

GLOBAL HEALTH CULTURE

ANT3478

3 CREDIT HOURS

SPRING 2026

INSTRUCTOR: Dr. Sugandh Gupta

OFFICE HOURS: TBD

OFFICE: Turlington Hall B119

352-294-7600

EMAIL: sugandhgupta@ufl.edu

NOTE: This course complies with all UF academic policies. For information on those policies and for resources for students, please see UF's "[Academic Policies and Resources](#)" web page.

COURSE TA OR COORDINATOR:

All TAs are available in B333 Turlington Hall (in the basement) and online during office hours. Appointments outside normal office hours will be scheduled individually. Zoom links for all office hours are available in Canvas.

Alisha Palmer – aishapalmer@ufl.edu

(352) 294-7536

Turlington Hall 8238

Office Hours to be added

Antony Gathiru - gathiru.antony@ufl.edu

(352) 294-7536

Turlington Hall 8238

Office Hours to be added

COURSE COMMUNICATIONS: This course is coordinated via Canvas. In addition to course management and the posting of readings and assignments, Canvas will be used as a contact interface between students and the instructor, as well as between student groups during class discussion. Questions can be sent to the instructor via Canvas messaging or posted to the “General Questions” discussion board, if appropriate. The student is responsible for checking Canvas regularly. The course instructor and TAs can also be reached via email. Please use your UF email address and allow 24 hours for a response. Students are responsible for checking their official UF email regularly to stay informed about communication from their instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full when an announcement is sent. The student is responsible for checking Canvas regularly.

REQUIRED TEXTS:

1. Packard, R.M. 2016. *A History of Global Health: Interventions into the Lives of Other Peoples*. Baltimore: Johns Hopkins University Press.
2. Berry, N. 2010. *Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-War Guatemala*. New York: Berghahn Books.
3. Livingston, J. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Durham: Duke University Press.

Additional required readings (journal articles and book chapters) as well as viewing and listening materials (films, video clips, and podcasts) will be made available electronically on the course e-learning site. Please alert your TA or instructor if you have a problem accessing the electronic files. All the required readings are listed below in the course schedule.

MATERIALS AND SUPPLIES FEE

Not Applicable

CATALOG DESCRIPTION

Examines the ways in which diverse societies in the United States and abroad construct illness and health experiences, balance healing traditions with multiple forms of medical practice and integrate the human experiences of illness, recovery and death with the technical world of biomedicine.

COURSE OVERVIEW:

This course provides an anthropological view of global health in the contemporary world. It explores what a critical study of global health tells us about the issues and voices that have historically shaped health interventions and policies across the globe. Introduces the sociocultural and political world of global health in the 21st century.

The term global health is ubiquitous today. We hear about global health in the news, in the numerous and growing institutions dedicated to global health research, or even in our own hopes and future career trajectories as scholars concerned with health and social justice worldwide. But what does the term ‘global health’ really mean? This course will provide a historical and ethnographic engagement with global health in the contemporary world. What might a critical study of global health tell us about the issues and voices that have been historically included and excluded in health interventions and policies across the globe? What constitutes “the global” and “the local” in global health? Where might we find room for different understandings of health, illness, and disease?

Throughout the course, students will be introduced to the social, cultural, and political world of global health in the 21st century. Our goal will be to expand understandings of “culture” beyond the “exotic” to include the flows of capital, technology, techniques, ideas, power, and values that define the cultures of biomedicine, public health, and international development. We will interrogate relationships between the local and the global, between policy and practice, and between conflicting notions of what global health is and how it has historically been practiced. The class will include a mixture of lectures, reading discussions, video activities, and critical writing assignments. It will be divided into four main sections.

COURSE GOALS

The first section will explore various historical, philosophical, and anthropological ideas about the field of global health, including its roots in colonial medicine and international health. Using maternal health as a case study, the second section will discuss local experiences of health, illness, and healing as they intersect with global public health priorities and policies. The third section will explore the culture of biomedicine – from medicalization, race and racism, to clinical tourism, and questions of improvisation and care. The last section will focus on the culture of global health governance and the ethics of humanitarianism. The course will provide a forum for students in anthropology, geography, sociology, development studies, public health, medicine, and other disciplines. We will critically analyze and reflect on our own taken-for-granted assumptions about global hierarchies of power, local health cultures and experiences,

transnational health movements, and global arrangements of development and underdevelopment that influence 'life itself'.

