

# **History of Science and Medicine**

## **Senior Essay Handbook**

**HSHM 490a and 491b**

**2006-2007**



**HSHM Senior Essay Director**

*Professor Susan Lederer*

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## *A Note from the Chair*

*To Our Senior History Majors:*

*The senior essay is a great adventure, and like any adventure into the unknown it can be at once daunting and exhilarating. When you begin, you will likely be uncertain how to proceed. Your journey may take you down several false trails. Along the way, you will discover new evidence that may compel you to abandon some of your original ideas and find new ways to navigate your subject. At times you may wonder whether you're lost.*

*Don't fall victim to anxiety or discouragement. Your advisor is there to help guide you. And as you gain knowledge of your subject, you'll become increasingly absorbed in what you're learning and take pleasure in your growing mastery of it. You'll find excitement in unearthing and, in a sense, possessing a part of the past that was known to the people who lived it but is unknown to most, perhaps all, of your contemporaries. You will, in short, experience the exhilaration of discovery.*

*Communicating your discoveries and the reasoning that brought you to them is the culminating essence of the senior essay. Effective communication requires clarity and coherence; don't be surprised if it takes several drafts to achieve prose with those qualities. And if composition some times seems difficult, remember that writing is a process of thinking and that even accomplished historians have to struggle to thread their intellectual way through a tangle of historical evidence.*

*This 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 all with care before you are much into your project. Your senior essay advisor will be glad to discuss it with you, and so will Professor Susan Lederer, the senior essay director of the major in the History of Science and Medicine.*

*Be sure to get started in the most advantageous way by seeking whatever advice and information you may need about your project. By the time you complete your Senior Essay, you will very likely have come to*

*consider it one of the most satisfying and engaging intellectual tasks of your undergraduate career.*

*Professor Daniel J. Kevles  
Chair, Program in the History  
of Science and Medicine*

## WELCOME to the HSHM Senior Essay

During your senior year at Yale, you will research and write your Senior Essay. This is an important responsibility, the fulfillment of your undergraduate studies in the HSHM major. It is also a rich opportunity to make an original contribution to the history of science and medicine. As a result of your research, analysis, and writing, readers will learn something new about an aspect of the subject or they will discover new ways to think about its events and actors.

This opportunity may seem daunting at first. However, you will undertake this project with two important assets: your senior essay advisor and the HSHM senior essay handbook. You should familiarize yourself with the handbook as soon as possible and consult with your adviser in the months to come.

In the HSHM senior essay handbook, you will find valuable information about the requirements, timing, researching, writing, and evaluation of your HSHM Senior Essay. One of the first things you should do is to ask a faculty member to serve as your advisor for writing the senior essay. In these pages, you will find a list of HSHM faculty members and their fields of interest, as well as the names of History faculty and their fields of interest. Selecting an adviser is important, since in the course of the coming year, you will meet often with this faculty member as you undertake your research and begin writing.

Writing your HSHM senior essay will be an intense experience. Many HSHM majors describe the process as frustrating, exciting, anxiety-producing, and in some cases - though you may find this hard to believe - actually fun. As you delve into your research, you may experience many of these emotions and others. By the end of this process, you will have experienced the many challenges and rewards of being a historian and making an original contribution to the historical literature.

In the weeks and months ahead, please feel free to contact me if you have issues or concerns about your HSHM Senior Essay. I am certain that the HSHM faculty join me in welcoming you to our ranks. We look forward to working with you.

Professor Susan Lederer  
HSHM Senior Essay Director

## HSHM Senior Essay Time Line

### Fall Semester 2006

- September 5-15 Register for HSHM 490a
- September 12 Mandatory HSHM Senior Essay Meeting  
4:00 p.m. – William L. Harkness Hall, WLH 116
- September 18 \***Statement of Intention Due** – must be signed by Advisor and turned in to Barbara McKay, HGS 207
- September Register for Library Research Colloquia on the Web  
<http://www.library.yale.edu/rsc/schedule/essay.html>
- October 27 \*\***Assignment:** Research plan due to Advisor
- November 3 \*\***Assignment:** 3-page Prospectus due to Advisor
- November 3 \***Research Travel Fund Applications Due**
- November 17 \*\***Assignment:** Annotated Bibliography due to Advisor
- December 11 \*\***Assignment:** 10-page draft or outline due to Advisor

