

UNIVERSITY OF NEW BRUNSWICK

DEPARTMENT OF ANTHROPOLOGY

SYLLABUS → ANTH 4702: GENDER & HEALTH (WINTER - 2015)Instructor: **Alekhyia “Baba” Das** [*typically addressed as “Baba” (nickname)*]Email: **ADAS@UNB.CA**Website: www.alekhyadas.caOffice hours & location ⇒ **To be announced****COURSE DESCRIPTION & OBJECTIVES**

Thank you for joining this course. Using anthropological perspectives, in this course, we will analyze the multifaceted relationship between gender and health. We will focus on understanding **women’s** wellbeing and ailments, within diverse cultural circumstances; as well as, examine how the dimension of gender stratification shapes women’s health in different societies. Here, anthropological perspective refers to the critical examination of health, as a bio-medical entity, and as a compellingly socio-cultural phenomenon. Anthropological understanding of health also refers to viewing wellbeing of individuals, as a concept, which is shaped by several social-structural factors, such as gender roles, ethnicity, race, class, and so on. Thus, we will study how gender is socially constructed and how women’s role has culturally and historically evolved; along with, the theoretical foundations for differences between ‘biological’ sex and ‘societal’ gender. Based on an understanding of women’s social location in societies, especially with respect to the male position, we will discuss how these relationships affect women’s healthcare utilization. The core themes of this course are: influence of culture on women’s health and bodies; health and illness behavior; women’s health beliefs and healthcare utilisation; and impact of patriarchy on women’s wellbeing. Other vital themes are: gendered biases in healthcare systems; impact of state and state agenda on women’s health; state/ healthcare systems and the reproducing of gender relationships and gendered social order; and, science and medicalization of women’s bodies as well as wellbeing. In this course we will cover an assortment of cultural contexts, from **both** western as well as non-western worlds.

GENERAL INSTRUCTIONS

- 1) Please **read this syllabus very carefully**.
 - 1.1) Your performance will be evaluated based on the criterions given here.
- 2) Please **check your emails** & **UNB Desire2Learn (D2L)** system **regularly** for updates regarding this course.
- 3) Please contact me ***ONLY*** through your ‘**UNB**’ email ID.
 - 3.1) I will not respond to your emails from personal email IDs (e.g.: Gmail, Yahoo, etc).
- 4) **Students will NOT be informed individually** about changes and notifications.
 - 4.1) If any information has been sent through ‘**class group-email**’, I will assume that it has been read and followed by all students.
- 5) Completion of all course requirements is necessary to pass this course.
- 6) Assignments must conform ⇒ to the criteria given in this outline – **OR** - written instructions handed out in class - **OR** - put up in ‘UNB Desire2Learn (D2L)’ system – **OR** - circulated through emails.

- 7) If you are absent, please make arrangements with classmates to follow up on class instructions.
 - 7.1) Alternatively, you may meet me as well.
- 8) The main points of my class lectures will be available as 'class lecture notes' in the 'Desire2Learn (D2L)' after each theme is over.
 - 8.1) If you happen to be absent and thus unable to understand my lecture notes, please feel free to contact me.
- 9) Due dates and grades are fixed as well as non-negotiable.
 - 9.1) However, I am always open for discussing your work.
- 10) ALWAYS keep a copy (electronic & printed) of your assignments.
 - 10.1) Additionally, on a regular basis **make back-up** copies.
 - 10.2) I will not entertain pretexts such as "hard-disk crash," "dog ate the assignment," "accidentally deleted the file," and so on.
- 11) Please familiarize yourself with the university regulations concerning plagiarism & cheating.
 - 11.1) Please note that the University has very strict policies on plagiarism. The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences.
 - 11.2) For more information, please see this link & the Undergraduate Calendar – <http://www.unb.ca/academics/calendar/undergraduate/2013/regulations/universitywideacademicregulations/viii-academicoffences/>
 - 11.3) It is the student's responsibility to know the Regulations.
- 12) Please use proper citation procedures and writing styles (e.g.: 'APA', 'ASA', etc) to write your answers / essays.
 - 12.1) I will deduct points for lack of proper citation.
 - 12.2) Please consult UNB library & this link ⇒ <http://www.unb.ca/fredericton/studentservices/academics/writing-centre/writing-answers.html>
- 13) Please bear in mind that there is a vast difference between ⇒ 'being critical' - & - 'being prejudiced'.
 - 13.1) Please **DO NOT curtail your criticality** by mistaking it for 'prejudice' [*or racism or ethnocentrism*]. As I always convey in my lectures: in anthropology, all cultures are open to critique & examination [***be it our own or of others***].
- 14) Students with special needs or extraordinary situations [***any type***] should speak to me. Where possible and appropriate, accommodations can be made to meet those needs.
- 15) **Please feel free to meet me** if you want to discuss anything **and/or** you have any query or concern.
 - 15.1) My office hour & location is given on page 1.
 - 15.1.1) **No appointments**; please feel free to walk in on the designated day & time.
 - 15.2) You may meet me before or after the class as well.
 - 15.3) If you prefer some other time (outside of what is given here), please send me an email.

