



SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

Selected Topic: Medical Anthropology

ANTH 315

Course Outline

CRN 6103 : 20 POINTS : TRIM 1, 2012

Teaching dates: 5th March – 8th June 2012

Trimester dates: 5th March – 4th July 2012

Mid trimester break: 6th – 22nd April 2012

Study week/Examination period: 11th June – 4th July

COURSE COORDINATOR: DR CATHERINE TRUNDLE

Room 1021, Murphy Building

Tel: (04) 463 5134

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

LECTURES: TUE 10-11AM and THUR 10AM-12PM HT LT220

- Co-ordinator:** Dr Catherine Trundle
Level 10, Murphy Building, MY1021
Telephone: (04) 463 5134
E-mail: catherine.trundle@vuw.ac.nz
- Lecture:** Tuesday 10-10.50am, HT LT220
Thursday 10-11.50am HT LT220
- Tutorials:** Tutorials will start in week 2 and end in week 11.
You will need to sign up for tutorials during the first week of lectures. There are three options scheduled for:
- Wednesday 10.00-10.50 VZ103
 - Wednesday 11.00-11.50 VZ106
 - Wednesday 16.10-17.00 MY103
- Office Hours:** Tuesday 11am-12pm, MY1021 (or at an alternative time by appointment)
- Support Services:** The Student Services Group, at 14 Kelburn Parade, offers additional student learning support, disability support and counselling for students.
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Course Prescription

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.

Course Content

This course asks such questions as: What do the concepts '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:

1. Recall and summarise a range of foundational and contemporary concepts in medical anthropology, and communicate them clearly and succinctly in written and verbal form.
2. Creatively synthesize and apply core theoretical concepts in medical anthropology to a range of ethnographic examples and contemporary medical issues, and critically evaluate the concepts' usefulness for understanding contemporary medical issues.
3. Critically reflect on and recognise the wider social and cultural influences affecting our own beliefs and practices of health, illness, the body and medicine.
4. Express informed perspectives (in verbal and written form) on 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 opportunities for you to express your perspectives and you will be encouraged to engage with discussion and debate.

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.

Essential Texts

ANTH 315 uses articles and book chapters compiled into Student Notes, which can be purchased from the Student Notes distribution centre.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, 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 4 of the Student Union Building.

Customers 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 customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

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?

Tutorial Readings: 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 role of healers, 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.,

Lecture 2: Summary of key theme of this topic, plus discussion of first assignment.

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: Biopower cont.

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: Biological Citizenship

Lecture 2: biocitizens: Nuclear test veterans

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: Biosociality.

Lecture 2: Giorgio Agamben, states of exception and excluded communities, followed by a short documentary from the series *Unnatural Causes: Is Inequality Making us Sick?*

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: More of the documentary series *Unnatural Causes: Is Inequality Making us Sick?*

Lecture 2: A class discussion on inequality and health in New Zealand, followed by a further case study of inequality: AIDS in Brazil.

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.

Mattes, D. 2011. "We are just supposed to be quiet": the production of adherence to antiretroviral treatment in urban Tanzania. *Medical Anthropology* 30(2): 158-182

Week 10: Genetics, Choice and Property

Lecture 1: The ethics and politics of biobanking and bioprospecting.

Lecture 2: The power of the gene, Documentary *Pieces of Me: Prevention, Cure or Madness*.

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 genetic screening.

Lecture 2: Summing up the course, Exam preparation

Tutorial reading: Rapp, R. 1998. Refusing Prenatal Diagnosis: The Multiple Meanings of Biotechnology in a Multicultural World. *Science, Technology and Human Values* 23(1): 45-70.

Week 12: Summing up and exam preparation

Lecture 1: Documentary *Burden of Knowledge: Moral Dilemmas in Prenatal Testing*

Lecture 2: Preparation Quiz

Course Assessment

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

Assignment 1: Research Essay 30%

Due date: *Friday 27th April 4pm*

(Linked to learning objectives 2 and 3)

Assignment 2: Ethnography Critique Essay 30%

Due date: *Wednesday 6th June 4pm*

(Linked to learning objectives 2 and 4)

Exam (3 hours) 40%

Date: *TBC, between the 15th June and 4th July*

(Linked to learning objectives 1, 2, 3 and 4)

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 pg 10 of this outline for details on Turnitin). The turnitin link is on Blackboard under the 'Assessment' folder.

