

The history of science and Medicine

Senior eSSay Handbook
HSHM 490a and 490b
2008-2009



HSHM Senior eSSay
Director
Professor William C. Summers

Table of Contents

Letter from the History of Science and Medicine Chair	3
Welcome from the Senior Essay Director	4
Senior Essay Time Lines – Fall Semester	5
Spring Semester	6
Checklist and Deadlines for the Senior Essay	7
Important Things to Remember About the Senior Essay	11
Writing the Senior Essay	12
Sample Bibliographical Essay	14
Prizes	19
Statement of Intention Form	21
Senior Essay Title Form	22
Selected Titles of HSHM Senior Essays	23
Senior Essay Reader’s Report	24
Faculty Fields of Interest	26

A Note from the Chair

To Senior HSHM Majors:

I welcome you to the senior essay project, which can be the most rewarding and exciting task of your undergraduate career. The senior essay is a great intellectual adventure that can be both exhilarating and daunting. As you begin, you may well feel uncertain about how to proceed. You will probably find yourself making several false starts. Along the way, you will discover new evidence that will compel you to abandon some of your original ideas and to find new ways to deal with your subject. At times you will wonder whether you have lost your way.

Do not allow yourself to feel anxious or discouraged. As you gain knowledge and experience as a researcher, you will become increasingly absorbed in your subject and pleased to have the opportunity to explore a topic in depth. You will unearth material from the past that is unknown to your contemporaries and that will surprise you as well.

Communicating your discoveries and the reasoning that led you to them is the ultimate and most exciting part of the senior essay. Since effective communicating requires clarity and coherence, expect that it will take several drafts to achieve effective and graceful prose. Remember that writing is an aspect of thinking, and that even the most distinguished historians have to struggle to make sense of a dense tangle of historical evidence. Take care to allow yourself ample time for this process of revising and refining.

Remember, too, that you are not alone on your journey. Your adviser is there to guide and support you. The handbook, freshly revised by the Director of the Senior Essay program, is intended to brief you about the adventure on which you are embarking. I urge you to read it with great care at the outset, and to return to it frequently. You should feel free to discuss any questions that you have with your advisor, and with Professor William Summers, the Senior Essay Director. Be sure to get started in the best possible way by seeking advice and information about the project.

I am certain that, by the time you have completed the senior essay, you will agree with students of previous years who consider it the most engaging and fulfilling part of their undergraduate years.

Best of luck!

Professor Frank Snowden
Chair, HSHM Program

Welcome to the HSHM Senior Essay

The Senior Essay is a project that is both exciting and daunting. It often provokes the anxiety of a new, unknown, and perhaps vague assignment for which you feel inadequately prepared. This is usual. This is, however, a project that we know you can carry off well, and with much intellectual and personal profit.

The usual trajectory of the Senior Essay goes something like this: At first you will worry about a topic; it better be perfect, because you will spend two whole semesters working on it. By October, you will start to read, and under impending deadlines you will start to develop a list of key sources. By November it appears that the mass of material you have to study is overwhelming. Your advisor will utter reassuring remarks, but only you can confront the morass of material you see before you. December, you will think everyone else is on track, has the best topic in the field, and has the essay half done. This is only paranoia—it is not true. The holiday break will be either an anxious time spent reading and trying to focus, or a time of complete denial. Try for somewhere in between. By January, things get serious. You start to write some paragraphs to make sense of the material you have read. Analysis and synthesis begins. By February, you will find some way to limit, focus, and make sense of some aspect of your original topic; a preliminary draft takes shape in your mind, if not on paper. By the end of February, you actually have a rough draft to show your advisor. Surprise, by April, you have a finished Senior Essay!

A few general suggestions can be offered:

1. Do not worry at the beginning about a precise focus until you have read widely. Historical research is like natural history: field work is needed to know “what is out there.” Only then can you begin to see the key questions posed by your observations.
2. Your reading and research may be widely spread at the beginning, becoming ever more diffuse, but then it will take on a more narrow focus as you limit and sharpen your attention to a specific historical question or problem.
3. You should resist the temptation to develop a hypothesis and then search for confirming evidence. You should be testing your hypothesis or historical interpretation against the sources, not building a case for a preconceived idea by “cherry-picking” the evidence only for supportive material.

Use your advisor. Meet regularly with your essay advisor, even if your progress may be slow or bogged down. She or he can suggest ways to move ahead, help you refine your thinking about your topic, and provide support in many ways. It is good to have a standing appointment with your advisor that can be cancelled if one of you cannot make it, rather than have to set up meetings on an ad hoc basis every time.

Take good notes. Clear, complete, documented notes on your reading are crucial to producing a good essay. No matter how you take notes (by hand or by computer), it is very important to ALWAYS identify material by its source, being scrupulous about attribution and direct and indirect quotes. Also, always back up your notes and drafts; computer crashes, thefts, and data corruption are not excuses for a poor or late essay.

William C. Summers, Senior Essay Director

HSHM Senior Essay Time Line 2008-2009

***Due** indicates a MANDATORY DEADLINE for a written assignment due to the Senior Essay Director. Turn in this material (HARD COPY) to Barbara McKay, HGS 207

***Assignment** indicates a written assignment due to your advisor. During the fall semester, your temporary grade will be based in part on timely submission of these assignments.

