

## ANT 402-502 Gender, Ethnicity and Health (Spring 2015)

Dr. Kathryn S. Oths  
Office Hrs: 24D ten Hour, Tues/Thur 3:30-5:00 or by appt

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*n.b. This 3 credit hour course satisfies a W requirement. As such, course enrollment will be limited to 20. W courses should be taken in a student's own major when possible, and must be completely on this campus.*

**COURSE DESCRIPTION:** This course is designed to provide a climate in which to explore in-depth the gendered, ethnic, cultural, and class dimensions that underlie the patterning of disease and illness worldwide, with special attention to the long-term health effects of racism, poverty and sexism. After an introduction to the fundamental anthropological understandings of gender and ethnicity—in terms of their biological and, especially, cultural constructions— five primary topics will be addressed: a) the complex of mental illness/homelessness/alcoholism/drug abuse, b) AIDS, c) bodily health and image, d) reproductive health, and, e) alternative health care. Topics will be discussed based on assigned journal articles, books and films. Emphasis will be placed on the subtle interactions among seemingly distinct illness processes, as well as the political-economic conditions and the sociocultural constructions of gender and ethnicity that produce and maintain them. A seminar format will be employed to allow a free interchange of ideas among all students. Students' writing itself, in the form of two written assignments, will be graded and commented upon and become part of the final grade. A student who does not write with the skill normally required of an upper division student in the discipline will not be given a passing grade, no matter how well the student performs other course requirements. Prerequisites for this course are 12 hours of anthropology, graduate status, or permission of professor.

The course is designed to enhance the student's ability to:

- a) identify social constructions of the experience of sickness based on gender, ethnicity, and class differences
- b) critically examine and compare various theoretical approaches to illness
- c) read, comprehend, speak in public, and write

### **GRADING:**

Class participation: *Class participation accounts for 50% of the grade.* This course is taught in a seminar format; therefore, all students will be expected to actively participate in all class sessions. Students are expected to have read and outlined all materials prior to class and come prepared to discuss the main concepts. Graduate students will be assigned additional readings. Quality, not quantity, of opinions is what counts. Students should endeavor to limit their contributions to a range of approximately 4 to 8 comments per class in order to allow all students the chance to participate. Class participation will be evaluated by the professor after each class period. Feedback on class performance will be given privately to any student who requests it, at any point in the first half of the semester. At the end of the semester, the Peer-Prof method will also be used to assess participation. This method entails each student confidentially rating the participation of all other students on a scale of 1 to 5. A good peer score may raise, but will not lower, the class participation grade of an individual student. Additionally, groups of graduate and undergraduate students will be required to lead class discussion one time on the topic of their choice. There is no mandatory attendance policy; however, each absence will lower the final grade 1.5%. With a legitimate excuse, partial make-up for a missed class can be arranged on an individual basis with the professor. If the final paper is not received by the deadline, an incomplete grade will be assigned. Late papers will be accepted with a grade penalty of up to one full letter.

Written Assignments: *Writing homework accounts for 50% of the grade. For undergraduates, two individual written assignments are required. 10% of the grade will be based on a 2-page book review that is due, and will be graded and returned, prior to mid-term. The student can choose among any of the assigned volumes covered so far in the course. The remaining (40%) of the grade will be based on a 10-page term paper that will be due at the end of the semester. For graduate students, 50% of the grade will be based on a 20-page term paper that will be due at the end of the semester.*

For all students, the topic will be chosen by the student in collaboration with the professor. Students will turn in a paragraph outlining their topic of interest during week 4, and a revised paragraph by Week 7. Students turn in a detailed outline of the major sections of their paper by Week 10. Paper length is 10 pages of text for undergraduates and 20 pages of text for graduate students, not counting references. **Turn in both a hard copy and email copy of the final papers. The title of the email file, should be <CWID.doc>, not your name. Use your CWID instead of your name on ALL homework.** Mislabeling, or a failure to turn in both copies on time, will result in loss of points. For Undergrads at least 10, and for Grads at least 20, original references *not including those used in class or internet sites* will be required in the bibliography. Writing proficiency is required for a passing grade in this course. Written assignments will require coherent, logical, and carefully edited prose (see Writing Guide at end of syllabus). The instructor will be available and willing to instruct in writing skills as needed to assist students in meeting the course writing requirements. For those who may need additional tutoring, services are available at the Writing Center (322 Lloyd Hall or <http://writingcenter.ua.edu/>).