COURSE MATERIALS

- 1) The materials for this course comprise of ⇒ readings given in this syllabus – **PLUS** - my lectures in the class.
- 2) ALL required readings for this course are 'electronic' and available online ⇒ in UNB DESIRED2LEARN (D2L)
 - 2.1) The readings are also available in UNB Library system
 - 2.2) **Important NOTE** ⇒ You may notice several readings in this syllabus. **Please do NOT be overwhelmed** or be anxious by the number.

- 2.3) There are 2 reasons for the numerous readings –
- 2.3.1.) This course deals with a diverse range of subjects and issues. Therefore, there is no one or two 'large' readings; instead a combination of smaller readings.
- 2.3.2.) Given the varied background of students, I have provided the readings in **3 levels** ⇒ 'basic', 'intermediate' & 'advanced' (based on the degree of complexity). Therefore for same topic, you will find readings of different levels. Please feel free to start at the level you are comfortable with.
- 2.4) Participants of this course **must use the readings given in this syllabus**.
- 2.4.1.) I strongly recommend that students go through the readings ***before*** they attend each class. This will greatly help you to understand my lectures.
- 2.5) Students are welcome to use other resources provided they are '**academic**' in nature.
- 2.5.1.) Please use materials which are valid, reliable, social-scientific and scholarly or from governmental sources.
- 2.5.2.) Non-scholarly /popular sources (such as 'wikipedia' or 'blogs') will be considered invalid.
- 3) Please note that **my lectures** provide the **framework for this course**.
- 3.1) Following my lectures is necessary to connect the divergent readings recommended in this course.
- 3.2) My lectures are based on the readings given in this syllabus. However, they also consist of information from various other sources which go beyond the scope of the given readings. Please feel free to enquire about the source of any part of my lectures.

EVALUATION

- a) **2 seminar presentations = 40%**
- a.i) 1 seminar = 20% (x 2 seminars)
- b) **2 final 'short' essays (take home) = 50 %**
- b.i) 1 'short' essay = 25% (x 2 essays)
- c) **In-class participation = 10 %**
- c.i) '*participation*' = *class attendance; participation during seminar presentations; interaction in class.*
- d) **Please thoroughly read the instructions** (for Seminars & Final essays) **given later** in this syllabus.
- d.i) Students will be evaluated by the parameters laid down in the given instructions
- e) UNB-F Dept. of Anthropology **grading scheme** ⇒

Grade	Marks
A+	95 - 100
A	90 - 94
A-	86 – 89
B+	81 – 85
B	75 – 80
B-	70 – 74
C+	65 – 69
C	60 – 64
D	50 – 59
F	0 - 49

CLASS SCHEDULE & READINGS

05 & 12 January 2015

Theme A - Gender & Health: Introduction & Overview

[Main topics ⇒ major aspects regarding completing this course; anthropological perspective on gender; gender stratification; social life as a gendered entity; theoretical standpoints on gender; anthropological perspectives on health; legal, social, cultural and psychological dimensions; gender stratification and women's health]

Readings (basic):

- A 1) 'Gender and Feminist Studies in Anthropology', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A 2) 'Gender and Feminist Studies in Sociology', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A 3) 'Sex and Gender', Blackwell Encyclopedia of Sociology. Blackwell Publishing, 2007.
- A 4) 'Gender Inequality/Stratification', Blackwell Encyclopedia of Sociology. Blackwell Publishing, 2007.
- A 5) 'Health: Anthropological Aspects', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A 6) 'Social Epidemiology', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A 7) 'Ethnicity, Race, and Health', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A 8) 'Health Care: Legal Issues', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A 9) 'Women's Health', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.

Readings (advanced):

- A 10) Lagro-Janssen, T. (2007). 'Sex, Gender and Health: Developments in Research'. *European Journal of Women's Studies*; 14(1):9-20.
- A 11) Pollard, T. (1999). *Sex, Gender and Health*: 1-17. Cambridge University Press. E Book.