Fall Semester

September	3	Register for HSHM 490a
	8	MANDATORY HSHM SENIOR ESSAY MEETING 4:00 P.M. Location TBA
	15	*Due: Statement of Intention, must be signed by Advisor, turn in to Barbara McKay, HGS 207 Register for Library Research Colloquia on the Web (Sue Roberts is the contact person) http://www.library.yale.edu/rsc/schedule/essay08.html
October	17	***Research Travel Fund Applications due*** (Applications available on Oct. 3 in HGS room 237)
	27	**Assignment: Research Plan due to Advisor
November	3	**Assignment: 3-page Prospectus due to Advisor
	17	**Assignment: Annotated Bibliography due to Advisor
December	8	** Assignment: 10-page draft or outline due to Advisor

HSHM Senior Essay Time Line 2008-2009

Spring Semester

January		Register for HSHM 491b
February		Consult with your advisor regarding suggested readers for your essay.
	23	**Assignment: First draft of complete Senior Essay turned in to your advisor
March	3	*Due: Senior Essay Title Form due to HGS 207 *Due: List of suggested readers from advisor must be turned in to Barbara McKay, HGS 207
April	6	*Due: Senior Essay due to HGS Room 211 by 5:00 p.m.

*Reader's Report will be available for pick up from room 207 HGS in mid-May.
Senior Essay Prize Day students will be notified by e-mail.*

***Due** indicates a **mandatory deadline** for a written assignment due to the HSHM Senior Essay Director. Turn in this material to Barbara McKay, HGS 207.

****Assignment** indicates a written assignment due to your advisor. During the fall semester, your temporary grade will be based in part on timely submission of these assignments.

Remember – Senior Essay deadline is April 6, 2009

Checklist and Deadlines for the HSHM Senior Essay

September 3 – 13, 2008

Register for HSHM 490a between September 3 and September 13, 2008. The Senior Essay is a two-semester course. You will register again in the spring for HSHM 491b. You will receive a temporary grade of SAT (satisfactory) or NS (not satisfactory) for the fall term, which will be replaced by the final grade for the essay in the spring.

Assignment Completed _____ **Date** _____

September 8, 2008 Attend the mandatory HSHM Senior Essay meeting on September 10. It will be held at 4:00 p.m. in (to be determined) **Assignment Completed** _____
Date _____

By September 15, 2008 – Choose an Advisor

The History of Science, History of Medicine major requires that you have an advisor in order to write your essay. You are responsible for finding an appropriate faculty member for this purpose. We will not select an advisor for you. If your first choice as an advisor can take no more advisees, ask that person for his or her advice on someone else who might be a good advisor. Beginning on page 26 you will find a listing of HSHM and History Department faculty by their fields of interest. The HSHM Senior Essay Director can also help to suggest appropriate faculty advisors.

Assignment Completed _____ **Date** _____

September 15, 2008 – Statement of Intention

In consultation with your advisor, you must decide on your Senior Essay topic as soon as possible. It is to be summarized in a preliminary prospectus and research plan in your Statement of Intention form, which is to be signed by your advisor. The form, with the faculty advisor's signature, must be submitted to Barbara McKay in HGS 207 by September 15, 2008. Submission of the Statement of Intention is a mandatory requirement for credit in HSHM 490. If your topic or essay advisor should change after you begin your research, you must immediately submit a new and accurate signed Statement of Intention to Barbara McKay.

Assignment Completed _____ **Date** _____

Month of September – Library Research Colloquium During the month of September you **must** register for one appropriate library research colloquium in your area of research interest. This registration must be done on the web. We will discuss this mandatory requirement at the first HSHM Senior Essay meeting, and a list of the available colloquia will be distributed at that time. The list also will be available at

<http://www.library.yale.edu/rsc/schedule/essay.html>. At the end of every Library Research Colloquium, the instructor will give one signed Library Colloquium Attendance Sheet to each senior essay student present. You will complete this sheet at the time and return it to the librarian so that you will receive credit for attendance. The Senior Essay Director will need this report to help determine your SAT or NS grade for 490a.

Assignment Completed _____ Date _____

October 27, 2008– Research Plan

A one or two page research plan will be due to your advisor on October 27, 2008. This plan will restate your topic, reflecting the research you have done to that point and giving a brief mention of the major works in the field. It must also pose several important questions you will raise about the topic. These questions will shape the direction of your research. You will also need to tell your advisor about the primary sources you will use and where they are located. If you need to travel to archives, you should consider when you can visit them and whether you will be applying for travel grants from your college or the department to visit them.

If you need materials not at Yale, it is important to request these NOW from Inter-Library Loan or Borrow Direct.

Assignment Completed _____ Date _____

November 3, 2008 -Prospectus

Your three page prospectus, a fuller and more developed version of what you included in your Statement of Intention, is due to your advisor on November 3, 2008. This prospectus should open with a short description of the topic and present your thesis statement. The thesis statement is the argument you hope to make based on your source materials, the conclusion that will indicate the significance of what you have written. The prospectus should indicate what unique contribution you hope to make regarding your topic. The prospectus should also include the major secondary literature that exists on your topic and a description of the primary sources you will use.