PREREQUISITE KNOWLEDGE AND SKILLS: There are no specific prerequisites or skills for this course except for Sophomore standing or higher. The following resources may be helpful to students who wish to gain more information about Anthropology and Global Health before/while taking this course:

Books:

- R. Lavenda & E. Schultz. *Anthropology*. Oxford University Press.
- J. Biehl & A. Petryna. *When People Come First: Critical Studies in Global Health*. Princeton University Press.

Websites:

- [Living Anthropologically](#): This website/blog is a supplement to the Lavenda and Schultz book and provides links to additional resources and up-to-date information.
- [American Anthropological Association](#): Official website for the American Anthropological Association.
- [The Anthropology Department at UF](#) also offers a wide variety of courses every semester. For additional information on course offerings:

STUDENT LEARNING OUTCOMES: By the end of the course, the students should be able to:

1. Describe the concept of global health through its history and different ethnographic approaches to the anthropology of/in global health.
2. Analyze the structural and biosocial factors that shape the distribution of health, illness, and disease worldwide.
3. Evaluate the political, social and cultural processes that shape the disciplines of biomedicine and public health.
4. Apply an anthropological perspective to the intended and unintended consequences of global health and humanitarian interventions worldwide.

This course is also designed to develop the student's learning skills, including:

1. Analytical thinking and reflection (including information acquisition and critical reading and writing skills)
2. Holistic learning skills and the ability to integrate ideas from many different perspectives.

TEACHING PHILOSOPHY: Anthropology makes an important contribution to understanding and appreciating human diversity. People do not have to be an academic to be an anthropologist. Many anthropologists are involved in applied work across a range of disciplines. Therefore, our goal when teaching anthropology is for students to understand the relevance of anthropology to their lives and the contribution that anthropology can make to other disciplines and practices.

INSTRUCTIONAL METHODS: This is an entirely online course. The course material is divided into 16 modules that include lectures, readings, Perusall discussions, and assignments. These activities are designed to help students engage with the material and facilitate learning and interaction with their peers in the class. There is no set order to complete the material within a module however; students must complete all assignments to continue to the next module.

COURSE POLICIES:

ATTENDANCE POLICY: Although this is an online course, students are expected to review all material posted on the course E-Learning site (i.e., lectures, articles, videos, etc.), as scheduled, and to read the texts in the order posted. Students are also expected to complete all module activities, discussion posts, and exams on schedule. **Assignments are due by 11:59 pm on the day assigned unless otherwise specified.**

Students unable to complete assignments due to documented, excused absences or extenuating circumstances must contact the course instructor no less than 48 hours before a planned absence (e.g., university event, religious holiday) and, when possible, no more than 48 hours after an unplanned absence (e.g., illness). Make-up opportunities will be offered for absences for which documentation is provided.

EXAM POLICY: Quizzes for this course are administered in Canvas. The quizzes are open book/open note, but students must complete them on their own. Students are not allowed to work together on quizzes in this class.

Please see the regarding policy below for information on disputing a quiz grade.

ASSIGNMENT POLICY: Students are required to complete all assignments by the stated due dates. Assignments should be submitted within Canvas. Specific instructions are provided for each assignment in Canvas. The due dates for assignments can be found in the course schedule at the end of this syllabus and in the course calendar in Canvas. Late assignments will lose one half-letter grade for each day past the deadline (including weekends).

MAKE-UP POLICY: Make-up quizzes/assignments are only available in the case of incapacitating illness or other university-approved absence. When possible, students must provide the instructor with written documentation from an appropriate authority within 24 hours. Teaching Assistants (TAs) may not give permission for make-up work or assignment extensions. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

RE-GRADING POLICY: If students dispute the grade they receive for an assignment or quiz, they may request to have it re-graded by the instructor. But before that, the student should first contact the TA to understand the rationale behind their grade. If the student still wishes to dispute the grade, they may email the instructor to request that their assignment be re-graded. If they request re-grading, the second grade will stand, regardless of whether it is higher or lower than the original grade. Students may request re-grading **up to one week after** an assignment/exam has been returned; we will not consider regarding requests after this time.

UF POLICIES:

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy (outlined in the [Netiquette Guide for Online Courses](#)) in all email messages, threaded discussions, and chats.

GETTING HELP:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://request.it.ufl.edu>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. Students MUST e-mail your instructor within 24 hours of the technical difficulty if they wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should students have any complaints with their experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING POLICIES:

MAJOR COURSE COMPONENTS:

Your final grade has two main components: module work (including activities and discussions) and course exams. These components are weighted so that module work is worth 50%; the midterm exam is 20%; and the final exam is 30% of the final grade.