19 January 2015

Theme B – Culture & Women's health

[Main topics ⇒ gender and social values; consumer/popular culture and women's health; modernity and women's wellbeing; cultural values and women's body; overt / covert objectification and sexism]

Readings (basic):

- B 1) Sobo, E. J. and Loustaunau, M.O. (2010). *The cultural context of health, illness, and medicine*: 1-13. Santa Barbara, Calif.: Praeger.

Readings (intermediate):

- B 2) Rogers, L. (2008). *The perfect vagina*. Documentary.
 B 2.1) Link - <http://topdocumentaryfilms.com/perfect-vagina/>
 B 2.2) *In class, I will screen selected sections from this documentary.*
 B 2.3) *Within this documentary, **particularly observe** how culture (especially consumerist media, normative expectations, and peer values) affects women's health.*
 B 2.4) **CAUTION** → **Mature content** & occasionally, **extremely graphic** visuals

Readings (advanced):

- B 3) Coyne, C.J., and Coyne, R.L. (2014). The Identity Economic of Female Genital Mutilation. *The Journal of Developing Areas*, 48(2): 137-152.

Readings (**seminars**):

- B 4) Chia, S.C., Chay, Y.T., Cheong, P.K., Cheong, W.Y., and Lee, S.K. (2012). Fair and lovely: Building an integrated model to examine how peer-influence mediates the effects of skin-lightening advertisements on college women in Singapore. *International Journal of Advertising*, 31(1): 189–211
 B 5) Cepanec, D. and Barbara, P. 'Old Bags under the knife: Facial cosmetic surgery among women', in, Miedema, B. S., and Anderson, J.M.V. (2000). *Women's Bodies, Women's Lives: Health, Well-Being and Body Image*. Sumach Press, Toronto, ON, CAN.

26 January 2015

Theme C – Health / Illness behavior & Women's wellbeing

[Main topics ⇔ health & illness behaviors; social-psychological conception of health and illness; deviations from medically prescribed health behaviors; health beliefs and practices; women's health-seeking behavior in western and non-western societies; barriers to women's health-seeking in western societies]

Readings (basic):

- C 1) 'Assessment of Health Behaviors', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
 C 2) 'Illness Behavior and Care Seeking', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
 C 3) 'Patient Adherence to Health Care Regimens', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.

Readings (advanced):

- C 4) Grace, V.M. and MacBride-Stewart, S. (2007). 'Women get this': gendered meanings of chronic pelvic pain'. *Health*: 11(1): 47 - 67
 C 5) Finnstrom, B., and Soderhamn, O. (2006). Conceptions of pain among Somali women. *Journal of Advanced Nursing*, 54(4): 418 - 425.

Readings (**seminars**):

- C 6) Rashid, S.F. (2007). *Durbolota* (Weakness), *Chinta Rog* (Worry Illness), and Poverty: Explanations of White Discharge among Married Adolescent Women in an Urban Slum in Dhaka, Bangladesh. *MEDICAL ANTHROPOLOGY QUARTERLY*; 21(1): 108–132.

- C 7) Upton, R.L. & Han, S.S. (2003). Maternity and Its Discontents: "Getting The Body Back" After Pregnancy. *Journal of Contemporary Ethnography*, 32(6): 670-692

02 February 2015

Theme D – Violence, Patriarchy & Women's health

[Main topics ⇒ patriarchy, overt and covert misogyny; theorising violence; forms of violence, spousal and interpersonal violence; violence and women's wellbeing in western and non-western societies]

Readings (basic):

- D 1) 'Patriarchy', Blackwell Encyclopedia of Sociology. Blackwell Publishing, 2007.
 D 2) Panaroma. (2010). *Sex for Sale: Prostitution*. Documentary. BBC.
 D 2.1) Link - <http://topdocumentaryfilms.com/sex-sale-prostitution/>
 D 2.2) *In class, I will screen selected sections from this documentary.*
 D 2.3) **CAUTION** → **Mature content** & occasionally, **extremely graphic** visuals

Readings (intermediate):

- D 3) Beydoun, H.A., Al-Sahab, B., May, M.S., Beydoun, A., and Tamim, H. (2010). Intimate Partner Violence as a Risk Factor for Postpartum Depression Among Canadian Women in the Maternity Experience Survey. *AEP*, 20(8): 575–583.

Readings (advanced):

- D 4) DeKeseredy, W.S. and Schwartz, M.D. *Theoretical and Definitional Issues in Violence Against Women*. In, Renzetti, C.M. and Edleson, J.L. (2011). *Sourcebook on Violence Against Women*. Second Edition. SAGE Publications, Inc.

