*. New Jersey: Princeton University Press.
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ANTH 315 Assignment One: Research Essay

Student's name:

GRADE:

	Excellent (Range A — A+)	Very good (Range B+ — A-)	Satisfactory (Range B- — B)	Just passing (Range C — C+)	Unsatisfactory (Range D)	Comments
Organisation	Succinct and elegant introduction and conclusion. Paragraphs all flow logically. Each paragraph clearly expresses a main point. Ethnographic examples work seamlessly throughout. A clear plan to the essay.	Clear and to the point introduction and conclusion, logical flow and order to most of the paragraphs, good use of ethnographic examples throughout most of the essay.	An introduction and conclusion that express some of the main points of the essay. There is occasional difficulty in ordering within and between paragraphs, and ethnographic examples are sometimes well integrated.	The introduction and conclusion express some of the ideas discussed in the essay, but there is difficulty in clearly ordering the sentences, paragraphs and examples.	Inadequate organisation of sentences, paragraphs and examples. Difficult to follow.	
Expression and Argument	The essay has a main argument which is clearly expressed, and returned to throughout the essay. Appropriate and carefully observed ethnographic examples are used to illustrate the argument. Moves easily between ethnographic examples, analytical points and well chosen anthropological theory.	The essay has a main argument that is clear through most of the essay. Appropriate ethnographic examples are used to support the argument. Integrates ethnographic examples with relevant analysis and anthropological theory.	The essay has a main argument, although the expression of it lacks some clarity and/or it needs to be developed more analytically. Some appropriate ethnographic examples are included, although they are sometimes not well integrated with the analysis and theory.	The expression of the main argument lacks clarity. Some appropriate ethnographic examples are included, but there is an unclear link with analysis or theory, and/or there is only basic use of theory and only limited analysis.	The essay does not have an identifiable main argument. Insufficient examples are included, and/or are not linked to analysis and theory. Insufficient anthropological analysis and socialisation theory is included.	
Insight and interpretation	Shows depth and originality in interpreting the question. Has conducted an impressive level of research. Interprets and presents the case-study analytically in ways that demonstrate a deep understanding of and creative approach to theoretical ideas. Connects ethnographic detail to broader theoretical points.	Shows some depth in interpreting the question. Has conducted wide-ranging research. Interprets and presents the case-study using anthropological concepts and theories that demonstrates a solid understanding of theoretical ideas.	Provides some insights in interpreting the question. Has conducted a sufficient level of research. Could develop the analysis further to demonstrate a stronger ability to apply anthropological concepts and theories to ethnographic data.	Makes some interesting points in interpreting the question, but does not develop the analysis beyond a basic level. Has conducted a basic and minimal level of research. A few anthropological concepts and terms are used.	Does not demonstrate an anthropological understanding of the question, nor reflects on the cultural values and social factors involved. Is too descriptive.	
Style	Clear and accurate writing. Free from typographical, spelling and grammar errors. Sentences are of varied lengths and varied structures, which make the essay pleasing to read. Paragraphs are all of an appropriate length.	Very few writing problems, which don't interfere with the comprehension of the essay. Minor spelling, grammar and typographical errors. Most sentences and paragraphs are of an appropriate length.	Minor writing problems, which don't interfere significantly with the comprehension of the essay. Minor spelling, grammar and typographical errors. Most sentences and paragraphs are of an appropriate length.	Writing problems distract from the comprehension of the essay. Noticeable spelling, grammar and typographical errors.	Writing problems inhibit comprehension of the essay. Significant typographical, spelling and punctuation errors.	
References	Contains error-free and consistent citation and bibliography, formatted as specified in the course notes style guide. Essay contains a comprehensive number of academic sources.	Contains consistent citation and bibliography, formatted as specified in the course notes style guide. Essay contains a sufficient number of academic sources.	Contains references, but citation and bibliography are sometimes inconsistent or are not formatted as specified in the course notes style guide. Essay contains a sufficient number of academic sources.	Contains some references. Citation and bibliography are included, but are inconsistent or are not set out as specified in the course notes style guide. Essay contains minimal academic sources.	No or incomplete references and no bibliography. Essay contains insufficient academic sources.	