Date _____ Assignment Completed _____

November 17, 2008-Annotated Bibliography

Your annotated bibliography is due to your advisor on November 17, 2008. This bibliography should include all sources that you have consulted and that you expect to consult as well as every source cited in your notes. The annotated bibliography should be approximately five pages long and should include every secondary source that you think is important to your topic. You should select three or four areas of historical literature on which your essay touches and identify the major secondary sources in those

areas. Write a few lines about each book, stating how it relates to your essay. You should divide the sources into Primary Sources and Secondary Sources, with Primary Sources first. List alphabetically all books, articles, or dissertations within the Secondary Sources section.

Assignment Completed _____ Date _____

December 8, 2008

On December 8, 2008 you will need to submit either ten pages of your essay or a detailed outline of your entire essay to your advisor. If you choose to submit a detailed outline, you should provide a timetable describing a possible set of writing deadlines you would like to meet during the period December to April. Planning a calendar of writing is an excellent way of breaking down a large task into easily manageable smaller ones. You should consult with your advisor before you begin this assignment to determine which of these two options – the ten-page essay or the complete outline - you should pursue.

Assignment Completed _____ Date _____

First Semester Evaluation

The Senior Essay Director assigns first semester grades based on the timely submission of the required assignments summarized below and in consultation with your advisor. You must have completed the assignments listed below to receive a grade of SAT:

- . •Register for HSHM 490a
- . •Attend mandatory HSHM Senior Essay meeting on 9/8/08
- . •Submit a signed Statement of Intention by 9/15/08
- . •Register for and attend a regularly scheduled Library Colloquium
- . •Submit your research plan to your advisor by 10/27/08
- . •Submit your three-page prospectus to your advisor by 11/3/08
- . •Submit the annotated bibliography to your advisor by 11/17/08
- . •Submit either a 10-page draft or detailed outline of your entire essay to your advisor by December 8, 2008.

Students who receive an NS on HSHM 490a should still register for and complete HSHM 491b. Your 490a grade will be replaced at the end of the year by the grade of the essay. No incompletes will be given for 490a.

Spring Semester, 2009

January

Register for HSHM 491b between **January 8 and January 19**, 2009. Students who have received an NS on HSHM 490a must still register for and complete HSHM 491b.

Assignment Completed _____ **Date** _____

Month of February – Selection of a Reader

In February you should discuss with your advisor the selection of a reader for your essay. This individual will read and grade your essay. The Senior Essay Director will assign the reader in consultation with your advisor, but, having to distribute the work load reasonably evenly over all readers, cannot guarantee that the reader the advisor suggests will be chosen.

Assignment Completed _____ **Date** _____

February 23 – First Draft of Complete Senior Essay

On or before February 23 you should provide a first draft of your complete Senior Essay to our Senior Essay Advisor for their review and comments.

Assignment Completed _____ **Date** _____

March 3, 2009 – Senior Essay Title Form

On March 3, 2009 your Senior Essay Title Form is due. The form must be submitted to Barbara McKay in HGS 207. The title should clearly indicate the time period and topic area (for example, twentieth-century life sciences, colonial American medicine, or nineteenth-century astronomy). Clever, engaging, and provocative titles are fine so long as the title clearly indicates the paper's place, time and subject.

Assignment Completed _____ **Date** _____

April 6, 2009 – Submission of the Senior Essay Your completed Senior Essay is due on **April 6, 2009**. It must be turned in to Barbara McKay in HGS 211 by **5:00 p.m.** This time is non-negotiable.

Important Things to Remember about the HSHM Senior Essay

Your advisor is an important resource, as are other HSHM faculty. If you have issues or concerns about your essay, talk to your advisor. Feel free to consult the Senior Essay Director as well. Don't wait until the last minute to ask for help if you need it.

Remember that the Senior Essay deadline is a REAL deadline. As stated in the Blue Book: "If the essay is submitted late without an excuse from the student's Residential College Dean, the penalty is one letter grade for the first day and one-half letter grade for each of the next two days past the deadline. However, no essay that would otherwise pass will be failed simply because it is late. Late essays will not be considered for departmental or Yale College prizes."

Only major, incapacitating illnesses and dire family emergencies will be considered as legitimate cause for an extension of this deadline by your college dean, who must consult with the Senior Essay Director prior to issuing the excuse. Students who do not turn in an essay by the end of the semester are given a grade of F. This grade of F may be replaced after the end of the semester if the student submits an essay to finish his or her degree. Such exceptionally late essays receive no grade deduction penalty since not graduating on time is considered penalty enough. These late essays will be read and graded within sixty days after the following term begins.

Writing the Senior Essay

Your essay will consist of four parts: the text, the notes, the bibliography, and the bibliographical essay.

When writing your Senior Essay, you should use *A Manual for Writers* by Kate Turabian. This manual is available at the Yale Bookstore. It provides the only styles acceptable for the essay. You will need to consult this manual from the moment you begin to take notes.

Length of the Essay

The text portion of your essay is limited to 12,500 words. This is approximately 35 pages of laser printed text. The word count for your text is to be included on the very last page of the essay, before the bibliographical essay. While there is no minimum word limit, most successful senior essays approach the word limit. Appendices, bibliography, footnotes or endnotes, and the bibliographical essay do not count in the word limit.

Footnotes or Endnotes?

You may use either footnotes or endnotes in your essay. Complete instructions on how to do both of these can be found in *A Manual for Writers*. It is critical that your notes be complete and correct. For example, you will need to have correct page numbers for citations from secondary sources and box and file numbers from manuscript sources.