Readings (seminars):

- D 5) Nemoto, K., Rodriguez, R., Valhmu, L.M. (2006). Exploring the Health Care Needs of Women in Abusive Relationships in Japan. *Health Care for Women International*, 27:290–306
 D 6) Lipsky, S., Caetano, R., Field, C. A., & Larkin, G.L. (2006). The Role of Intimate Partner Violence, Race and Ethnicity in Help-Seeking Behaviors. *Ethnicity and Health*, 11 (1): 81-100.

09 February 2015

Theme E - Healthcare system & Women's health

[Main topics ⇒ concept of healthcare system; healthcare as an institution and a system; factors influencing healthcare system; systemic view of women's health; institutional barriers to women's health; systemic defects and women's health status; gendered biases in healthcare systems]

Readings (basic):

- E 1) 'Gender and Health Care', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
 E 2) 'Health Care Systems: Comparative', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.

Readings (intermediate):

- E 3) Vlassoffa, C. and Moreno, C.G. (2002). Placing gender at the centre of health programming: challenges and limitations. *Social Science & Medicine*, 54: 1713–1723

Readings (advanced):

- E 4) Young, L. *Women's Health and Cardiovascular Care: A Persistent Divide*. In, Morrow, M., Varcoe, C., and Hankivsky, O. (2007). *Women's health in Canada: critical perspectives on theory and policy*. University of Toronto Press.

Readings (seminars):

- E 5) Reid, C. *Women's Health and the Politics of Poverty and Exclusion*. In, Morrow, M., Varcoe, C., and Hankivsky, O. (2007). *Women's health in Canada: critical perspectives on theory and policy*. University of Toronto Press.
- E 6) Tian, L., Li, J., Zhang, K. & Guest, P. (2007). Women's status, institutional barriers and reproductive health care: A case study in Yunnan, China. *Health Policy*, 84: 284–29.

16 & 23 February 2015**Theme F – Science, Industry & Women's health**

[Main topics ⇒ bio-medical concept of health, ailments and cure; science as an ideology; women's autonomy versus medical authority; concept of medicalization; medicalization and women's body; history of ailments and medication; medical industry]

Readings (basic):

- F 1) 'Medicalization: Cultural Concerns', International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- F 2) Pool, L. (2011). *Pink Ribbons, Inc.* Documentary. National Film Board of Canada (NFB).
- F 2.1) Link (trailer) - https://www.nfb.ca/film/pink_ribbons_inc/trailer/pink_ribbons_inc_trailer/
- F 2.2) *In class, I will show selected sections from this documentary.*

Readings (advanced):

- F 3) Hyatt, S.B., *Poverty and Medicalization of motherhood*. In, Pollard, T. (1999). *Sex, Gender and Health*: 94-117. Cambridge University Press. E Book.
- F 4) Houck, J.A. *The medicalization of menopause in America: 1897-2000*. In Kleinman, D. L. (Ed.). (2005). *Controversies in Science and Technology, Volume 1: From Maize to Menopause*: 198-218. Madison, WI, USA: University of Wisconsin Press. E BOOK.

Readings (seminars):

- F 5) Ussher, J.N. (2010). Are We Medicalizing Women's Misery? A Critical Review of Women's Higher Rates of Reported Depression. *Feminism & Psychology*, 20: 9
- F 6) Greil, A.L. and McQuillan, J. (2010). "Trying" Times: Medicalization, Intent, and Ambiguity in the Definition of Infertility. *Medical Anthropology Quarterly*, 24(2): 137-156

02 March 2015

No class ⇒ Winter Term break

09 March 2015

Theme G – Women's Bodily Rights & Reproductive/Sexual Health
(And seminar & essay-related discussions)

[Main topics ⇒ Various debates in social science regarding women's reproductive rights; relationship between reproductive rights & women's health; abortion as a social process in current society; dimensions (social, historical, political & psychological) of abortion; abortion's links to contraception & its impact on women's health; 'gendered' dimensions in perceptions about abortion and contraception]

Readings (basic):

- G 1) Frontline. (2005). *The Last Abortion Clinic*. Documentary.
 G 1.1) Link - <http://www.pbs.org/wgbh/pages/frontline/clinic/>
 G 1.2) I will screen some sections in class.
 G 1.3) Within the documentary, **particularly observe** how government, state policy, religion and politicization affect reproductive rights as well as women's health.
 G 1.4) **CAUTION ⇒ mature content & occasionally graphic visuals.**
 G 2) Katz, N.S. and Sherry, M. (2007). *India: The Missing Girls - A society out of balance*. Documentary.
 G 2.1) Link - http://www.pbs.org/frontlineworld/rough/2007/04/the_missing_girl.html
 G 2.2) I will screen some sections in class.