#### **Students with Disabilities:**

To request disability accommodations, please contact the Office of Disability Services (348-4285). After initial arrangements are made with that office, contact your professor.

#### **Academic Dishonesty Policy:**

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, misrepresentations, and abetting of any of the above. <http://researchguides.dml.georgetown.edu/content.php?pid=305653&sid=4666346> is a site that defines plagiarism and gives tips on how to avoid it. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs. Students should refer to the Student Affairs Handbook, which can be obtained in the Office of Student Life and Services.

#### **ASSIGNED BOOKS:**

1. Lorber, J. & L. J. Moore 2002 *Gender and the Social Construction of Illness*, 2<sup>nd</sup> ed, Altamira
2. *Reading Women's Lives (RWL)*, 2009 collection of essays.
3. Singer, M. 2008 *Drugging the Poor: Legal and Illegal Drugs and Social Inequality*, Waveland
4. Martin, E. 2009 *Bipolar Expeditions: Mania and Depression in American Culture*.
5. MacKenzie, S. 2013 *Structural Intimacies: Sexual Stories in the Black AIDS Epidemic*.
6. Gutmann, M. 2007 *Fixing Men: Sex, Birth Control, and AIDS in Mexico*. Univ of California Press
7. Edmunds, A. 2010 *Pretty Modern*, Duke U Press

#### **GRADS ONLY:**

8. Terry, J. and J. Urla, 1995 *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*, Indiana University Press

**ASSIGNED ARTICLES:** All assigned articles—if not found in one of the assigned books—will be available on reserve on-line through Gorgas Library e-Reserve [www.lib.ua.edu], noted by the key (1). Chapters assigned to undergrads from *Deviant Bodies* will be available on Blackboard.

**BLACKBOARD:** A copy of the syllabus and some other materials will be online on Blackboard.

## WEEK, TOPIC & READINGS

### 1) 1/8 **Introduction: Understanding Health**

*\*Read the entire syllabus*

Man-Made Medicine and Women's Health: The Biopolitics of Sex/Gender and Race/Ethnicity, Nancy Krieger and Elizabeth Fee (RWL)

Ch. 1-2 in *Gender and the Social Construction of Illness*, 2<sup>nd</sup> ed, Lorber & Moore

GRADS: The Media-ated Gene: Stories of Gender and Race, Nelkin and Lindee (Ch 14, *Dev Bodies*)

Film: How Economic Inequality Harms Societies, by Richard Wilkinson (available as TED talk)

\*\*\* DUE Feb. 3 Paragraph on Term Paper Topic (*note all due dates and post in your calendar*)\*\*\*

\*\*\* DUE Feb 10 Undergrads: 2-page book review\*\*\*

Additional Resources:

- Anthropology, Inequality, and Disease: A Review. V-K Nguyen & K Peschard (1)

### 2) 1/13-15 **Gender Constructions**

Ch. 3, 4, & 8 in *Gender and the Social Construction of Illness*, 2<sup>nd</sup> ed, Lorber & Moore

The Doctor's Stake in Women's Illness, B. Ehrenreich and D. English (RWL)

Doing Health, Doing Gender: Teenagers, Diabetes and Asthma, Clare Williams (1)

Constructions of Masculinity and their Influence on Men's Well-being, Will Courtenay (1)

Lesbians and the health care system: invisibility, isolation and ignorance, Heather Ramsay (RWL)

GRADS: Doing their jobs: Mothering with Ritalin in a culture of mother-blame, Ilina Singh (1)

Additional Resources:

- The Health of Women, in *Magic, Science, and Health: The Aims and Achievements of Medical Anthropology*, Robert Anderson
- The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles, Emily Martin, in *Gender and Health: An International Perspective*, Carolyn Sargent and C. Brettell (eds), 1996.
- Women and Health Policy: On the Inclusion of Females in Clinical Trials, Jean A. Hamilton, in above volume.
- The Psychologisation of Illness, Ellen Goudsmit (1)
- Sexualizing Governance and Medicalizing Identities: The Emergence of 'State-Centered' LGBT Health Steven Epstein (2003) (1)