The Bibliography

The bibliography should include all sources consulted and every single source cited in your notes. Include works you have consulted but not cited. Divide the sources into Primary Sources and Secondary Sources, with Primary Sources first. Do not separate books, articles, or dissertations within the Secondary Sources section-instead list them alphabetically by author. **The Senior Essay will be judged incomplete/late if it does not include a bibliography.**

The Bibliographical Essay

The bibliographical essay is a separate part of the essay and should be from 3 – 7 pages in length. The bibliographical essay allows you to demonstrate the works that shaped your thinking on the topic and the works with which you take issue. It is a set of critical reflections on the most important sources you have used, and it allows you to explain how you developed your ideas as your research progressed. You should identify the strengths, weaknesses and limitations of the research material you have used to write your essay. You may use first person in the bibliographical essay. An example of an excellent bibliographical essay can be found on page 14. **The Senior Essay will be judged incomplete/late if it does not include the**

bibliographical essay.

Senior Essay Rough Draft

Plan ahead! You will probably write several drafts before you have a draft you would want to submit to your advisor. You should allow enough time for writing to enable you to be able to submit your polished draft to your advisor on or before February 23, for the advisor to make comments on it and return it to you, and for you to incorporate the advice you receive into the essay that you will submit on April 6.

You may want to ask your college writing tutor to edit your rough draft to help you repair awkward phrasing, disorganized paragraphs and grammatical errors before you present the draft to your advisor.

Write a Convincing Conclusion

Your Senior Essay will need a firm conclusion that summarizes what you have told the reader in your essay and the important conclusion you have reached regarding your subject as a result of your research.

Number of Essay Copies Required On April 6, 2009, you will need to bring **two bound copies and one unbound copy** of your Senior Essay to Barbara McKay in HGS 211. You should, of course, keep one copy for yourself.

Essie Barros, Undergraduate Registrar for the Department of History, will be archiving all of the Senior Essays for History and History of Science and Medicine. On April 6, 2009, you must also forward an electronic copy of your essay to her at essie.barros@yale.edu.

Sample Bibliographic Essay

[from an HSHM Senior Essay, April 2006]

The mononucleosis studies carried out at Yale in the 1950s and 1960s lent themselves well to primary source material. Because the setting of my study was so local, and the time so recent, I had access to ample primary documents about the Yale experiments and to the still-living people who could comment on the mononucleosis story. Thus, while general information about the time period and about the developing status of virology depended on secondary sources, the bulk of my paper is based on primary documents, archives, newspaper articles, and personal interviews.

The framework of the mononucleosis story was built on published documents, including scientific papers and newspaper articles. The published works of Alfred Evans on mononucleosis and seroepidemiology, of John Paul on clinical epidemiology and serology, and of James Niederman on mononucleosis at Yale anchored the essay in time and place, and provided a jumping off point for further investigation. Alfred Evans was a prolific writer, with over 230 publications during his career, mostly concentrating on mononucleosis and public health. Paul, also prolific, wrote one book dedicated to his philosophy of clinical epidemiology, edited another containing several articles about serological epidemiology, and also published numerous scientific papers. James Niederman and Bob McCollum were co-authors on various papers about mononucleosis, including the first paper to reveal the connection between Epstein-Barr Virus and mononucleosis. Finally, Gertrude and Werner Henle published their discoveries relating to the Epstein Barr Virus, including its prevalence, significance with respect to Burkitt's Lymphoma, and, of course, its connection to mononucleosis. All of these scientific

papers contributed to a factual data set that comprised the “official” scientific record of what happened.

While these formal statements of events provided a skeleton, I turned to the personal archives of the scientists involved to flesh out the details. My first attempt to find a significant primary source, the archives of Alfred S. Evans, proved unsuccessful. Despite his long and fruitful career at Yale, none of Evans’ papers seemed to have been kept by the Yale Manuscripts and Archives. Two of his three children also didn’t think they had much of use; the third posited that he might have some of his father’s material stored away in boxes, but that they would not be available until after this year because he was remodeling his home and all of his possessions were in storage. None of Evans’ former colleagues whom I was able to contact knew where his papers had been stored, and after several weeks of investigation I abandoned the search.

Fortunately, however, I had better luck with the archives of Dr. Paul and Dr. Horstmann, both of which were meticulously preserved in Manuscripts and Archives. Neither archive was able to paint a very clear picture of the relationships among scientists on the Yale faculty, most likely because the communication among them would have been primarily conducted either in person or on the phone and not through letters. However, Paul’s Archive was helpful in illustrating how the Department of Epidemiology and Public Health came into existence, as well as how he viewed serology and clinical epidemiology.

The next archives I searched were those of Drs. Werner and Gertrude Henle, which are located in Bethesda, MD. Through the papers of these scientists, I was able to piece together a lot of information about Alfred Evans and his place in the mononucleosis

story, as well as exactly how the connection between EBV and mononucleosis had been made in the Henle lab.