Readings (intermediate):

- G 3) Wynn, L.L., Erdman, J.N., Foster, A. M., and Trussell, J. (2007). Harm Reduction or Women's Rights? Debating Access to Emergency Contraceptive Pills in Canada and the United States. *Studies in Family Planning*, 38(4): 253–267

Readings (advanced):

- G 4) Maguire, D. *Religion and Reproductive Policy*. In, Sands, K.M. (Ed). (2010). *God Forbid: Religion and Sex in American Public Life*. OUP USA.

Readings (seminars):

- G 5) Liamputtong, P. (2005). Birth and social class: Northern Thai women's lived experiences of caesarean and vaginal birth. *Sociology of Health & Illness*, 27(2): 243–270
 G 6) Hasna, F. (2003). Islam, Social Traditions and Family Planning. *Social Policy and Administration*: 37(2).
 G 7) Gill, A. and Mitra-Kahn, T. (2009). Explaining Daughter Devaluation and the Issue of Missing Women in South Asia and the UK. *Current Sociology*, 57: 684
 G 8) O'Dougherty, M. (2008). Lia Won't: Agency in the Retrospective Pregnancy Narratives of Low-Income Brazilian Women. *Journal of Latin American and Caribbean Anthropology*, 13(2): 414-446.
 G 9) Sjørup, L. (1999). Religion and Reproduction: The Vatican as an Actor in the Global Field. *Gender Technology and Development*, 3: 379.

- G 10) Angela Thachuk, A. (2007). Midwifery, Informed Choice, and Reproductive Autonomy: A Relational Approach. *Feminism & Psychology*: 17(1): 39–56
- G 11) Vandervort, L. (2006). Reproductive Choice: Screening Policy and Access to the Means of Reproduction. *Human Rights Quarterly*, 28(2): 438-464.
- G 12) Richards, D.A.J. (2001). Is My Body My Property? *Social Research*, 68(1).

16, 23 & 30 March 2015

Theme H - Seminar presentations
(30 March 2015 = last class of this course)

- 1) Please **thoroughly go through these instructions**.
 - 1.1) Your **presentation** will be evaluated based on the criteria specified here.
 - 1.2) Please **update yourself** with instructions given in future.
- 2) Each student will do – **2 seminar** presentations → i.e. **Seminar 1 & Seminar 2**
- 3) **Respective dates** of presentations will be announced on ⇒ **19th January 2015**
- 4) Reading for **Seminar 1** → **1 reading** out of → B4, B5, C6, C7, D5, D6, E5, E6, F5, F6 (as given above).
- 5) Reading for **Seminar 2** → **1 reading** out of → G5, G6, G7, G8, G9, G10, G11, G12 (as given above).
- 6) Readings **will be assigned** to presenters (students) through a **lottery** on ⇒ **19th January 2015**
- 7) The presentations must be 'traditional' in character (i.e. **VERBAL / spoken**).
 - 7.1) Presenters **CANNOT use visual aids** (e.g. Over Head Projection).
- 8) **Allotted time** (for **one** presentation) → presenter will have exactly **20 minutes** to speak.
 - 8.1) Presenter **must speak** for a **minimum of 15 minutes**
 - 8.1.1) Presenter **cannot exceed 20 minutes**.
 - 8.2) I will alert the presenter at the 15th & at the 18th minute.
 - 8.3) I would be forced to stop the presentation if it exceeds 20 minutes.
- 9) **After presenting** → the presenter will have **10 minutes** for a **question-answer session** with the **audience** (i.e. other students & me).
 - 9.1) After concluding the presentation, the **presenter must ask the audience** to question him/her.
 - 9.1.1) *The presenter must encourage the audience to ask questions about the presentation.*
 - 9.2) **After the audience's questions** ⇒ the presenter must **pose question/s to the audience**.
 - 9.2.1) The presenter must **prepare beforehand at least 2 questions** to ask to the audience.
 - 9.2.2) It will be the presenter's task to draw out responses from the audience.
 - 9.3) The presenter is **responsible for facilitating a discussion** [i.e. **question-answer session**] amongst the audience (i.e. **other students**). This is a part of the presenter's evaluation.
- 10) The **presentation must have** →
 - 10.1) a brief introduction [explaining objectives of the article; the social location; historical period; aims of the author/s; methodology; etc]
 - 10.2) a 'body' comprising of the core argument(s) and other essential points [i.e. *central thesis, logic, description of the social phenomena, highlighted problem/s; etc*]
 - 10.3) conclusion
- 11) Please focus on the core argument(s) of the article.
 - 11.1) Details such as numerical data can be skipped (*unless you are trying to make a point through them*).

