

FALL 2025

ANTH 355*01:

**In Sickness and in Health: Global Cultures of Health and Healing
T/Th**

9:25 – 10:40 AM

Brittain Hall 245



Course Instructor: Caleb Klipowicz, PhD, MPH

Campus Address: Brittain Hall (BRTH) 365

Email: klipowicz@coastal.edu

Drop in/Office Hours:

Tuesdays/Thursdays 11 AM – 1 PM

****Also available by appointment and via Zoom by request ****

COURSE DESCRIPTION:

ANTH 305: In Sickness and in Health: Global Cultures of Health and Healing (3). Medical Anthropology is the study of how health, illness, and healing are shaped at the intersections of culture, biology, and society. This course provides an anthropological perspective on the social, political, and cultural aspects of health, exploring how different communities around the globe define, experience, and treat illness. We will examine a range of topics, including culturally diverse systems of health and healing, subjective experiences and narration of illness, media messages and health, and the culture and politics of biomedicine in the US and abroad. Through case studies and hands-on ethnographic research, students will gain an understanding of how health and disease are socially constructed and how medical practices and beliefs vary across different societies.

CREDIT HOURS: 3

COURSE LEARNING OBJECTIVES:

1. Understand fundamental anthropological principles and holistic perspectives on health, and how these are enacted through anthropological research methods.
2. Demonstrate the usefulness and importance of sociocultural awareness among health professionals and lay audiences.
3. Identify relevant cultural factors for understanding the social production of health problems locally and around the globe.
4. Practice scholarly research and writing skills using in-person and online based resources.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, you can expect to be able to:

1. Explain the diverse roles that social, cultural, and political context play in human experiences of health and illness.
2. Interpret the underlying social dimensions of health narratives embedded in media and scientific texts.
3. Utilize original research and social scientific scholarship in critical analyses of health issues.
4. Articulate key debates around efforts to improve cross-cultural health care delivery.

COURSE RESOURCES AND MATERIALS:

Required Books/Materials

- Alvord, Lori, and Elizabeth Cohen Van Pelt. *The scalpel and the silver bear: The first Navajo woman surgeon combines western medicine and traditional healing*. Bantam, 2000.
- Hamdy, Sherine, and Coleman Nye. *Lissa: a story about medical promise, friendship, and revolution*. Vol. 1. University of Toronto Press, 2017.
- McMullin, Juliet. *The healthy ancestor: embodied inequality and the revitalization of Native Hawai'ian health*. Routledge, 2016. (Note: This text is available for free as an e-book through the Coastal Carolina University Library - link to text on Moodle).

Additional articles are assigned and are available on Moodle under the week we will discuss/read them together. Please bring a copy of the reading to class on the day it is assigned.

The readings and assignments for this course are summarized on Course Calendar at the end of the syllabus, which you can also access on Moodle.

ACADEMIC EXPECTATIONS:

We at Coastal Carolina University would like to welcome you to our academic community. Achieving your maximum intellectual potential will require hard work, dedication, and diligence. The Coastal community has been designed to assist its students in many capacities, but the primary responsibility for learning is yours. These responsibilities include coming to class every day (unless you have a documented excuse for missing class), arriving to class on time and prepared for class to begin, turning in all assignments by the deadline discussed in class and participating in class discussions and other activities in the classroom.

COMMUNICATION POLICY

Email: The primary means of communication in this course will be via email. Students can email me at klipowicz@coastal.edu from within the Moodle course, but ALL email responses from me will be sent to your university-issued email address. Please include your name and section number or day of class in your email.

Please allow **two business days** for my replies. If you send me an email, but do not receive a response within the established time frame, please check to make sure that you have entered my email address correctly, and then resend the email.

COURSE REQUIREMENTS:

Attendance

Students are expected to attend all class sessions as listed on the course calendar. Attendance and participation during class meetings are essential for your success in this course. I recognize that all college students, your time is valuable, and you have a great deal of competing interests vying for attention. In order to incentivize students to actively participate in this class, therefore, I will take attendance each class period that we meet. Each student is allowed **two “freebies”** absences without question to use as you see fit. After that, each missed class period will subtract from your final attendance grade.

If, however, in addition to your two “freebies” you are unable to come to class for an excusable reason (e.g., illness, bereavement, unavoidable schedule conflict, etc.), please contact me via email to request an excused absence as needed.