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 must include:

1) A completed cover sheet on the front.

2) The assignment marking guide that is included in the back of this outline. Attach it to the back of your essay.

Choose one of the below essay questions. Some have been left purposefully broad, 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, or alter a question listed below.

- 1) In the 20th century many governments began implementing population control policies, utilising such practices as abortion, prenatal scanning, and gender screening technologies in order to govern populations. Utilise Foucault's theories of biopower to explore one ethnographic case study. Critically examine the strengths and limitations of the biopower model to explain your chosen case study.
- 2) For expecting parents, what moral dilemmas does prenatal genetic testing present, and what cultural values do these moral debates expose?
- 3) How is 'risk' understood and managed in the clinical pharmaceutical trials industry by the different groups involved? What cultural ideals underpin these notions of risk?
- 4) How do HIV Anti Retro Viral drugs shape the identities, social relations, and daily lives of those who depend on them?
- 5) In China, patients are increasingly being diagnosed with depression. How is this phenomenon influenced by changing social conditions, transforming healthcare arrangements and ideologies, and changing perceptions of the body, mind and self?
- 6) Medical students must be taught to see the body, disease and healing in a particular way. Choose one ethnographic case study of medical education and examine the core cultural ideologies and social practices that are instilled in students.
- 7) In the last 30 years patients suffering a range of medical conditions and diseases have mobilised into social movements and have fought for wider social recognition and greater access to healthcare and medicine. Theories of biosociality or biological citizenship offer explanations for this rise. Choose one ethnographic case study and critically examine the strengths and limitations of biosocial/biocitizenship models to explain the social movement you have chosen.
- 8) The medical treatment of intersex conditions in babies increasingly provokes debate between doctors, advocates and parents. What competing cultural ideals about gender, sexuality and the body do these medical interventions and debates reveal?
- 9) Increasing numbers of children globally are being diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). What cultural ideas and social changes have influenced this rise?
- 10) Rates of plastic surgery continue to rise in many 'developing' countries experiencing social and economic transformation, such as China, India, Brazil and Russia. Choose one ethnographic case study and explore how aesthetic medicine intersects with ideas about progress, modernity, and the body.

- 11) Modern medicine and palliative care seeks to extend life, but at what social and individual costs? How does our medical fight against death impact our ability to live well and die well?
- 12) Medical tourism is a growth industry in many 'developing' countries, such as Mexico, Brazil, Thailand and India. This industry offers cheaper, sometimes more experimental, medical services to westerners than are available to them in their home societies. Focusing on one ethnographic case study, explore how these industries are reshaping the healthcare systems of developing and developed nations and transnational political economies of health.
- 13) The last 30 years has seen a rise in companies and governments carrying out 'bioprospecting' and creating 'biobanks' of genetic materials belonging to certain disease groups, or national and ethnic populations. These databases raise provocative ethical questions about privacy and profits. Choose one case study and examine how such practices are transforming our cultural ideas about property and the body.
- 14) Different religious traditions, such as Christianity, Buddhism or Islam, have in the last few decades responded to medical advances (such as new reproductive technologies) by developing their own bioethics. Choose one religious and ethnographic case study. How do such emerging bioethics intersect with, contradict and challenge the cultural assumptions of secular medical bioethics?
- 15) Many people with dementia or Alzheimer's disease are now treated using biomedical techniques and modern care arrangement. How is personhood and agency attributed or denied to people with dementia or Alzheimer's disease in these settings?
- 16) Shamanic and indigenous healing systems are utilised in many societies. Patients and healers in these cultures claim that these systems effectively treat illnesses. Choose one such healing system. Utilise theories of embodiment and/or a phenomenological approach to understand how the healing system acts on the body to promote health.

Ethnography Critique Essay**Weighting: 30%****Due date: Wednesday 6th June, 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*. New Jersey: Princeton University Press.