\* **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 9, 2007**

## HSHM Senior Essay Time Line Spring Semester 2007

<u>January 8-19</u>	Register for HSHM 491b
<u>February</u>	Consult with your advisor regarding suggested readers for your essay
<u>March 2</u>	* <b><u>Senior Essay Title Form Due</u></b> – must be turned in to Barbara McKay, HGS 207
<u>March 2</u>	* <b><u>List of suggested readers from adviser due</u></b> must be turned in to Barbara McKay, HGS 207
<u>April 9</u>	* <b><u>Senior Essay Due</u></b> – must be turned in to Barbara McKay, HGS 211, by 5:00 p.m.

\* **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.

# **Remember – Senior Essay deadline is April 9, 2007**

## **Checklist and Deadlines for the HSHM Senior Essay Fall Semester, 2006**

### **September 5 – 15, 2006**

Register for HSHM 490a between September 5 and September 15, 2006. 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 first semester, which will be superseded by the final grade for the essay in the spring.

**Assignment Completed \_\_\_\_\_ Date \_\_\_\_\_**

### **September 12, 2006**

Attend the mandatory HSHM Senior Essay meeting on September 12. It will be held at 4:00 p.m. in William L. Harkness Hall (WLH 116)

**Assignment Completed \_\_\_\_\_ Date \_\_\_\_\_**

### **By September 18, 2006 – Choose an Advisor**

The History of Science and Medicine Program 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 18, 2006 – 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 18, 2006. 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.07.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, 2006 – Research Plan**

A one or two page research plan will be due to your advisor on October 27, 2006. 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, 2006 - 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, 2006. 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.

**Assignment Completed \_\_\_\_\_ Date \_\_\_\_\_**

### **November 17, 2006- Annotated Bibliography**

Your annotated bibliography is due to your advisor on November 17, 2006. 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 11, 2006**

On December 11, 2006 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 9/12/06
- Submit a signed Statement of Intention by 9/18/06
- Register for and attend a regularly scheduled Library Colloquium
- Submit your research plan to your advisor by 10/27/06
- Submit your three-page prospectus to your advisor by 11/3/06
- Submit the annotated bibliography to your advisor by 11/17/06
- Submit either a 10-page draft or detailed outline of your entire essay to your advisor by December 11, 2006.

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, 2007**

#### **January 8 – 19, 2007**

Register for HSHM 491b between January 8 and January 19, 2007. 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 \_\_\_\_\_**

#### **March 2, 2007 – Senior Essay Title Form**

On March 2, 2007 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 9, 2007 – Submission of the Senior Essay**

Your completed Senior Essay is due on **April 9, 2007**. 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, 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 9.

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 9, 2007, 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 9, 2007, you must also forward an electronic copy of your essay to her at [essie.barros@yale.edu](mailto: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.

## **P r i z e s**

### **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 and 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, 143 Elm Street, Room B-13. 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 Fred Musto, Curator, Map Collection.

**Steere Prize in Women's Studies**

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

**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 and Medicine Program

Complete and return this form to the HSHM Undergraduate Registrar's office - HGS 207

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

Student Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Senior Essay Title:

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College: \_\_\_\_\_ Essay Advisor \_\_\_\_\_

Phone Number: \_\_\_\_\_

**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 20<sup>th</sup> Century America

Let the Dead Teach the Living: The Rise of Body Bequeathal in 20<sup>th</sup> 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 2007

HSHM Essay Director – *Susan Lederer*



Student: (last) \_\_\_\_\_ (first) \_\_\_\_\_

College: \_\_\_\_\_ Advisor: \_\_\_\_\_

Reader’s Name: \_\_\_\_\_

Reader’s Signature: \_\_\_\_\_

Grade: \_\_\_\_\_ 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? \_\_\_\_\_