	Excellent (Range A — A+)	Very good (Range B+ — A-)	Satisfactory (Range B- — B)	Just passing (Range C — C+)	Unsatisfactory (Range D)	Comments
Organisation	Succinct and elegant introduction and conclusion. Paragraphs all flow logically. Each paragraph clearly expresses a main point. Examples work seamlessly throughout. A clear plan to the essay.	Clear and to the point introduction and conclusion, logical flow and order to most of the paragraphs, good use of examples throughout most of the essay.	An introduction and conclusion that express some of the main points of the essay. There is some difficulty in ordering within and between paragraphs, and examples are sometimes integrated well.	The introduction and conclusion express some of the ideas discussed in the essay, but there is difficulty in ordering the sentences, paragraphs and examples clearly.	Inadequate organisation of sentences, paragraphs, and examples. Difficult to follow.	
Expression and Argument	The book's main arguments and case studies are clearly identified and summarised. There is a clear, sophisticated and original argument to the essay that moves beyond summary, with appropriate and succinct examples used to support it. Clearly identifies the strengths and weaknesses of the author's approach and assumptions.	The book's main arguments and case studies are identified and summarised. There is a clear and thoughtful argument to the essay with appropriate examples used to support it. Identifies the strengths and weaknesses of the author's approach.	The book's main arguments and case studies are identified, although the expression of them lacks some clarity. There is an argument to the essay with some examples used to support it. Identifies several of the strengths and weaknesses of the author's approach.	Some of the book's main arguments and case studies are identified, but the expression of them lacks clarity. There is an argument to the essay although this is neither well expressed nor tied clearly to the book's themes. The author's approach is minimally described, without significant analytical rigor.	The book's main arguments and case studies are not identified, and the expression of it lacks clarity. There is no clear argument to the essay and insufficient/inappropriate examples are included, and are not integrated well.	
Insight and interpretation	Shows depth and originality in interpreting the author's arguments and approaches. Has chosen details from the text to illustrate an insightful, careful and deft reading. Interprets and presents the points made using anthropological concepts and terms. Connects ethnographic detail to broader theoretical points.	Shows some depth in interpreting the author's arguments and approaches. Has chosen details from the text to illustrate a careful reading of the book. Mostly interprets and presents the points made using anthropological concepts and terms.	Has read and understood the main ideas and approaches of the author, but has missed some of the subtlety of them. The details from the text chosen to be discussed illustrate a satisfactory and consistent reading of the entire book. Uses some anthropological concepts and terms.	Has understood some of the main ideas and approaches of the author, but has missed much of the subtlety of it. Details from the text chosen illustrate a superficial and at times inconsistent reading of the book. A few anthropological concepts and terms are used.	Does not demonstrate a critical reading or understanding of the book.	
Style	Clear and accurate writing. Free from typographical, spelling, and grammar errors. Sentences are of varied lengths and varied structures, which make the essay pleasing to read. Paragraphs are all of an appropriate length.	Very few writing problems, which don't interfere with the comprehension of the essay. Minor spelling, grammar and typographical errors. Most sentences and paragraphs are of an appropriate length.	Minor writing problems, which don't interfere significantly with the comprehension of the essay. Minor spelling, grammar and typographical errors. Most sentences and paragraphs are of an appropriate length.	Writing problems that distract from the comprehension of the essay. Noticeable spelling, grammar and typographical errors.	Writing problems inhibit comprehension of the essay. Significant typographical, spelling and punctuation errors.	
References	Contains error free and consistent citation and bibliography, formatted as specified in the course notes style guide.	Contains consistent citation and bibliography, formatted as specified in the course notes style guide.	Contains references, but citation and bibliography are sometimes inconsistent or are not formatted as specified in the course notes style guide.	Contains some references. Citation and bibliography are included, but are inconsistent or are not set out as specified in the course notes style guide.	No or incomplete references and no bibliography.	

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School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY and SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) *(First name)*

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____