- 11.2) You may also skip sections such as 'sample selection' [*unless it is extremely important for explaining the article*].
- 11.3) You may skip the author/s' background as well.
- 11.4) Please do not bother about the **author's name** (*in case difficult to pronounce*) → instead, use "the author/s"
- 12) The presenter must highlight **at least 2 aspects for criticizing**
 - 12.1) Your points for criticism should NOT be 'obvious' aspects [e.g.: "*I disliked the article since it was too long*"]
- 13) The presenter must highlight **at least 2 aspects worth praising** from the article.
 - 13.1) Your points for praise should NOT be 'obvious' aspects [e.g. "*I praise the article as it was an easy reading*"]
- 14) Your criticism/praise for the article must be analytical and insightful.
 - 14.1) *It could be about a flaw or strength in the core argument; or any issue that you are academically/ ideologically opposed to; or any methodological defect.*
- 15) Please practice to speak within the given time limit.
 - 15.1) Points will be deducted if the allotted time is significantly exceeded.
 - 15.2) There will be other speakers after you who have to present within class hours. If you do not speak within the allotted time, the subsequent speakers will not have enough time to talk.
 - 15.3) Please time your presentation while practicing.
 - 15.3.1) I strongly suggest that you prepare by 'mock' presenting before someone /audience & keeping track of the time.
- 16) If the article is significantly lengthy [*i.e. above 20 pages*], then please do not try to 'compress' everything within the allotted time.
 - 16.1) Instead ⇒ intelligently select from the main arguments of the article
 - 16.2) Present whatever can be meaningfully and feasibly presented in the allotted time.
 - 16.2.1) However, please explain why you have selected those particular arguments [amongst all the arguments].
- 17) I encourage presenters to use theoretical concepts which are discussed in the lectures & in readings referred in the course outline.
 - 17.1) I also support using other relevant readings from UNB library system.
- 18) I also endorse taking a critical and innovative interpretation of the article.
- 19) Please bear in mind that there is a vast difference between ⇒ '**being critical**' - & - '**being prejudiced**' [*or racist / ethnocentric*].
 - 19.1) Please **DO NOT curtail your criticality** by mistaking it for 'prejudice' [*or racism or ethnocentrism*].
 - 19.2) As I always convey in my lectures, in anthropology, all cultures are open to critique [**be it our own or of others**].
- 20) In your presentation, **please avoid replicating** exactly what the author has said in the article.
 - 20.1) Instead, **try to interpret** the content in your **own words / meanings**.
- 21) You **do NOT** have to memorize your presentation.
 - 21.1) Please feel free to use a write-up for assisting your presentation.
 - 21.1.1) **However**, please see to it that you **do NOT** end up entirely **reading out** your presentation.
 - 21.2) The **act of explaining** the article to the audience is a crucial component of presenting.
- 22) There are **points** for → **style of presentation** + **audience engagement** + **eye contact** + **clarity of speaking** + **preciseness of expression** + **timing**.
- 23) **Peer-learning** ⇒ Seminar readings are also compulsory readings for Final essays.
 - 23.1) Therefore, the more exhaustively presenters discuss these articles in class, the better you will be able to address your Final essays.

- 24) Students who are not presenting (i.e. **audience**) should read the articles being presented beforehand.
- 24.1) It will help you to understand the presentation properly and enable you to ask questions to the presenter.
- 24.2) This is the minimal reward an audience can give to all the hard work of the presenter.
- 24.3) This involvement will also add to your points for '**participation in classes**'-aspect of your final grades.
- 25) Students **presenting for the first time** **OR** who are doubtful about public-speaking **OR** who are experiencing any form of nervousness ⇒ **please feel free to meet me** (***No points will be deducted for doing so.***)
- 25.1) *On the other hand, in case of an **unsatisfactory performance**, I will not consider the above reasons as a justification.*
- 26) **If you have any query / concern ⇒ please feel free to meet / write to me.**

06 April 2015

No class ⇒ Easter / University Holiday
(09 April 2015 = Last day of classes for Winter 2015 term)