Module Activities	35%
Module Perusall Discussions	25%
Midterm Exam	15%
Final Exam	25%
TOTAL	100%

COURSE ASSIGNMENTS:

MODULE WORK (60%)

There are sixteen modules in this course. Each module requires students to complete one reading response discussion and one activity. In addition, a few modules have extra credit opportunities.

Module activities (35%) will vary, however, they may include videos, mapping activities, primary source document analysis, storyboarding, and critical article reviews among other activities.

Module discussions (25%) will engage with the text via the platform Perusall, which is used for collaborative annotation. Instructions and requirements for full credit are outlined in Canvas and the corresponding Persuall assignment in that platform.

MIDTERM EXAM (15%)

There will be one midterm exam, consisting entirely of essay questions. The exam is open book, open note but in order to have enough time to complete the exam, you should still study and prepare in advance. The exam will cover material from assigned readings, lectures, videos, and class discussions or activities. The midterm is designed to test your knowledge of content from several modules and asks you to synthesize that

material. The midterm is online and will be scheduled for March 1st from 2:00pm-3:00pm EST ONLY. You will be able to access the questions for the midterm starting at 2:00pm EST and all answers must be submitted by 3:00 pm EST. It is advised that you start the midterm as soon as it opens at 2:00pm EST. If you know this timing will present a problem for you, you must contact us AT LEAST one week prior to the scheduled exam.

FINAL EXAM (25%)

Like the midterm, the final exam will cover material from assigned readings, lectures, videos, and class discussions or activities in an essay format. It will require you to integrate material from all sections of the course. The exam is open book, open note but in order to have enough time to complete the exam, you should still study and prepare in advance. The final exam is online and is scheduled for April 29th from 6:00pm-7:30pm EST ONLY. You will be able to access the questions for the final exam starting at 6:00pm EST and all answers must be submitted by 7:30pm EST. It is advised that you start the final exam as soon as it opens at 6:00pm EST. Additional details will be provided in Canvas. If you know this timing will present a problem for you, you must contact us AT LEAST one week prior to the scheduled exam.

EXTRA CREDIT

There are four extra credit opportunities on the syllabus. Each consists of a supplementary reading intended to extend the module's main themes and objectives. Detailed instructions will be announced on Canvas the week the extra credit assignment is due. You may select two out of the four extra credit opportunities to complete throughout the course.

GRADING SCALE:

Letter grades are assigned based on the following scale:

A 93% or above	C 73-76.99%
A- 90-92.99%	C- 70-72.99%
B+ 87-89.99%	D+ 67-69.99%
B 83-86.99%	D 63-66.99%
B- 80-82.99%	D- 60-62.99%
C+ 77-79.99%	F below 60%

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

ChatGPT and Generative AI tools Policy

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success.

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. ***If you use generative AI, acknowledge how it was used and how much.*** Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification. I am running a few minutes late; my previous meeting is running over.

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to [ChatGPT/AI](#) detection. Assignments will be checked by the instructional team if more than 20% of the assignment suggests the content did not come from the student or is not properly cited. Any suspected plagiarism through the unattributed use of generative AI will be reported to the Student Conduct and Conflict Resolution Office. Any penalties will be decided pursuant to the findings of any investigation from that office.

COURSE SCHEDULE:

This is a preliminary schedule of readings and may be subject to change with advance notice.

Date	Topic	Reading/Assignments
Week 1	What is global health?	Packard book Intro Reimagining Global Health Chapters 1 & 2 Kleinman "Four Social Theories for Global Health" Syllabus Quiz Discussion 1 Module 1 Activity
Week 2	Yellow Fever & Hookworm: Colonial Medicine & the Rockefeller Foundation	Packard book chapters 1-4 Discussion 2 Module 2 Activity
Week 3	Malaria, Smallpox, and the Rise and Fall of Primary Health Care	Packard book chapters 7 & 8 Reimagining Global Health Chapter 4 Discussion 3 Module 3 Activity <u>Extra Credit Opportunity:</u> Why the Corruption of the World Health Organization (WHO) is the Biggest Threat to the World's Public Health of Our Time
Week 4	International Family Planning	Packard book chapters 9, 10, 11 Discussion 4 Module 4 Activity
Week 5	HIV/AIDS and Global Health 'Partnerships' Part I	Packard book chapters 14, 15 & 16 Crane, Unequal 'Partners': AIDS, Academia & the Rise of Global Health. NYTimes article, "The World Bank Is Remaking Itself as a Creature of Wall Street;"