Many of the gaps that were left in the mononucleosis story after sifting through these archives were filled by personal interviews. I conducted interviews with the central characters including Dr. James Niederman and Dr. Bob McCollum, as well as with more peripheral but still useful scientists and historians: Dr. Howard Spiro, who conducted the pepsinogen study with Dr. Niederman; Dr. William Summers, who was a former student and friend of Al Evans; Dr. George Miller, who was a former colleague of Evans' and who currently studies Epstein-Barr Virus; Dr. Nancy Ruddle, who was very familiar with the work and life of Dorothy Horstmann and who had also interacted with Niederman and Evans; Dr. Curtis Patton, a professor at the School of Public Health who was a colleague of both Niederman and Evans; Dr. Gerard Burrow, author of *A History of Yale's School of Medicine*; David Hershey, a member of the undergraduate Yale class of 1962 who had been subjected to the mononucleosis experiment in its inaugural year; Dr. Phillip Brachman, who was a colleague and close friend of Evans'; Dr. Nancy Mueller, also a colleague and friend of Evans'; Dr. Anthony Fauci, Director of the National Institute of Allergy and Infectious Diseases and advisor to the White House on global AIDS issues; Dr. Mark Kaplan, a virologist and infectious disease specialist who has dedicated his career to AIDS treatment and research and who was part of the Gallo team that co-authored the landmark paper published in *Science* identifying HIV as the cause of AIDS; and finally Dr. Daniel S. Rowe, Medical Director of the Department of University Health Services starting in 1971. Each of these people contributed significantly to my research

by providing context, personal insight, and memorable details about the story I was trying to tell.

As I continued my research, it became clear that the scientific story in and of itself did not provide a complete picture, and that the historical and social context in which this research took place would offer a lot of insight as to how and why progress was made. To this end, my greatest primary resources were newspapers of the time, which reported on trends in virology and informed consent, as well as the perceived scientific strength of Yale University. The *New York Times* in particular covered developments at Yale well, given Yale's proximity to New York City, while popular magazines like *Life* helped paint a picture of the public perception of mononucleosis at the time. These newspapers confirmed some of the trends and ideas that had been recalled in the personal interviews, which helped solidify some of my conclusions.

In addition to the primary sources discussed above, I also consulted secondary sources to find out if the themes I saw emerging in the mononucleosis situation had more general significance. For example, Heather Munro Prescott's "[Using the Student Body: College and University Students as Research Subjects in the United States during the Twentieth Century](#)" confirmed the relevance of student participation in experimentation, and its rise and fall along with the emerging informed consent laws. Similarly, Joshua Lederberg's "Infectious History" and Peter Radetsky's *The Invisible Invaders* both captured the rising prominence of virology in the mid-twentieth century as feared diseases like polio and mumps were conquered one after another. Secondary sources were also essential for context, particularly Gerard Burrow's *A History of Yale's School of Medicine*. This volume gave me a sense of how the mononucleosis story fit into the

general trajectory of the Yale Medical School, and highlighted, in particular, the relative importance of Paul's contributions.

Some of the most interesting moments of my research occurred when sources conflicted, leaving me to make my own judgment as to what really happened. How the mono study was conceived and by whom, in particular, became more and more ambiguous with each source; Dr. Niederman himself presented one picture, while Dr. Howard Spiro presented another and Dr. Bob McCollum a third. The archived papers of John Paul provided some official records from the Department of Epidemiology and Public Health that partially clarified the details, but the exact nature and sequence of events, where the memories of the players involved diverge from the written record, remains a mystery. If I had had more time, one of the most valuable additions to this source list would have been the papers of Alfred Evans, which may become at least partially available later this spring. Perhaps an interesting continuation of this paper would use these papers to shed additional light on the study of mononucleosis and serology in the twentieth century.

Prizes

Martin Klein and George Rosen Prize Awarded by the History of Science and Medicine Program

Established by the program in the History of Science and Medicine in 2006, the prize honors two distinguished former members of the faculty—Klein, a historian of physics and Rosen, a historian of medicine and public health. Awarded to the senior who has written the most outstanding senior essay in history of science and/or medicine. Essays submitted by seniors majoring in History and History of Science, History of Medicine in fulfillment of the respective major requirements are considered as entered in competition.

Prizes Awarded by the History Department

Max Bildner Prize

The Bildner Prize is presented for the best senior essay in Latin American history.

Percival W. Clement Prize

Established in 1994 for the best essay by a junior or senior in American studies (embracing history) that supports the U.S. Constitution.

Robert D. Gries Prize

This prize is for the best essay in a field in history other than American or European. Robert Gries established it in 1981.

John Addison Porter American History Prize

Mrs. Porter established the prize in 1901 in memory of her husband, John A. Porter, B.A. 1878. It does to a junior or senior for the best original essay completed during the current academic year on a subject bearing on U.S. political, constitutional, or economic history, or on the condition or future of the United States.

Edwin W. Small Prize

Carmel R. Small established the prize in 1990 in memory of Edwin W. Small, B.A. 1934, for recognition of outstanding work in the field of American History.

Winifred Sturley Prize

Richard A. Sturley '49, M. Eng. '50, and Michael F. Sturley '77, J.D. '81 established the prize in honor of Winifred Sturley, Hon. 55. It is awarded to the student in the History Department who submits the best senior essay on a topic in English history.

Andrew D. White Senior Essay Prize

Established in 1902 and first awarded in 1907, the White prize was the gift of Professor Guy Stanton Ford of the University of Illinois in honor of Andrew D. White, B.A. 1853, and endowed by a bequest from Mr. White for the best essay in English, European, or non-western history.