### 3) 1/20-22 **What is “Race”, Really?**

Gender, Race and Nation: The Comparative Anatomy of “Hottentot” Women in Europe, 1815-1817, Fausto-Sterling (Ch 1, Deviant Bodies)

Black, White, Other, Jonathon Marks (1)

Race and Reification in Science, Troy Duster (1)

Race and Ethnicity in Public Health Research: Models to Explain Health Disparities. W. Dressler, K. Oths, and C. Gravlee (1)

GRADS: How does race get "under the skin"?: inflammation, weathering, and metabolic problems in late life. A. Das (1)

Additional Resources:

- Beyond the Gradient: An Integrated Anthropological Perspective on Social Stratification, Stress, and Health. T. McDade
- Cultural Congruity and the Cortisol Stress Response, Seamus Decker
- Ethnicity as a Taxonomic Tool, Doug Crews and James Bindon
- Race, Ethnicity and Class, in Magic, Science, and Health: The Aims and Achievements of Medical Anthropology, Robert Anderson
- Race and Mixed Race, Ranier Spencer,
- Beliefs Matter: Cultural Beliefs and the Use of Cervical Cancer-Screening Tests, Leo Chavez, Am Anth 103(4):1114-1129 (2001).
- Interpreting Ideas about Diabetes, Genetics, and Inheritance, Diane Weiner In: Medicine Ways: Disease, Health and Survival Among Native American. CE Trafzer and D Weiner, eds.
- Health in the African-American Community: Accounting for Health Inequalities, William Dressler (1)

### 4) 1/27-29 **Syndemics: Interactions of Mental Illness, Poverty, Drugs & Violence**

*Drugging the Poor* Singer, M.

**\*\*\*DUE Feb 3: Paragraph on term paper topic (revision due Feb 24th)\*\*\***

### 5) 2/3 **Syndemics: Interactions of Mental Illness, Poverty, Drugs & Violence, cont.**

Keep your sunny side: A street level look at homeless, S. Frischmuth (1)

Abusing Women, Lesley Doyal (RWL)

Applying syndemics and chronicity: interpretations from studies of poverty, depression, and diabetes. LJ Weaver & E. Mendenhall (1)

GRADS: Theatres of Madness, Susan Jahoda (Ch. 9, Deviant Bodies)

**FEB 5 ACADEMIC CONTINUITY EXERCISE *Class will meet on-line***

**\*\*\*DUE Feb 10 -- UNDERGRADS: 2-page book review\*\*\***

**6) 2/10-12    Syndemics: Mental Health, cont.**

*Bipolar Expeditions*            Martin, E.

Additional Resources:

- "Feeling worthless": an ethnographic investigation of depression and problem drinking at the Flathead reservation. T Onell
- The Epidemiology of Homelessness in Black America, Gregg Barak
- Eating, drinking and being depressed: The social, cultural and psychological context of alcohol consumption and nutrition in a Brazilian community, William Dressler et al
- Toward a (Dys)functional Anthropology of Drinking, Paul Spicer
- The Impact of Sociocultural Differences on Health, Stephen J. Kunitz
- A Description of How Ideology Shapes Knowledge of a Mental Disorder (PTSD), Allan Young, in Knowledge, Power, and Practice, S. Lindenbaum and M. Lock (eds), 1993.
- Syndemics and Public Health: Reconceptualizing Disease in Bio-Social Context, M.Singer et al.
- Homelessness in the World System, H. Baer, M. Singer, and I. Susser
- *Pathologies of Power* 2004 Farmer, P. U of California Press
- *Drinking and Sobriety among the Lakota Sioux* 2006 Medicine, B. Altamira Press
- *Deinstitutionalising Women: An Ethnographic Study of Institutional Closure* 1998 Johnson, K. Cambridge U. Press

**7) 2-17-19    Living with AIDS**

Ch. 7 A Modern Plague: Gender and AIDS, Lorber & Moore

Illness Narratives: Time, Hope and HIV, Douglas Ezzy (1)

Highway Cowboys, Old Hands, and Christian Truckers: Risk Behavior for HIV Infection Among Long-Haul Truckers in Florida, Dale Stratford, et al. (1)