		<p>https://www.nytimes.com/2018/01/25/business/world-bank-jim-yong-kim.html.</p> <p>Discussion 5</p> <p>Module 5 Activity</p>
Week 6	Global Health 'Partnerships' Part II	<p>Packard book conclusion</p> <p>Paul Farmer: How Liberation Theology Can Inform Public Health; https://www.pih.org/article/dr.-paul-farmer-how-liberation-theology-can-inform-public-health</p> <p>Redfield, Doctors without Borders and the Global Emergency</p> <p>Discussion 6</p> <p>Module 6 Activity</p> <p><u>Extra Credit Opportunity:</u></p> <p>http://somatosphere.net/2015/11/the-financialization-of-ebola.html.</p>
Week 7	Anthropology of/in Global Health	<p>Janes, C. R., & Corbett, K. K. 2009. Anthropology and global health. Annual Review of Anthropology, 38, 167-183.</p> <p>Pigg, S.L. 2013. On Sitting and Doing: Ethnography as action in global health. Social Science & Medicine 99:127-134</p> <p>Discussion 7</p> <p>Module 7 Activity</p>
Week 8	Case Study: Global Maternal Health Part I	<p>Berry book pp. xi- 107</p> <p>Discussion 8</p> <p>Module 8 Activity</p> <p>Midterm Exam</p>
Week 9	Case Study: Global Maternal Health Part II Structural Violence	<p>Berry book pp. 108-195</p> <p>Paul Farmer. 1996. On Suffering and Structural Violence: A view from below</p> <p>Discussion 9</p> <p>Module 9 Activity</p>
Week 10	Race & Racism in Health & Medicine	<p>Roberts "The Invention of Race"</p> <p>Meyers & Hunt "The other Global south"</p>

		<p>NYTimes Magazine article "Why America's Black Mothers and Babies are in a Life-or-Death Crisis"</p> <p>Discussion 10</p> <p>Module 10 Activity</p>
Week 11	Medical Tourism & NGOs	<p>Wendland, C. 2012. Moral Maps and Medical Imaginaries: Clinical Tourism at Malawi's College of Medicine. <i>American Anthropologist</i> 114(1):108-22.</p> <p>Berry, N. S. 2014. Did we do good? NGOs, conflicts of interest and the evaluation of short-term medical missions in Sololá, Guatemala. <i>Social Science & Medicine</i>, 120, 344-351.</p> <p>Discussion 11</p> <p>Module 11 Activity</p> <p><u>Extra Credit Opportunity:</u> Complete the GAPS training through the University of Minnesota and submit the certificate of completion for credit.</p>
Week 12	<p>Case Study: Improvising Medicine Part I</p> <p>Scarcity & Care</p>	<p>Livingston book pp. ix-92</p> <p>Discussion 12</p> <p>Module 12 Activity</p>
Week 13	<p>Case Study: Improvising Medicine Part II</p> <p>Visibility/Invisibility in Global Health</p>	<p>Livingston book pp. 93-181</p> <p>Discussion 13</p> <p>Module 13 Activity</p> <p><u>Extra Credit Opportunity:</u> https://www.theguardian.com/world/2017/jul/12/big-tobacco-dirty-war-africa-market.</p>
Week 14	<p>What Counts in Global Health?</p> <p>Metrics and Research</p>	<p>Reimagining Global Health Chapter 8</p> <p>Adams, V. Metrics of the Global Sovereign: Numbers and Stories in Global Health</p> <p>Discussion 14</p> <p>Module 14 Activity</p>
Week 15	Humanitarianism & Global Health	<p>Limn Issue 9, On Band-Aids and Magic Bullets: https://limn.it/articles/on-band-aids-and-magic-bullets/.</p> <p>"That Obscure Object of Global Health" Fassin on Canvas</p>

		Discussion 15 Module 15 Activity Final Exam
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PROCEDURE FOR CONFLICT RESOLUTION

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. John Krigbaum (krigbaum@ufl.edu, [352-294-7540](tel:352-294-7540)). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; [352-392-1308](tel:352-392-1308)) or the Dean of Students Office (<http://www.dso.ufl.edu>; [352-392-1261](tel:352-392-1261)).

Library Resources

- **Library Resources (Courses with Researching/Writing Component, Grad Courses):** The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional [resources, services, and study spaces](#). Further, as this class requires students to complete a bibliography, research paper, or project, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.
- **Ginessa Mahar** (Anthropology Librarian): gjmahar@ufl.edu, office: Library West Room 500

Useful [Health and Wellness](#) Resources (listed in the site that is linked, but may be useful to have in syllabus as well – OPTIONAL):

- ***U Matter, We Care:*** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress. <http://www.umatter.ufl.edu/>

- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352- 392-1575 for information on crisis services as well as non-crisis services. <https://counseling.ufl.edu>
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352- 733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352- 273-4450.