17 April 2015

Theme (I) - Final essays

- 1) Please **thoroughly go through these instructions.**
 - 1.1) Your **essays** will be evaluated based on the criteria laid out in this outline.
 - 1.2) **Please update yourself** with future instructions
- 2) Each student will submit **2 final 'short' essays** → i.e. **Essay 1 & Essay 2**
- 3) The **LAST DATE** of submission (**for both essays**) → **17th April 2015** (**till 4 pm**)
- 4) **Specifications (each essay) →**
 - 4.1) Length = **10 to 15 pages** → **excluding** the cover page & reference pages.
 - 4.1.1) Each essay should be **at least 10 pages**
 - 4.1.2) The essay should **NOT be more than 15 pages**
 - 4.2) The essay should be typed on a 'letter-sized' paper
 - 4.3) There must be 1 inch margin on all sides.
 - 4.4) The font should be 'Times New Roman' of size 12.
 - 4.5) The text should be double-spaced.
 - 4.6) The essay should be printed on white paper & stapled at the top / left-hand corner
 - 4.6.1) *You may print on both sides of the paper*
- 5) The **cover page** must have →
 - 5.1) Headline ⇒ i.e. '**Final Essay #1**' &/or '**Final Essay #2**'
 - 5.2) Name & number of the course
 - 5.3) Session/Term name
 - 5.4) Full name of the student
 - 5.5) Student ID number
 - 5.6) Full signature of the student.

- 6) You must drop your final essays in my mail box (labeled 'Das') at the administrative office of the **Department of Anthropology**, University of New Brunswick [Room 28: Annex C Building, 13 MacAulay Lane; Fredericton, NB Canada E3B 5A3; **Phone:** 453-4975].
- 6.1) Please drop your essays **ONLY during regular office hours** of the university
- 6.1.1) *Otherwise you will not be able to access the mail box since the **office will be closed**.*
- 6.2) **I will NOT consider** essays which are dropped anywhere else apart from the designated spot.
- 6.3) If you are out of station ⇒ you can send your essays via postal service or courier at the above-given address (Department of Anthropology).
- 6.3.1) *Once you send them, please inform me through **email**.*
- 7) **I will NOT accept essays sent through email.**
- 8) **Essay # 1 →**
- 8.1) **Compulsory readings** ⇒
- 8.1.1) Your reading for Seminar 1
- 8.1.2) **AND** - rest of the readings from the **theme** of your Seminar 1
- 8.1.2.a) *For e.g.: if your reading for Seminar 1 is **B5** → then your **compulsory readings** are – B1, B2, B3, B4 & B5 (i.e. all the readings in **Theme B**)*
- 8.2) **Topic** ⇒
- 8.2.1) **The subject** of your essay #1 = the **theme** of your Seminar 1 reading
- 8.2.1.a) *For e.g.: if your reading for Seminar 1 is **B5** → then the **subject of your essay #1** → **Theme B** (i.e. write an essay on **Culture & Women's health**)*
- 8.2.2) Please feel free to **choose** ⇒ issues / sub-themes / questions for your essay # 1
- 8.2.3) You may choose issues / sub-themes / questions – from **my lectures** (*on that specific theme*)
- 8.2.3.a) *For e.g. if the **subject of your essay #1** is → **Theme B** (i.e. write an essay on **Culture & Women's health**) → then you can choose one or more from the following topics → gender and social values; consumer/popular culture and women's health; modernity and women's wellbeing; cultural values and women's body; overt / covert objectification and sexism*
- 8.2.4) Please **keep in mind** that you have to examine the themes **WITHIN the context** of the compulsory **readings**.
- 9) **Essay # 2 →**
- 9.1) **Compulsory readings** ⇒
- 9.1.1) G1, G2, G3, G4 (as given above)
- 9.1.2) **2 readings** (including your reading for seminar 2) out of → G5, G6, G7, G8
- 9.1.3) **2 readings** (including your reading for seminar 2) out of → G9, G10, G11, G12
- 9.2) **Topic** ⇒
- 9.2.1) **The subject** of your essay # 2 → **Theme G** → i.e. write an essay on - **Women's Bodily Rights & Reproductive/Sexual Health**
- 9.2.1.a) In essay # 2 - (by & large) you must address **at least 50%** of the following issues → *various debates in social science regarding women's reproductive rights; relationship between reproductive rights & women's health; abortion as a social process in current society; dimensions (social, historical, political & psychological) of abortion; abortion's links to contraception & its impact on women's health; what implications (social, psychological, biological) abortion & contraception have for women?; how do various populations perceive abortion & contraception?; what are the various 'social constructions' of abortion & contraception?; connection between the abortion and*

women's reproductive rights; whether abortion is a reproductive right of women?; gender dimension of contraceptive responsibility.