Wives without husbands: Gendered vulnerability to sexually transmitted infections among previously married women in India, Kim Walters, et al. (1)

GRADS: Happy Children with AIDS: The Paradox of a Healthy National Program in an Unequal and Exclusionary Brazil, César Abadía-Barrero (1)

Films: Plagued: Will We Ever Learn? (52')

Additional Resources:

- HIV/AIDS and the Gendering of Stigma in Tamil Nadu, South India C Van Hollen
- Too Bold, Too Hot: Crossing 'Culture' in AIDS Prevention in Nepal, S. Pigg
- Virginitly Testing: Managing Sexuality in a Maturing HIV/AIDS Epidemic, Leclerc-Madlala
- Sex, Drugs, and Structural Violence: Unraveling the Epidemic Among Poor Women in the United States, M.Connors
- Intravenous Drug Use and HIV Infection in Miami, J. Bryan Page, et al.
- Trucking Through the AIDS Belt, Ted Conover, New Yorker, circa 1999
- Intersections of HIV and [Domestic] Violence, S. Maman, Social Science and Medicine 50 (4): 459-478.
- AIDS and cultural practices in Africa: the case of the Tonga (Zambia) Quentin Gausset
- *A Plague of Paradoxes* 1999 Setel, D. U of Chicago Press
- AIDS, individual behavior and the unexplained remaining variation Katz, A. African J of AIDS Res 1(2):125-42 (2002)

**\*\*\*DUE Feb 24th: Revised paragraph on term paper topic (paper outline due April 7th)\*\*\***

**8) 2/24-26 AIDS, cont.**

*Structural Intimacies* MacKenzie, S.

Additional Resources:

- *Unimagined Community: Sex, Networks, and AIDS in Uganda and South Africa*, R. Thornton
- *Against Death: The Practice of Living with AIDS*, R. Ariss and G. Dowsett
- *Women at the Crossroads*, M.L Renaud
- *When Bodies Remember*, Didier Fassin

**9) 3/3-5 Barbie or Bust?: Cultural Constructions of the Body and Body Image**

Hunger as Ideology, Susan Bordo (1)

The Anthropometry of Barbie: Unsettling Ideals of the Feminine Body in Popular Culture, J. Urla and A. Swedlund (Ch. 10, *Deviant Bodies*)

The Body Politic, A. Chernik (RWL)

Ruminations of a Feminist Aerobics Instructor, Alisa Valdés (RWL)

*GRADS: Anxious Slippages Between “Us” and “Them”*: A Brief History of the Scientific Search for Homosexual Bodies (Ch. 5, *Deviant Bodies*)

**10) 3/10-12 Cultural Constructions of Body Image, cont.**

*Pretty Modern*, Edmunds, A.

**+++++ Mar. 17-19 !!! SPRING BREAK !!! +++++**

**11) 3/24-26 Cultural Constructions of Body Image, cont.**

Films: *Beauty Mark* (75'),  
*Barbie Nation: An Unauthorized Tour* (53')  
*Cult of the Beautiful Body* (30')

**12) 3/31-4/2 Bodies, cont.: Working on Bodies, Ethnic Ideals**

Arroz Con Pollo vs. Slim Fast, Linda Delgado (RWL)

Remaking body politics: Dilemmas over female fatness as symbolic capital in two rural Tuareg communities, S. Rasmussen

## Ch. 6 Genital Surgeries: Gendering Bodies, Lorber & Moore

The body as a metaphor of contradiction: An intergenerational cultural model of body image among low SES African American mothers and daughters in the Southeast, Tina Thomas (1)

*GRADS*: Television, disordered eating, and young women in Fiji: negotiating body image and identity during rapid social change. Anne Becker

### Additional Resources:

Critical Therapeutics: Cultural Politics and Clinical Reality in Two Eating Disorder Treatment Centers (Mexico) R Lester

Medicalization of Racial Features: Asian American Women and Cosmetic Surgery, Eugenia Kaw

Body Image Preferences among Urban African Americans and Whites from Low Income Communities, D. Becker, et al.