University policy stipulates that:

“Written documentation **may** be required to confirm any and all excused absences such as a recognized emergency or from a serious illness. It is the responsibility of each student to assume the loss of instruction when not in attendance. It is also the sole responsibility of each student to obtain any missed instructional materials and/or notes. It is advisable that you designate another classmate to collect your materials in your absence. Please note that the Coastal Carolina University catalog states that an instructor is permitted to assign an F to a student with unexcused absences in excess of 25% of regularly scheduled class meetings. Please see the LiveWell@Coastal program for matters both personal and academic that may prevent you from completing your course responsibilities: <https://www.coastal.edu/livewell/>.”

If something occurs making you unable to attend class for a longer period of time, please reach out to me via email as soon as you are able so that we can discuss alternate course timeline options for you. **I can often accommodate many different student needs – BUT I find I can be most helpful when students and I are able to work proactively to address concerns before they become more challenging!**

Technology

We will use Moodle frequently throughout this course. Thus, routine access to a computer and the internet will be essential to your success both in class and at home. You will find items such as the syllabus, announcements, grades, assignments and other relevant course materials on Moodle. Each student is responsible for checking Moodle on a regular basis.

COURSE ASSIGNMENTS:

In this course, I aim to guide and assess student learning efforts through a combination of in person and online discussions, classroom-based learning activities, two hands-on projects, and a group-based research and presentation. These assignments break down as follows.

Attendance & Participation (10%)

Illness Narrative Interview and Reflection (25%)

Health Media Analysis (20%)

Global Health Issue case study (45%)

- **Group Project Proposal (10%)**
- **Annotated Bibliograph (15%)**
- **Group Presentation (20%)**

TOTAL: (100%)

Further assignment Details and rubrics for each graded aspect of this course are available on Moodle.

Missed Assignments/Make-Ups/Extra Credit

Be sure to pay close attention to deadlines. Late assignments submitted without prior approval will be accepted with a point penalty described in each assignment description on Moodle.

There is no extra credit within the course unless an approved university guest lecture or event is approved by the instructor in advance.

COURSE GRADING OVERVIEW:

Grading Scale:

A	90-100%
B+	88-89%
B	80-87%
C+	78-79%
C	70-77%
D+	68-69%
D	60-67%
F	Below 60%

The following information will help you better understand the criteria for graded material:

A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.

C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.

D= a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F= shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.

I = Incomplete, is assigned at the discretion of the instructor when, in the instructor's judgment, a student is unable to complete a limited portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility, family hardship, or some other impediment to progress that is beyond the student's control. The grade of **I** (incomplete) is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time.

ACADEMIC INTEGRITY & THE CCU STUDENT CODE OF CONDUCT

“Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.”

– CCU Code of Student Conduct p.2

Coastal Carolina University Code of Student Conduct establishes the rights and responsibilities of students attending the University. As such, expectations are established and students are held accountable for academic honesty and integrity. Students will be expected to understand and abide by the Coastal Carolina University Code of Student Conduct [available here](#). Any instances of academic dishonesty will be handled in accordance with the procedures outlined in the Code of Student Conduct, and may result in penalties up to and including failure of the course with a grade of “FX”. The Coastal Carolina University Student Code of Conduct, which is available online via the CCU website, gives examples of plagiarism and cheating. Make sure you review this document if you are uncertain about what constitutes academic misconduct.

AI POLICY:

So-called “artificial intelligence” (AI) programs and applications are quickly becoming an unavoidable issue and topic in the context of higher education. For this class, the use of AI and Large Language Model (LLM) programs like ChatGPT is **permitted, but only** to assist pre-writing activities (e.g., brainstorming, topical lists, outline format, etc.). All work that you submit should be of your own original creation.

If I suspect that a student has submitted material entirely created by AI, I reserve the right to either:

- A) Deduct points from the assignment (with written justification)**
- B) Ask student(s) to resubmit the assignment with a point penalty**
- C) Reject the assignment altogether (e.g. award 0 points)**

I welcome and encourage students that I have suspected and/or penalized for inappropriate use of AI technology to speak to me during office hours to discuss the situation on a case-by-case basis.

Depending on the severity of the case, I may pursue University procedures regarding academic dishonesty and plagiarism. Any allegation of academic dishonesty may be referred to the Academic Integrity Office for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied.

I highly encourage all students to consider the significant, social and environmental costs of using AI. The following are suggested materials to begin a more critical assessment of these tools and whether scholars can or should engage with them ethically.