Exam

Weighting: 40%

Date TBC, between the 15th June and 4th July

3 hours

The examination will be designed to enable evaluation of your knowledge and understanding of the course material in relation to the aims and objectives outlined above. More information will be available closer to the exam during lectures, tutorials and on Blackboard. The exam will consist of one essay question. You will be able to utilise material covered in lectures, readings, tutorials, and AV presentations in answering this question. To do well you will need to demonstrate proficiency with both theory and ethnography.

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.

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 identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be 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/withdrawalsrefunds.aspx>

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 the lecturer, Catherine Trundle via email. For longer extensions please arrange to speak with Catherine in person.

Mandatory Course Requirements

To meet mandatory course requirements you must:

- Submit the Research Essay
- Submit the Ethnography Critique Essay
- Sit the Exam

Communication of additional information

Additional information will be communicated in lectures and on BlackBoard.

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.

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.

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>

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.

Information for Māori Students:

www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx or
www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or
www.victoria.ac.nz/st_services/tpa/index

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:	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, Helen Beaglehole 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 not 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 readings

Excellent introductory texts for medical anthropology

Good, B. et al. (Eds) 2010 *A Reader in Medical Anthropology*. Malden, MA: Wiley Blackwell. (A collection of important medical anthropology articles)

Joralemon, D. 1999 *Exploring Medical Anthropology*. Massachusetts: Allyn and Bacon. (A concise and insightful introduction to medical anthropology)

Lock, M and N. Vinh-Kim 2010 *An Anthropology of Biomedicine*. Malden, MA: Wiley Blackwell. (Excellent sections on new reproductive technologies, population control policies, organ donation, genetics and the commodification of the body)

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.

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.

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.
- Reynolds Whyte, S., van der Geest, S. and Hardon, A. (Eds) 2003 *Social Lives of Medicines*. Cambridge: Cambridge University 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.
- Strathern, A. and Stewart, P. 1999 *Curing and Healing: Medical Anthropology in Global Perspective*. Durham, NC: Carolina Academic Press.
- Whyte, S., Van der Geest, S. and Hardon, A. 2002 *Social Lives of Medicines*. London and New York: Cambridge University Press.

Inequality and illness

- 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
- Farmer, P. 1997 On suffering and structural violence: a view from below. In A. Kleinman, V. Das and M. Lock (Eds) *Social Suffering*. Berkeley: University of California Press. Pp. 261-284.
- Farmer, P. 2002 *Pathologies of Power: Health, Human Rights, and the War on the Poor*. 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.

Death and aging

- Bird, D.N and T. Israeli 2010. A moment dead, a moment alive: how a situational personhood emerges in the vegetative state in an Israeli hospital unit. *American Anthropologist* 112(1): 1548-1433.
- 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.
- Cohen, L. 1992 Old Age: cultural and critical perspectives. *Annual Review of Anthropology* 23: 137-158.
- Diamond, Tim 1992 *Making Gray Gold: Narratives of Nursing Home Care*. Chicago: Chicago University Press.
- Kaufman, S. 2005 *And a Time to Die: How American Hospitals Shape the End of Life*. New York: Scribner
- Kaufman, S. and L. Morgan 2005 The anthropology of the beginnings and ends of life. *Annual Review of Anthropology* 34: 317-341.
- 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.
- Lock, M. 2007 On Dying Twice: Culture, Technology and the Determination of Death. In Jost, T. S. (Ed.) *Readings in Comparative Health Law and Bioethics. Second Edition*. Durham, NC: Carolina Academic Press. Pp. 93-98.
- Seymour, J. 2001 *Critical moments: death and dying in intensive care*. Buckingham, and Philadelphia: Open University Press.
- Scheper-Hughes, N. 1993 *Death without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.
- Shield, Reneé Rose 1988. *Uneasy Endings: Daily Life in an American Nursing Home*. Ithaca: Cornell University Press.
- Sokolovsky, J. 2009 *The cultural context of aging: worldwide perspectives*. Westport, Conn.: Praeger.
- Solimeo, S. 2009 *With Shaking Hands: Aging with Parkinson's disease in America's Heartland*. Chapel Hill: Rutgers University Press.
- Taylor, J.S. 2008 On recognition, caring and dementia. *Medical Anthropology Quarterly* 22(4): 313-335.
- Turner, B. S. 2009 *Can we live forever? A sociological and moral inquiry*. New York: Anthem Press, London.