Nurturing and Negligence: Working on Others' Bodies in Fiji, Anne E. Becker

*The Anthropology of Food and Body: Gender, Meaning, and Power*, Carole Counihan

Obesity as a Culture Bound Syndrome, Cheryl Ritenbaugh

The Good Body: When Bigger is Better, C. Cassidy,

A Way Outta No Way: Eating Problems among African American, Latina and White Women. B. Thompson *Gender and Society* 6(4):546-61 (1992)

*Fat Talk: What Girls and their Parents Say about Dieting*. Nichter, M.

Plastic Surgery: Self-Improvement or Self-Harm? Margo Maine

Beyond the Medical Model: A Feminist Frame for Eating Disorders 2009 Margo Maine

### \*\*\*Due April 7: Outline of Term Paper \*\*\*

## 13) 4/7-9 Reproductive and Sexual Health over the Lifecycle

The Hen That Can't Lay an Egg: Conceptions of Female Infertility in Modern China, Lisa Handwerker (Ch. 13, *Deviant Bodies*)

From Norplant to the Contraceptive Vaccine: The New Frontier of Population Control, D. Roberts (RWL)

Modern Bodies, Modern Minds: Midwifery and Reproductive Change in an African American Community, Gertrude J. Fraser (1)

## Ch. 5 If a Situation is Defined as Real: Premenstrual Syndrome and Menopause, Lorber & Moore

*GRADS*: "Cycling Overseas": Care, Commodification, and Stratification in Cross-Border Reproductive Travel, Andrea Whittaker and Amy Speier (1)

### Additional Resources:

- Authoritative Knowledge and Single Women's Unintentional Pregnancies, Abortions, Adoption, and Single Motherhood: Social Stigma and Structural Violence, Marsha Ellison
- Men's Influences on Women's Reproductive Health: Medical anthropological perspectives. MR Dudgeon & Marcia Inhorn
- The Cultural Constructions of the Premenstrual and Menopause Syndromes, Dona Davis
- Screening the Body: The PAP Smear and the Mammogram, Patricia Kaufert
- Women and the Debate over Mammography: An Economic, Political, and Moral History, Patricia Kaufert
- The Politics of Mid-Life and Menopause: Ideologies for the Second Sex in North America and Japan, Margaret Lock
- Debilidad: A Biocultural Assessment of an Embodied Andean Illness, Kathryn Oths

- Deadly Reproduction among Egyptian Women: Maternal Mortality and the Medicalization of Population Control, Soheir A. Morsy
- *Why are Our Babies Dying?* S. Lane

#### 14) 4/14-16 **Reproductive and Sexual Health over the Lifecycle**

From the Physician's Campaign to Roe v. Wade, F. Ginsburg (RWL)

Between Innocence and Safety: Epidemiologic and Popular Constructions of Young People's Need for Safe Sex, Cindy Patton (Ch. 12, *Deviant Bodies*)

Nymphomania: The Historical Construction of Female Sexuality, Carol Groneman (Ch. 8, *Deviant Bodies*)

Regulated Passions: The Invention of Inhibited Sexual Desire and Sexual Addiction, Janice Irvine (Ch. 11, *Deviant Bodies*)

*GRADS*: The birth of *nanke* (men's medicine) in China: The making of the subject of desire, E. Y. Zhang (1)

Additional Resources:

- Exemplary Elders': Stigma, Stereotypes and Sexually Transmitted Infections among Older African Americans, Bronwen Lichtenstein
- *Local Babies, Global Science: Gender, Religion, and in Vitro Fertilization in Egypt*, Marcia Inhorn
- *Quest for Conception*, Marcia Inhorn
- *Reproducing Reproduction: Kinship, Power, and Technological Innovation*, Sarah Franklin and Helena Ragoné (eds)
- A Handmaid's Tale: The Rhetoric of Personhood in American and Japanese Healing of Abortions, Tom Csordas
- Controlling Births and Bodies in Village China, Susan Greenhalgh, *American Ethnologist*, Vol. 21(1):3-30 (1994)
- Sexually transmitted diseases in Morocco: Gender Influences on Prevention and Health Care Seeking Behavior, LE Manhart, A Dialmy, et al., *Social Science and Medicine* 50(10):1369-1383 (2000)
- Switching between Traditional Chinese Medicine and Viagra, E. Zhang *Medical Anthropology* 26(1):53-96 (2007)

#### 15) 4/21-23 **Reproductive Health, conclusion**

*Fixing Men* Gutmann, M.