Howard Roberts Lamar Prize

Named for distinguished History Professor Howard Lamar, the prize is awarded to the best undergraduate essay on a topic in the history or culture of the American West.

David Morris Potter Prize

The Potter Prize is awarded to the best undergraduate essay on a topic in American history or culture.

Walter McClintock Prize

The McClintock Prize is awarded to the best undergraduate essay on a topic in Native American history.

Prizes Awarded by Others

Asian American Studies Prize

The Asian American Studies Prize is for the best essay in Asian American Studies, given by the American Studies Department.

Canadian Studies Prize

The Canadian Studies Prize is for the best essay on a Canadian topic, awarded by the Canadian Studies Council.

GALA Prize

The Yale Gay and Lesbian Alumni/ae Association established the GALA Prize to be administered through the fund for Lesbian and Gay Studies for the best senior essay in any area of gay and lesbian studies. Submit essays to the office of the Fund for Lesbian and Gay Studies, WLH 315. Call for deadline date.

Library Map Prize

The Map Collection of Sterling Memorial Library awards a prize for the best senior essay making good use of maps. Submit essays to Curator, Map Collection.

Steere Prize in Women's Studies

The Women's, Gender, and Sexuality Studies Program awards a prize for the best essay accentuating women or gender roles or using feminist theory. Submit essays to the Women's, Gender, and Sexuality Studies Program, WLH 315.

Williams Prize in East Asian Studies

Submit essays with a faculty letter of endorsement to the Williams Prize Committee, Council of East Asian Studies, YCIAS, Luce Hall.

Wrexham Prize

The Yale College Dean's Office awards the Wrexham Prize to the best senior essay in the field of the humanities. A committee nominates the History Department's entries.

Statement of Intention
History of Science, History of Medicine Major

Complete and return this form to the HSHM Undergraduate Registrar's office -HGS 207
(Due: September 15, 2008)

Name: _____ College: _____

Phone: _____ E-mail: _____

Print Advisor's Name: _____

Advisor's Signature: _____

Attach a typewritten one-page description of the proposed project.

State the topic and your focus concisely. Indicate what types of primary sources you might use.

Write a one-sentence description here:

Courses taken relevant to topic:

Languages relevant/necessary:

Will this essay also be submitted to a program other than HSHM? Yes ____ No ____

What is the other program and Advisor's name?

For which Library Research Colloquia will you register?

HSHM Senior Essay Title Form

Complete and return this form to the HSHM Undergraduate Registrar's office
– HGS 207 (Due March 3, 2009)

Name: _____ College: _____

Phone: _____ E-mail: _____

Print Advisor's Name: _____

Senior Essay Title:

Why an HSHM Senior Essay Title Form? This is an important form because it will enable the Senior Essay Director to assign the most appropriate reader for the Senior Essay. The title should clearly indicate the time period and topic area (for example, twentieth-century life sciences, colonial American medicine, or nineteenth-century astronomy.) Clever, engaging, and provocative titles are fine so long as the title clearly indicates the paper's place, time and subject.

Selected Titles of HSHM Senior Essays

A 'Burning' Issue: Battling Blood Loss in Neurosurgery: Harvey Cushing's Embrace of Electrosurgery

Building a New Public Health Tradition: The End of Routine Smallpox Vaccination in the United States

Caffeine's Conquest of America: Caffeine's Rise to Celebrity in 20th Century America

Let the Dead Teach the Living: The Rise of Body Bequeathal in 20th Century America

When Heroin Was New: The Introduction of Heroin into American Medicine

Federal Science and Western Rangelands: American Entanglements in the Plant Industry, 1890-1910

Science Writing in Modern American Newspapers

Unmasking Autism in Twentieth-Century America

Sweet Stain: Social Stigma and Type 1 Diabetes in Twentieth-Century America

Maginot Line in the Sky: Scientists and Statesmen in the Safeguard ABM Debate

"Hail to the Patents!" The Ethics, Politics, and Economics of the Early Modern Patent

System Rifles in War and Peace: The American Arms Industry in the Mid-Nineteenth Century

Profiles in Innovation: ENIAC, Microprocessor, IMP

Senior Essay Reader's Report
Class 2009
HSHM Essay Director – *William C. Summers*



Student: (last) _____ (first) _____

College: _____ Advisor: _____

Reader's Name: _____ Grade: _____

Reader's Signature: _____ Date: _____

Evaluation of Materials Used:

A. Sources:

B. Secondary Works:

C. Student's Bibliographical Essay:

Evaluation of Form:

A. Organization of Essay:

B. Literary Style:

C. Form (spelling, grammar, notes, etc.)

Evaluation of Substance:

A. Is the proposed subject adequately treated?

B. Is the interpretation well substantiated?

C. Does the student weigh the evidence judiciously?

D. General appraisal and criticism:

Have you consulted with the advisor regarding the grade you are awarding this essay?

Y/N

Have you sent this report to the advisor by email? Yes / No

Date sent: _____

Would you recommend this paper for publication? Yes / No

Are you recommending this paper for the HSHM prize? Yes / No

Are you recommending this paper for a History prize? Yes / No

Which prize(s)? _____

Note: If you feel this essay should be recommended for a prize, please contact William Summers or Barbara McKay for assistance. Please let us know about your recommendation at your earliest possible convenience.