Environmental concerns (water consumption, carbon footprint, etc.):

Wittenberg, A. (2025). “How Come I Can’t Breathe?”: Musk's data company draws a backlash in Memphis. *Politico*. <https://www.politico.com/news/2025/05/06/elon-musk-xai-memphis-gas-turbines-air-pollution-permits-00317582>

McMenamin, L. (2025). ChatGPT Is Everywhere — Why Aren't We Talking About Its Environmental Costs? *Teen Vogue*. <https://www.teenvogue.com/story/chatgpt-is-everywhere-environmental-costs-oped>

Crawford, K. (2024). “Generative AI’s environmental costs are soaring – and mostly secret.” *Nature* 626, 693. <https://www.nature.com/articles/d41586-024-00478-x>

Ren, S. and Wierman, A. (2024). “The Uneven Distribution of AI’s Environmental Impacts.” *Harvard Business Review*. <https://hbr.org/2024/07/the-uneven-distribution-of-ais-environmental-impacts>

Parshall, A. (2024). “What Do Google’s AI Answers Cost the Environment?” *Scientific American*. <https://www.scientificamerican.com/article/what-do-googles-ai-answers-cost-the-environment/>

Social, Ethical and Political concerns:

Anatomy of an AI system: <https://anatomyof.ai/index.html>

O'Neil, L. (2023). "These Women Tried to Warn Us About AI." *Rolling Stone*.

<https://www.rollingstone.com/culture/culture-features/women-warnings-ai-danger-risk-before-chatgpt-1234804367/>

Fiesler, C. (2023). "AI has social consequences, but who pays the price? Tech companies problem with 'ethical debt'." *The Conversation*. <https://theconversation.com/ai-has-social-consequences-but-who-pays-the-price-tech-companies-problem-with-ethical-debt-203375>

Perrigo, B. (2023). "Exclusive: OpenAI Used Kenyan Workers on Less than \$2 per Hour to Make ChatGPT Less Toxic." *Time*. <https://time.com/6247678/openai-chatgpt-kenya-workers/>

Hao, K. (2022). "Artificial Intelligence is Creating a New Colonial World Order." *MIT Technology Review*. <https://www.technologyreview.com/2022/04/19/1049592/artificial-intelligence-colonialism/>

Williams, A., Miceli, M. and Gebru, T. (2022) "The Exploited Labor Behind Artificial Intelligence." *Noema*. <https://www.noemamag.com/the-exploited-labor-behind-artificial-intelligence/>

I am happy to discuss this policy, its applications, and topics relating to AI during my office hours.

STUDENTS WITH DISABILITIES:

As an institution of higher education, Coastal Carolina University wants to see each student become successful and be given equal opportunity to achieve his or her fullest potential and is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Keeping this in mind, any student who needs further assistance due to a disability, whether it is physical, learning, or mental, will be provided with the means necessary to achieve their goals. For further information, please contact the **Office of Accessibility and Disability Services at (843) 3492503, online through www.coastal.edu/disabilityservices/** or visit their office in the **Kearns Hall Room 106**.

Disabilities must be on record with the university for a student to be eligible for accommodations. This should be completed, and the instructor should be notified during the first week of class.

STUDENT SUPPORT SERVICES

As your instructor, I recognize that learning and thriving while in college is only possible when students are properly supported on and off campus. Below is a list of resources and support services freely available to all CCU students. I am also happy to discuss how to access these and other services on campus in my office hours or by appointment.

Academic Support

CCU Libraries: <https://libraries.coastal.edu/home>

Coastal Student Success Center: <https://www.coastal.edu/studentsuccesscenter/>

Academic Coaching: www.coastal.edu/studentsuccesscenter/academiccoaching/resources/

Writing Center: <https://www.coastal.edu/writingcenter/>

Health and Wellbeing

Campus Health and Wellbeing Resources: <https://www.coastal.edu/wellbeing/>

On-Campus Student Health Services: <https://www.coastal.edu/health/>

TimelyCare: Virtual Services: <https://app.timelycare.com/>

Counseling and Psychological Services (CAPS): <https://www.coastal.edu/counseling/>

COVID-19 Information and CCU Policies: <https://www.coastal.edu/covid/>

Other Student Services

IT and Technology Support: <https://www.coastal.edu/its/>

Office of the Registrar: <https://www.coastal.edu/registrar/contactus/>

Dean of Students Office: <https://www.coastal.edu/deanofstudents/>

Advising: <https://www.coastal.edu/academics/academicadvising/>

Financial Aid and Scholarships: <https://www.coastal.edu/financialaid/>

Student Engagement: <https://www.coastal.edu/osl/>

Military and Veterans Services: <https://www.coastal.edu/services/militaryandveteranservices/>

Safe Zone Allies: <https://www.coastal.edu/safezone/campusallies/>

COURSE CALENDAR: TOPICS, ASSIGNED READINGS & ACTIVITIES

Homework assignments MUST be submitted by **11:59 PM Eastern Standard Time (EST)** on the posted due date in the course calendar.