**\*\*\*Final Papers due Monday April 27<sup>th</sup> by 4:30 p.m.\*\*\***

## **GUIDELINES AND STANDARDS FOR CLASS ASSIGNMENTS**

### **How to Approach the Writing of Papers for the Course**

1. The best papers are those that synthesize, show critical thinking, and draw on materials from the rest of the course where relevant. Pick a theme and argue it in essay style. A book review with no original thought, however well-written, is a B paper at best.
2. Use clear, direct terms in your writing. Employ technical terms where necessary, making certain their meaning has been communicated. Avoid unnecessary use of jargon or long, complicated language merely to sound impressive. A useful strategy is to imagine a person to "speak to" as you write. This should be an intelligent person (friend, teacher, relative) who does not know much about anthropology.
3. State your ideas clearly. Do not assume that "after all, the instructor knows what I mean". The instructor cannot assume to know what you know, nor can you assume that she knows. Take little for granted.
4. Where possible, avoid judgmental terms. For example, describing the beliefs of a culture as "superstitions" or a people as "primitive" not only constitutes a possibly unwarranted value-judgment, but indicates that you do not understand the basic perspective of anthropology.
5. Avoid sweeping generalizations. Support your judgments with evidence from your readings and lectures from this and other courses, as well as additional sources. An example of what you mean is far more persuasive as evidence than an unsupported opinion or inference.
6. There is a place for your judgments and opinions. Findings or facts should be stated first, devoid of judgments. Your analysis and opinions should be presented only after you have given the matter fair and accurate presentation.
7. Your paper should utilize some of the concepts and substantive knowledge of the course. Ignoring such ideas and data, especially when they directly pertain to the subject you are writing about, will detract from the quality of your paper.
8. Side issues related to the main themes of the assigned readings can be integrated into your papers if they are of sufficient interest or importance, but should not be given the major emphasis.
9. *For maximum results:* Write your paper, leave it alone for a day or two, then edit it with fresh eyes. It's a good idea to have a friend edit it also, or better yet, trade papers with someone else in the class and edit each other's.

### **Mechanics of Paper Composition**

1. The paper should have a title page *separate* from the first page of text, i.e., no title should appear on the pages of your essay. USE YOUR CWID in place of your name on the title page. The number should be followed by a "U" for undergraduates, or a "G" for grad students.
2. Use standard size white bond paper.
3. Paper length refers to the text, not counting references, and can deviate a half page from the required length in either direction, if necessary. Papers shorter or longer than this will be penalized (e.g., a paper that should be 20 pages and comes in at 15 pages length will only be worth a maximum of 75% (15/20) of the grade if it is perfect in every other way.)
4. All assignments must be typed and double-spaced on 8½ x 11 paper.
5. Pages should be numbered consecutively starting on page two.

6. Margins should be 1 inch on all sides. Use font size 12 of Calibri, Times New Roman, or Arial only.
7. Do not place your paper in a folder, cover, or binder.
8. Proof read and correct your paper carefully before submitting it. Errors of spelling, grammar, typing, etc. can lead to errors of interpretation on the part of the instructor. Typos and other errors are unpleasant to read and convey the impression of sloppy work and careless thinking.
9. Make a copy of the paper before you turn it in. This is for your own security in the unlikely event that the instructor loses the paper.
10. Your paper will receive comments liberally regarding style, logic, organization, sentence structure, grammar, syntax, spelling, neatness, and other matters.
11. References to supplemental sources of literature should be included within the text of your paper. (Assigned materials should not be cited, except for the page numbers of direct quotes.) This is done by typing the author's name, date of publication, and, if needed, page number. *Do not use the full title of the book or article you are citing.* For example:

The issue of change in traditional societies has long occupied cultural anthropologists (Foster 1972:52).

References cited in the body of the paper should be listed at the end using the following format:

books:

Foster, George M.

1972 *Traditional Societies and Technological Change*, 2nd Ed. New York:  
Harper and Row.

articles:

Foster, George M.

1972 The anatomy of envy: A study of symbolic behavior. *Current Anthropology* 13:165-186.

chapters in books:

Foster, George M.