Faculty Fields of Interest 2008-2009

(O.L.A.Y.) Indicates faculty member on leave for the academic year 2008-2009

(O.L.) Indicates faculty member on leave for the fall or spring term only

History of Science and Medicine

APPEL, TOBY

History of medicine in Connecticut

BERTUCCI, PAOLA

History of early modern sciences

BHATTACHARYA, NANDINI

Imperial and colonial history of disease, medicine, and public health since the 18th century, especially in South Asia.

COHEN-COLE, JAMIE

History of the human sciences; history of the mind/brain sciences; cybernetics; science in cold war America

KEVLES, BETTYANN

(O.L.) Fall 2008

History of science & technology; intersection of art & science

KEVLES, DANIEL

(O.L.A.Y.)

The U.S. since 1939, politics, government, culture, and society; science, technology, and national security; eugenics; genetics and society; scientific fraud; biotechnology; intellectual property; plant and animal breeding

MUSTO, DAVID

History and development of drug and alcohol policies in the U.S. and internationally

ROGERS, NAOMI

History of 20th century medicine and public health in North America including health policy, health activism, alternative medicine, and gender and medicine; women's studies including science and feminism, and feminist health movements.

SNOWDEN, FRANK

Modern Italian history; fascism; social history; history of medicine

STRASSER, BRUNO

History of science; technology and medicine 19th and 20th century, experimental life sciences, biotechnology, science and foreign policy

SUMMERS, WILLIAM

History of science and medicine; history of Chinese science and medicine

WARNER, JOHN

19th and 20th century U.S. medicine and health cultures; comparative history of medicine (U.S., Britain, France); cultural history of science and medicine

United States History

AGNEW, JEAN-CHRISTOPHE

American cultural and intellectual history, 19th & 20th centuries; market relations and consumer culture; cultural theory

BLIGHT, DAVID

Civil war and reconstruction era, African American history and American cultural and intellectual history

CHAUNCEY, GEORGE

Twentieth-century U.S. social, cultural, and urban history; lesbian and gay history; history of gender and sexuality

COHRS, PATRICK

U.S. international history; history of the international system; European international history; 19th and 20th century

FARAGHER, JOHN MACK

U.S. frontier and western history, native American borderlands, native American History

FARLEY, KYLE

Early American History; History of Philadelphia, History of Memory; British colonies in North America

FEIN, SETH

U.S. international and transnational, film and television; the Americas, 20th Century culture

FREEMAN, JOANNE

Revolutionary and early national American history with special interest in politics and culture, early American journalism and print culture, regionalism

GADDIS, JOHN LEWIS

Cold war history; historical methodology, biography, grand strategy

GAGE, BEVERLY

U.S. 20th century and U.S. politics, terrorism, war and society

GILMORE, GLENDA

20th century U.S., African American history since 1865, U.S. women's and gender history since 1865, history of the American south, reform movements, 1890 to the present.

GITLIN, JAY

U.S. cultural history (esp. music-related or popular culture); native American and American west; American colonial (French and Spanish borderlands); Canadian history; social history (esp. urban/suburban history)

GORDON, ROBERT

(O.L.) Spring 09

19th and 20th century U.S. legal history

GUINNANE, TIMOTHY

Economic history

HOLLOWAY, JONATHAN

20th century U.S. cultural and social history; post-emancipation African American History

JACOBSON, MATTHEW

U.S. cultural history, 19th and 20th century immigration, ethnicity and race, U.S. Expansionism

KLEIN, JENNIFER – Director of Undergraduate Studies

20th century U.S. history: urban history, labor history, New Deal and post-World War II politics and policy

LEVESQUE, GEORGE

Higher education; intellectual history and religion

LUI, MARY

Asian American history, U.S. urban history, race and ethnicity, and immigration, gender, and sexuality

MANGAN, JOHN

American education, history of music study in higher education

MEYEROWITZ, JOANNE

O.L.A.Y. F 08-S 09

U.S. 20th century social, cultural, and intellectual history; women, gender, and sexuality

MILES, GEORGE (Limited)

Native American history, frontier, American west

MT. PLEASANT, ALYSSA

Native American history and Early America

PITTI, STEPHEN

(O.L.) Spring 2008

History of Mexican Americans, U.S. west, Latinos, 19th and 20th century immigration, the U.S.-Mexico border, labor history

RUGEMER, EDWARD

Comparative slavery and abolition; antebellum United States; Atlantic history

RUSSETT, CYNTHIA

Late 19th and 20th century American intellectual history, the Gilded Age, American cultural and social history, history of women in America, the impact of science on culture

SABIN, PAUL

Environmental Studies

SCHELL, JONATHAN

Political war; nuclear age

SCHIFF, JUDITH ANN (limited)

History of New Haven and Yale, women in Connecticut; aviation, Jewish history

STOUT, HARRY

Early America, American religious history, American civil war

TANNENBAUM, REBECCA

Early American 1600-1800; U.S. history 1600 – present; social history of American medicine; women's history

WOODWARD, LAURIE

20th century U.S. social cultural, political, African American literature, African American film; the Harlem Renaissance; Early modern Atlantic world history and Post emancipation African American performance and African American women's history

YOKOTA, KARIANN

Early American history, material culture studies, 18th and 19th century trans-Atlantic history, cultural history

