

This course focuses on discussion of current peer-reviewed literature in medical anthropology and neighboring disciplines, with an emphasis on empirical research articles published in the last two years. The course takes the format of a lab meeting as used in many sciences. In addition to discussing current research in the broader field of medical anthropology, students who are currently working on independent research projects, or are interested in developing research projects, will have the opportunity to present their work in order to receive peer and instructor feedback. We will also discuss various professionalization topics related to pursuing advanced

study in medical anthropology, including graduate school. We will also explore how medical anthropologists apply their perspectives to real world health problems.

Learning Objectives

1. Broaden your understanding of current trends in medical anthropology and neighboring disciplines.
2. Enhance your ability to analyze the theory, methods, and significance of peer-reviewed articles from the primary literature.
3. Improve your presentation skills and ability to participate in discussion of the primary literature and research ideas.
4. Improve your knowledge of the fields in which medical anthropologists work and how they got there.

Course Format

Each week two students will present and lead a discussion of one peer-reviewed article from medical anthropology or an allied discipline or present on their own work in progress. For articles, the presenters are responsible for selecting an article for discussion, in consultation with me. All students are expected to have read the assigned article and to participate actively in discussion. When the presentation is based on original research work, all students are expected to give constructive, supportive feedback and input. We will also have hands-on sessions to learn about methods and tools relevant to research in medical anthropology.

Course Materials

There are no assigned texts. Reading materials will be drawn from the peer-reviewed literature and posted on Canvas at least one week in advance.

Course Requirements and Grading

Final grades are based on attendance, presentations, and written reflections on the week's content.

1. *Attendance and participation* (50%). Attendance and participation are mandatory and will be recorded each week. You are allowed up to two unexcused absences without penalty. Participation will be graded based on your contributions to class through presentations of material, constructive feedback on others' presentations, and interaction in discussion and activities throughout the semester.

Each additional unexcused absence will deduct 5% from your final course grade. Excused absences will be dropped and will not affect your grade. An absence is considered to be excused if there is an acceptable reason according to UF policy (<http://tinyurl.com/6k3y9w4>). You are expected to participate actively each week. Active participation requires that you read the

assigned article, take notes, and prepare thoughtful questions and critical discussion points. I will evaluate your participation on the quality of your contributions, not just on how often you speak.

2. *Presentation* (30%) Each student is required to select, present, and lead the discussion of at least one article per semester. Presentations should last no more than 15 minutes to allow ample time for discussion. Focus on identifying the central research questions or hypotheses; summarize the research methods and design; and evaluate the authors' interpretation and argument. In the discussion, draw out strengths, not just weaknesses, of the paper and try to highlight its contribution to the literature.
3. *Critical summaries* (20%). You are required to write a short (~500-word) critical summary of five articles/weekly course content per semester. For a summary based on a reading, you may select from any of the readings we discuss. You can also choose to write your summary of other discussions and content. We will discuss the various options in class together. Your summary should identify the paper's central research questions, hypotheses or argument; summarize the theory, methods, and findings; and critically evaluate the authors' assumptions, interpretation, and argument. Highlight both strengths and weaknesses and pose questions for further research or discussion. Critical summaries must be submitted via Canvas before discussion of the article or, in the case of weeks without articles, at the end of the week.

Percent Attendance 50

Presentation 30

Critical summaries 20

Total 100

Final grades will be A (93-100), A- (90-92), B+ (86-88), B (83-85), B- (80-82), C+ (78-80), C (73-77),

C- (70-72), D+ (67-69), D (63-66), D- (60-62), E (<60).

For further information on UF's Grading Policy, see:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>
<http://www.isis.ufl.edu/minusgrades.html>

Required Policies

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Recordings of Online Class Meetings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. **Please note: The recording will only be available via the class Canvas site for currently enrolled students.**

In-class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Key Journals

Articles for journal club should be published within the last 2-3 years in a peer-reviewed journal in medical anthropology or allied disciplines. The following list includes core journals in the field. It is not meant to be exhaustive; important, relevant articles from other fields are welcome.

American Anthropologist
American Ethnologist
American Journal of Human Biology
Anthropology & Medicine
Cultural Anthropology
Culture, Medicine & Psychiatry
Culture, Health & Sexuality
Current Anthropology
Ecology of Food & Nutrition
Ethnicity & Disease
Ethnicity & Health
Ethos
Global Public Health
Health and Place
Human Organization
Medical Anthropology
Medical Anthropology Quarterly
Practicing Anthropology
Qualitative Health Research
Social Science & Medicine
Transcultural Psychiatry

Resources

Atzema, C. (2004). Presenting at journal club: A guide. *Annals of Emergency Medicine*, 44(2), 169–174.

Deenadayalan, Y., Grimmer-Somers, K., Prior, M., & Kumar, S. (2008). How to run an effective journal club: a systematic review. *Journal of Evaluation in Clinical Practice*, 14(5), 898–911.

Greenhalgh, T. (1997a). How to read a paper. Getting your bearings (deciding what the paper is about). *BMJ*, 315(7102), 243–246.

Greenhalgh, T. (1997b). How to read a paper. Statistics for the non-statistician. I: Different types of data need different statistical tests. *BMJ*, 315(7104), 364–366.

Greenhalgh, T. (1997c). How to read a paper. Statistics for the non-statistician. II: “Significant” relations and their pitfalls. *BMJ*, 315(7105), 422–425.

Greenhalgh, T., & Taylor, R. (1997). Papers that go beyond numbers (qualitative research). *BMJ*, 315(7110), 740–743.

Linzer, M. (1987). The journal club and medical education: over one hundred years of unrecorded history. *Postgraduate Medical Journal*, 63(740), 475.

Schwartz, M. D., Dowell, D., Aperi, J., & Kalet, A. (2007). Improving journal club presentations, or, I can present that paper in under 10 minutes. *Evidence-Based Medicine*, 147(1), A8–9.

Stange, K. C. (2006). Annals Journal Club: It's Time to Get RADICAL. *The Annals of Family Medicine*, 4(3), 196–197.