1955 Relationships between theoretical and applied anthropology: A public health program analysis, *In Health, Culture and Community: Case Studies of Public Reactions to Health Projects*. Paul, Benjamin (ed.), New York: Russell Sage Foundation.

### **Standards for the Documentation of Written Work**

1. Honest documentation of the student's written work is absolutely essential. The faculty expects each student's papers to derive from thoughtful and independent inquiry and to represent the work of the student whose name appears on it. The student who submits a paper which derives from unacknowledged sources plagiarizes by representing as his own the words and ideas of others. Every student, therefore, has a serious obligation to himself/herself and to the University to acknowledge properly any work that is not his/her own. He/she must properly document his/her papers. He/she must be scrupulous in reporting data accurately and acknowledging any joint work. Ignorance does not excuse any violation of this basic principle: derived writing must be clearly acknowledged.

2. The student should strive to say what he/she has to say in his/her own words, and should carefully avoid repeating words and phrases taken from books and articles written by other people. The writer may summarize or paraphrase what someone else has written. But the student must put the summary or paraphrase in his/her own words. The student should not only put in smooth language what someone else has written but must also give full credit to the writer whose ideas he/she is summarizing. Phrases like "according to John Smith," and "Jane Smith says," should always accompany a summary or paraphrase from another writer's material. And the exact source must be given in the text.

In general, footnotes are unnecessary in papers dealing with a single work and not deriving from a variety of sources, for example, in a book analysis. Nor is it necessary to document specific facts which are common knowledge. But facts and opinions which are discoveries by the student's sources or debatable matters for which the student's is taking responsibility must always be documented.

3. Keep quotes to a bare minimum, if used at all. *On rare occasion* the student will find it helpful to use direct quotations. It is important to observe the following rules in quoting the words of others: The words quoted must be exactly as they appear in the original source. The reader must be informed, either in brackets or in a footnote, of even the slightest change made in a passage. The omission of words from a quoted passage must be indicated by three dots (...); but any punctuation contained in the original must be given in addition to the three dots (,...). Any words inserted by the student into a quoted passage by way of commentary, to correct misspelling or inaccuracy, or to supply omitted information, must be included in square brackets. The use of italics to emphasize words and phrases not italicized in the original quotation must also be indicated with square brackets: "[italics mine]". When a student is quoting from a source which is in turn quoting from another source, the student must make this fact clear to the reader. Basically the principle which governs the handling of quotations is that which governs documentation in general: the reader should know what material belongs to the author of the paper and what material belongs to his sources.

4. One source of confusion is the degree to which a student may be responsible for acknowledging those ideas which have developed through conversation or class discussions. Here good sense and honesty are the criteria. A student in doubt about the independence of what he/she is writing would be wise to indicate that the ideas are not his/her own. Phrases like "one of my classmates suggests," or "the conclusion reached in class was," are usually adequate for this purpose. The student may employ a typist to prepare a final copy of the paper, but the typist must do nothing whatever to materially change the paper as written by the student. Such papers deserve careful proof-reading—the same as if the student typed it him/herself—to insure that the paper represents the student's independent work and that the copy is free from mechanical errors.

5. The student must decide the frequency and extent of documentation. He/she has, therefore, a great responsibility. He/she should document when in doubt and make unequivocally clear the distinction between what belongs to himself/herself and what belongs to others. Plagiarism can take many forms: presenting passages from the works of others as work of one's own; the unacknowledged paraphrasing of ideas developed by another author; the creation of a patchwork of phrases and ideas, often from several sources; and the uncredited use of a term resulting from another's ingenuity. All of these are dishonest.

6. Another kind of plagiarism, or cheating, is copying material from the work of another student, or having your material written for you by another student, friend, spouse, parent, sibling -- or anyone other than the student himself/herself.

7. Plagiarism, or cheating in any form, is a serious offense and will result in an automatic grade of "F" for the paper itself, a possible "F" for the course, and a consideration of a recommendation of expulsion from the University.

Adapted with permission from:  
Guidelines and Standards for Book Analyses and Term Papers, 1986  
By David Landy, Professor Emeritus  
Department of Anthropology  
University of Massachusetts-Boston