- 9.2.1.b) Please feel free to **add** other issues / sub-themes / questions.
 - 9.2.1.c) I will appreciate if you introduce other critical queries and attempt to answer them in the essay.
 - 9.2.1.d) I will appreciate innovative and thought-provoking takes on the topic/s.
 - 9.2.2) Please **keep in mind** that you have to examine the issues / themes / questions - **WITHIN the context** of the compulsory **readings**.
-
- 10) Students can use other applicable readings as long as they are from legitimate academic sources.
 - 10.1) I encourage using other reading materials ⇒ such as those that are available in the UNB library system [or any other 'legitimate' source], and those discussed in class lectures.
 - 10.2) However, **you must use** the above-mentioned **compulsory readings**.
 - 10.3) I will **NOT accept** 'non-academic' sources such as 'Wikipedia' or 'blogs'.
 - 10.4) Please keep in mind that my **class lecture notes** are for the purpose of understanding & comprehension.
 - 10.4.1) *As much as possible, please avoid using class lectures notes as reference materials for your essays / answers.*
 - 11) The **essays must have** →
 - 11.1) an 'introduction'
 - 11.2) a 'body' (containing all the core argument/s & 'analyses')
 - 11.3) 'conclusion/s' & 'criticism/s'.
 - 11.3.1) Please feel free to add sections or subsections that you deem necessary in your essays.
 - 11.3.2) Please feel free to **'arrange' or 'format'** your essay in your own unique way - provided that by and large it conforms to the criterions laid out in this outline.
 - 12) Please see to it that your essay is written as '**one whole**' and **NOT** as multiple **disconnected** sections.
 - 12.1) Please **judiciously choose the readings** ⇒ so that they relate to each other and to the subject/s you will be explaining in your essay.
 - 12.2) Please **DO NOT attempt to 'fit'** every bit of information from the readings into your essays.
 - 12.2.1) In your essays, you may briefly summarize of all the readings.
 - 12.2.1.a) However, on the whole ⇒ **please select themes** from the readings and write as much as can be feasibly analyzed within the **page limitation**.
 - 12.2.2) Please bear in mind that I will appreciate the '**quality of arguments**' – and – NOT the '**quantity of arguments**'.
 - 13) Your essays must be **predominantly qualitative** in nature.
 - 13.1) Please avoid any long statistical table or charts.
 - 13.2) Please focus more on analytical argumentation.
 - 14) Please bear in mind that there is a vast difference between ⇒ 'being critical' - & - '**being prejudiced**' [or *racist or ethnocentric*].
 - 14.1) Please **DO NOT curtail your criticality** by mistaking it for 'prejudice' [or *racism or ethnocentrism*].
 - 15) Please see to it that you '**interpret**' the **readings** in your own language.
 - 15.1) Please take care that your essay does not **literally** replicate the reading materials.
 - 16) Students are advised to familiarize themselves with the university regulations concerning **plagiarism**.
 - 16.1) Please note that the University has very strict policies on plagiarism.
 - 17) Please use **proper citation** procedures and writing styles (*e.g.: APA, ASA, Chicago, MLA, etc*) to write your answers / essay.
 - 17.1) Use of readings without proper citation will result in deduction of points.

- 18) All readings which you will use for the essay (*the ones referred by me and the ones you add*) must be included in the **reference list**.
- 18.1) Please use proper procedures to write the reference page.
- 18.2) Please consult the UNB library system for more information on how to write references in essays.
- 19) I am ***not opposed*** to students forming groups to do their tasks.
- 19.1) I am also ***not opposed*** to presenters (who have presented the articles) helping other students.
- 19.2) However, please see to it that your essays remain **unique** as well as distinct and do not become almost identical to each other. That will result in deduction of marks.
- 20) **Please feel free to contact me if you have any query / concern.**

Theme (J) - PARTICIPATION

- 1) **Participation in class** is an extremely important part of the course.
- 1.1) I would like the course to be **interactive rather than instructional**.
- 1.1.1) For this goal, everyone's critical involvement is vital.
- 2) Please **feel free to ask me any question**
- 2.1) Please clarify any doubt or discuss anything that pertains to this course.
- 2.2) Please remember ⇨ ***there are NO 'stupid questions'*** in social sciences.
- 2.3) Please remember there is ***NO - 'one correct-answer'*** - in social sciences.
- 2.3.1) There can be ***multiple correct answers***.
- 3) Please make yourself thoroughly familiar with the study materials.
- 4) Participation is also crucial in the **discussions** after students' seminar presentations.
- 4.1) Please read the articles which will be presented and ask as many questions as you can.
- 4.2) This is the minimal reward an audience can give to all the hard work of the presenter.
- 4.3) This involvement will also add to your points for '**participation in classes**'-aspect of your final grades.
- 5) **Please feel free to contact me if you have any query or concern.**
- 5.1) ***Please do not hesitate.***