Latin American History

GUERRA, LILLIAN

Caribbean history; Cuban and Puerto Rican history, U.S.-Latin American relations

JOSEPH, GILBERT – Senior Essay Director

Modern Latin American history; Mexican and Central American history; U.S.-Latin American relations

SCHWARTZ, STUART
Latin American history, Brazil

O.L.A.Y. 08-09

Ancient History

GRIMM, VERONIKA
Roman social and intellectual history, history of food and diet, ancient medicine

KAGAN, DONALD
Ancient Greek and Roman history; political thought and diplomacy

LAYTON, BENTLEY
Ancient Christianity

MANNING, JOSEPH
Ancient Egyptian history, and ancient North Africa history

MATTHEWS, JOHN
Late Roman social, economic, legal

METCALF, WILLIAM
Roman history, Latin literature and numismatics

ROTMAN, YOUVAL
Byzantine history

SCHULTZ, CELIA
History of the Roman Republic, Roman religion, Latin literature and language

European and British History

BANAC, IVO
East Central European history, particularly the Balkans, history of Communist movement

BUSHKOVITCH, PAUL (O.L.) Spring 09
Russia to 1725; Russian foreign policy; Ukraine

CABANES, BRUNO O.L.A.Y. 08-09
Modern Europe, European and American military history, World War I and II

EIRE, CARLOS (O.L.) Spring 09
Early modern Europe; intellectual, social, cultural, and religious history;
Protestant Reformation; Catholic Reformation (Spain, France, Germany)

ENGELSTEIN, LAURA – History Department Chair
Modern Russia, Modern Europe

FREEDMAN, PAUL
Medieval European history

(O.L.) Spring 09

GOFFART, WALTER (With special permission ONLY)
The barbarian invasions, early medieval kingdoms, early medieval historians;
European maps for history

HYMAN, PAULA
Jewish history, particularly concerned with Western and Central Europe and the
United States; women's history

KENNEDY, PAUL
Great power relations, 19th and 20th centuries; military and naval history, British
foreign and imperial history, contemporary global security issues; United Nations
studies

MARAKGOU, KONSTANTINA
Greek and Hellenic history

MARCUS, IVAN
History of the Jews in medieval Europe; history of Jewish culture; Jewish-
Christian relations; history of childhood and education; Jewish mysticism and
pietism; the Jews and Islam; Jewish magic and popular culture

MERRIMAN, JOHN (O.L.) Spring 09
Modern France; urban & social history; modern European history since the
Renaissance

PINCUS, STEVEN – Director of Graduate Studies
History of Britain, history of the Netherlands, worldwide colonial rivalries of 17th
and 18th century

PROCHASKA, FRANK
Modern British history

SEMMEL, STUART
British history and European history

SHORE, MARCI
European cultural and intellectual

SNOWDEN, FRANK
Modern Italian history; fascism; social history; history of medicine

SNYDER, TIMOTHY
Modern Eastern Europe

TRIVELLATO, FRANCESCA

Early modern Italy and continental Europe, especially social and economic history

TURNER, FRANK

Modern British and European intellectual history; British history; modern British religious history

WALTON, CHARLES

Ancient Regime France

WINROTH, ANDERS

Medieval history, Scandinavia, church history, intellectual history; legal history

WINTER, JAY

British and European history in the 20th century; war and society; history and memory

WRIGHTSON, KEITH

British history, 1500-1750, especially social, cultural issues; history of the family; local community studies; class and social structure

Africa, Asia, and Middle East**ALLOUCHE, ADEL**

Medieval Middle Eastern history; Islamic history

AMANAT, ABBAS

O.L.A.Y Spring & Fall 09

Modern Middle East and Classical Islam; Iran; Ottoman Empire, the Arab world, modern Indian subcontinent to the 19th century; history of U.S.-Middle East relations

CHIN, ANN-PING

Chinese intellectual history; Confucianism; pre-modern Chinese history; Chinese cultural history 1500-1800; studies in Chinese classical texts; history of Chinese religion; Taoism; Chinese Buddhism; Chinese political

DRIXLER, FABIAN

Japanese history and demographic history around the world

GASPER, MICHAEL

O.L.A.Y. 2008-2009

Middle East history (social, cultural, intellectual, economic), modern Arab cultural and social history; Ottoman empire; modern Islamic intellectual history; history of Muslim societies; colonialism & post-colonialism

GUPTA, CHARU

Gender studies, modern Indian history, sexuality, colonialism and nationalism in India; Cultural and social history of modern India, caste, religious identities; modern India

HANSEN, VALERIE

(O.L.) Spring 2009

China to 1600; Chinese religious and legal history; history of the Silk Road

HARMS, ROBERT

(O.L.) Spring 2009

Sub-Saharan Africa

KIERNAN, BEN

Southeast Asia, early and modern, including Cambodia, Vietnam, Indonesia and East Timor: comparative world history of colonialism, nationalism, communism, genocide, and environmental history

MAHONEY, MICHAEL

Africa, especially South Africa

PERDUE, PETER

Chinese history

RAI, MRIDU

South Asia history; colonialism and nationalism; religion, regionalism and power post-colonial South Asia

SANNEH, LAMIN

History of Islam; history of religion in Africa; cross-cultural studies; religion language and society