Important: Readings, class topics, and projects may be subject to minor changes. These changes will be announced on Moodle and via email. Please check Moodle each week for announcements and updates.

ANTH 355: Global Cultures of Health and Healing

Week	Date	Topic and Readings	Assignments
Week 1	8/21	<u>Introduction: Health, Disease and Healing from an Anthropological Perspective</u> Course Syllabus	
Week 2	8/26	<u>What is Medical Anthropology?</u> Brown, Peter J., and Svea Closser. "Chapter 1: Medical anthropology: an introduction." In <i>Understanding and Applying Medical Anthropology</i> , pp. 13-24. Routledge, 2016.	
	8/28	<u>Culture-Bound Syndromes</u> Murphy, Dominic. "Strange or just plain WEIRD? Cultural variation in mental illness." <i>The Conversation</i> . (2012). https://theconversation.com/strange-or-just-plain-weird-cultural-variation-in-mental-illness-9679 Group A: Buckle, Chris, YM Lisa Chuah, Calvin SL Fones, and Albert HC Wong. "A conceptual history of Koro." <i>Transcultural Psychiatry</i> 44, no. 1 (2007): 27-43. Group B: Banks, Caroline Giles. "'Culture' in culture-bound syndromes: The case of anorexia nervosa." <i>Social science & medicine</i> 34, no. 8 (1992): 867-884.	
Week 3	9/2	<u>Illness Narratives</u> Hunt, Linda M, Brigitte Jordan, and Susan Irwin. "Views of What's Wrong: Diagnosis and Patients' Concepts of Illness." <i>Social Science & Medicine</i> . 28, no. 9 (1989)	

		"Arthur Kleinman's Eight Questions"	
	9/4	<p><u>Illness narratives and Explanatory Models in Context</u></p> <p>Illness Narrative Interview Project Description (on Moodle)</p> <p>Option A) LLOYD, K. R, K. S JACOB, V PATEL, L St. LOUIS, D BHUGRA, and A. H MANN. 1998. "The Development of the Short Explanatory Model Interview (SEMI) and Its Use among Primary-Care Attenders with Common Mental Disorders." <i>Psychological Medicine</i> 28 (5): 1231–37.</p> <p>Option B) Groleau, Danielle, Allan Young, and Laurence J. Kirmayer. "The McGill Illness Narrative Interview (MINI): an interview schedule to elicit meanings and modes of reasoning related to illness experience." <i>Transcultural psychiatry</i> 43, no. 4 (2006): 671-691.</p> <p>In class watch: <i>La Curacion</i> (2008)</p>	
Week 4	9/9	<p><u>Healers in Cultural Context pt. 1</u></p> <p>Alvord (2000) <i>SSB</i> Select chapters</p>	
	9/11	<p><u>Healers in Cultural Context pt. 2</u></p> <p>Finish Alvord (2000) <i>SSB</i></p>	
Week 5	9/16	<p><u>Ethnomedicine: Healing Systems across Cultures</u></p> <p>Foster, George M. "Disease Etiologies in Non-Western Medical Systems." <i>American Anthropologist</i> (1976): 773-782.</p>	
	9/18	<p><u>Medical Pluralism in Context</u></p> <p>Furth, Charlotte, and Ch'en Shu-yueh. "Chinese Medicine and the Anthropology of Menstruation in Contemporary Taiwan." <i>Medical Anthropology</i></p>	

		<p><i>Quarterly</i> 6, no. 1 (1992): 27–48. https://doi.org/10.1525/maq.1992.6.1.02a00030.</p>	
Week 6	9/23	<p><u>Biomedicine as Ethnomedicine</u></p> <p>Salhi, Bisan. "Beyond the doctor's white coat: science, ritual, and healing in American biomedicine." In <i>Understanding and applying medical anthropology</i>, pp. 204-212. Routledge, 2016.</p> <p>Hahn, Robert A. "The nocebo phenomenon: concept, evidence, and implications for public health." <i>Understanding and Applying Medical Anthropology</i> (2016): 222-227.</p>	
	9/25	<p><u>Gender Representation in Science</u></p> <p>Martin, E. "Medical metaphors of women's bodies: menstruation and menopause." <i>International journal of health services: planning, administration, evaluation</i> 18, no. 2 (1988): 237-254.</p>	
Week 7	9/30	<p><u>Addiction: Anthropology of Alcohol and Drug Use</u></p> <p>Bourgois, Philippe, and Schonberg, Jeffrey. "Chapter 3: A Community of Addicted Bodied." In <i>Righteous Dopefiend</i>. Berkeley: University of California Press (2009).</p>	
	10/2	<p><u>Addiction, Recovery and Culture</u></p> <p>Prussing, Erica. "Reconfiguring the empty center: Drinking, sobriety, and identity in Native American women's narratives." <i>Culture, Medicine and Psychiatry</i> 31 (2007): 499-526.</p> <p>Recommended: Singer, Merrill. "Anthropology and addiction: an historical review." <i>Addiction</i> 107, no. 10 (2012): 1747-1755.</p>	
Week 8	10/7	<p><u>Healing, Kin and Care pt. 1</u></p> <p>Lissa Foreword and Part I</p>	

