



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.

## 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.

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>

## Academic Honor Code

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will

lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code (available online at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>).

## Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. ***Please make any requests by the second week of class.*** Please contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for more information about resources available to students with disabilities.

## UF Counseling Services

Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

## 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.