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.

- Fine, Cordelia. 2010 *Delusions of gender: how our minds, society, and neurosexism create difference*. New York: W. W. Norton. (Intersex)
- Karkazis, K. 2008 *Fixing Sex: Intersex, Medical Authority, and Lived Experience*. Durham: Duke University Press
- Lorber, J. and Moore, L. 2002 *Gender and the Social Construction of Illness*. Los Angeles: Sage.
- 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.
- Rapp, R. 1993 Reproduction and Gender Hierarchy: Amniocentesis in Contemporary America. In B. Miller (Ed.), *Sex and Gender Hierarchies*. Chicago: Chicago University 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

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- Mol, A. 2008 *The Logic of Care: Health and the Problem of Patient Choice*. New York: Routledge.
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Medical training

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- Luhmann, T. 2000 *Of Two Minds: The Growing Disorder in American Psychiatry*. New York: Alfred A. Knopf (Education of psychiatric doctors)
- Wendland, C. 2010 *A Heart for the Work: Journeys through an African Medical School*. Chicago: University of Chicago Press.

ANTH 315 Assignment One: Research Essay

Student's name:

GRADE:

	Exceptional A+	Excellent A	Very good A-	Promising B+	Competent B	Satisfactory B-	Just Passing C+	C	Does not meet requirements	
									D	E
Organisation	Contains a succinct and elegant introduction and conclusion. Each paragraph clearly expresses an identifiable point. The essay flows easily and paragraphs are logically ordered and seamlessly inked.		Contains a clear and to the point introduction and conclusion. The essay flows easily and paragraphs are logically ordered and linked.		The introduction and conclusion express some of the key points of the essay. There is occasional difficulty in ordering within and between paragraphs.		The introduction and conclusion express some of the ideas discussed in the essay, but there is difficulty in clearly ordering the sentences and paragraphs.		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 throughout 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 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 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. Synthesises ethnographic detail with 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 Anth style guide. Essay contains a comprehensive number of appropriate academic sources.		Contains consistent citation and bibliography, formatted as specified in the Anth 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 Anth 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 Anth style guide. Essay contains minimal academic sources.		No or incomplete references and no bibliography. Essay contains insufficient academic sources.	
Comments										

ANTH 315 Assignment Two: Ethnography Critique Essay

Student's name:

GRADE:

	Exceptional A+	Excellent A	Very good A-	Promising B+	Competent B	Satisfactory B-	Just Passing		Does not meet requirements	
							C+	C	D	E
Organisation	Contains a succinct and elegant introduction and conclusion. Each paragraph clearly expresses an identifiable point. The essay flows easily and paragraphs are logically ordered and seamlessly inked.		Contains a clear and to the point introduction and conclusion. The essay flows easily and paragraphs are logically ordered and linked.		The introduction and conclusion express some of the key points of the essay. There is occasional difficulty in ordering within and between paragraphs.		The introduction and conclusion express some of the ideas discussed in the essay, but there is difficulty in clearly ordering the sentences and paragraphs.		Inadequate organisation of sentences and paragraphs. Difficult to follow.	
Expression and Argument	The book's main arguments and case studies are clearly identified and summarised. The essay contains a clear, sophisticated and original argument that moves beyond summary, with appropriate and succinct examples used in support. Insightfully interrogates the strengths and limitations 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 in the essay with appropriate examples used to support it. Identifies the strengths and limitations 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 limitations 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 in 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 in 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. Synthesises ethnographic detail with 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 Anth style guide.		Contains consistent citation and bibliography, formatted as specified in the Anth style guide.		Contains references, but citation and bibliography are sometimes inconsistent or are not formatted as specified in the Anth style guide.		Contains some references. Citation and bibliography are included, but are inconsistent or are not set out as specified in the Anth style guide.		No or incomplete references and no bibliography.	
Comments										

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School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY and SOCIAL POLICY

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Full Name: _____
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Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

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CERTIFICATION OF AUTHENTICITY

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