	10/9	<u>Healing, Kin and Care pt. 2</u> Finish <i>Lissa</i> Part II and III	Illness Narrative Assignment DUE Friday 10/10 @ 11:59 PM
Week 9	10/14	<u>Decoding Health Media</u> Holmes, Seth M., and Heide Castañeda. "Representing the "European refugee crisis" in Germany and beyond: Deservingness and difference, life and death." <i>American ethnologist</i> 43, no. 1 (2016): 12-24.	
	10/16	<u>Social Media and Health</u> Health Media Analysis Assignment Description Marks, Rosie Jean, Alexander De Foe, and James Collett. "The pursuit of wellness: Social media, body image and eating disorders." <i>Children and youth services review</i> 119 (2020): 105659.	
Week 10	10/21	<u>Aging and Health</u> Lock, M., & Kaufert, P. (2001). Menopause, local biologies, and cultures of aging. <i>American journal of human biology</i> , 13(4), 494-504.	
	10/23	<u>Contradictions in the "Eldercare Industry"</u> Buch, Elana D. "Senses of care: Embodying inequality and sustaining personhood in the home care of older adults in Chicago." <i>American ethnologist</i> 40, no. 4 (2013): 637-650.	
Week 11	10/28	<u>Dis/ability Worlds</u> Rapp, R., & Ginsburg, F. (2012). Anthropology and the study of disability worlds. <i>Medical anthropology at the intersections: Histories, activisms, and futures</i> , 163-82.	

	10/30	<u>Veteran Medicine and Disability</u> Wool, Zoë H. "Veteran Therapeutics: The Promise of Military Medicine and the Possibilities of Disability in the Post-9/11 United States." <i>Medical Anthropology Quarterly</i> 34, no. 3 (2020): 305-323.	
Week 12	11/4	<u>Responding to Outbreaks: COVID and Culture</u> Mendenhall, Emily. "Trust, individualism, and the logics of care in middle America during the first year of the COVID-19 pandemic." <i>Transcultural Psychiatry</i> 61, no. 5 (2024): 724-733. Mendenhall, Emily. "Unmasked: Illustrating COVID-19 in Okoboji." <i>Sapiens</i> (2022). https://www.sapiens.org/culture/covid-19-okoboji/	
	11/6	<u>Anthropology, Ebola, and Global Health</u> Biruk, Cal. "Ebola and emergency anthropology: The view from the "global health slot"." <i>Somatosphere: Science, Medicine, and Anthropology</i> 3 (2014).	Health Media Analysis Assignment DUE by Friday 11/7 @ 11:59 PM
Week 13	11/11	<u>Alternatives to Cultural Competency</u> Group A: Metzl, Jonathan M., and Helena Hansen. "Structural competency: theorizing a new medical engagement with stigma and inequality." <i>Social science & medicine</i> 103 (2014): 126-133. Group B: Tervalon, Melanie, and Jann Murray-Garcia. "Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education." <i>Journal of health care for the poor and underserved</i> 9, no. 2 (1998): 117-125.	

	11/13	<u>Case Study: Indigenous Health and Colonization pt.1</u> McMullin (2010) <i>Healthy Ancestor</i> select chapters	
Week 14	11/18	<u>Case Study: Indigenous Health and Colonization pt.2</u> Finish McMullin (2010) <i>Healthy Ancestor</i>	
	11/20	No class – Dr. K at AAA conference	Submit Group Project Proposal by 11/21 @ 11:59 PM
Week 15		Thanksgiving Break – No Class	
Week 16	12/2	<u>Final Project Group Work Day</u>	
	12/4	<i>Study Day – No Class</i>	
Finals Week	TBD	Project Presentations	