Have you sent this report to the advisor by email? \_\_\_\_\_

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)? \_\_\_\_\_

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

### **Faculty Fields of Interest 2006-2007**

**(O.L.A.Y.)**            **Indicates faculty member on leave for the academic year 2006-2007**

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

### **History of Science and Medicine**

#### **KEVLES, BETTYANN**

History of science & technology; intersection of art & science

#### **KEVLES, DANIEL**

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

#### **LEDERER, SUSAN**

History of American medicine, 19<sup>th</sup> and 20<sup>th</sup> century; medical ethics and bioethics; race and medicine; media and medicine

#### **MOLVIG, OLE**

History of science: History of science and technology in modern European thought and culture

#### **MUSTO, DAVID**

**(O.L.) Spring 2007**

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

#### **ROGERS, NAOMI**

**(O.L.A.Y.) 2006-2007**

History of 20<sup>th</sup> 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.

**STRASSER, BRUNO**

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

**SUMMERS, WILLIAM**

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

**WARNER, JOHN**

19<sup>th</sup> and 20<sup>th</sup> 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, 19<sup>th</sup> & 20<sup>th</sup> centuries; market relations and consumer culture; cultural theory

**ALEXANDER, SHAWN LEIGH**

African American social and intellectual history, civil rights movement, Black Power movement, and American History 1865 to present

**BASZILE, JENNIFER**

African American to 1865, colonial America, native American to 19<sup>th</sup> century, Spanish borderlands to 1848

**BLIGHT, DAVID**

**(O.L.A.Y.) 2006-2007**

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

**CHAUNCEY, GEORGE**

Gay Studies

**DEMOS, JOHN**

**(O.L.A.Y.) 2006-2007**

Colonial America, history of family life, social history

**FARAGHER, JOHN MACK**

**(O.L.) Fall 2006**

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

**FEIN, SETH**

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

**FREEMAN, JOANNE**

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

**FORBES, ROBERT**

Slavery, antebellum U.S. history; Hawaii, 20<sup>th</sup> century peace movement, nuclear arms race and political history

**GADDIS, JOHN LEWIS**

Cold war history; historical methodology, biography, grand strategy

**GAGE, BEVERLY**

U.S. 20<sup>th</sup> century and U.S. politics, terrorism, war and society

**GILMORE, GLENDA**

**(O.L.A.Y.) 2006-2007**

20<sup>th</sup> 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 2007**

19<sup>th</sup> and 20<sup>th</sup> century U.S. legal history

**GUINNANE, TIMOTHY**

Economic history

**HOLLOWAY, JONATHAN**

20<sup>th</sup> century U.S. history, African American history since 1895; urban studies

**JACOBSON, MATTHEW**

U.S. cultural history, 19<sup>th</sup> and 20<sup>th</sup> century immigration, ethnicity and race, U.S. expansionism

**KLEIN, JENNIFER**

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

**LASSONDE, STEPHEN**

History of family life in America; history of childhood; history of education; immigration 1820-1950, United States, 1900-1945, New Haven social history, History of labor, 1850-1950

**LUI, MARY**

**(O.L.) Fall 2006**

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**

U.S. 20<sup>th</sup> century social, cultural, and intellectual history; women, gender, and

sexuality

**MILES, GEORGE**

Native American history, frontier, American west

**MOEHLING, CAROLYN**

American economic history

**MT. PLEASANT, ALYSSA**

Native American history

**PITTI, STEPHEN**

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

**RUSSETT, CYNTHIA**

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

**SCHIFF, JUDITH ANN (limited)**

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

**STOLL, STEVEN**

Environmental history, American west, agriculture, Early Republic

**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

**YOKOTA, KARIANN**

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

**Latin American History**

**GUERRA, LILLIAN**

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

**JORDAN, MARIA**

Modern Spain

**JOSEPH, GILBERT**

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

**SCHWARTZ, STUART**

Latin American history, Brazil

## **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

### **MATTHEWS, JOHN**

Late Roman social, economic, legal

### **METCALF, WILLIAM**

Roman history, Latin literature and numismatics

### **ROTMAN, YOUVAL**

Byzantine history

### **SCHULTZ, CELIA**

Classical history, languages & literatures

## **European and British History**

### **BANAC, IVO**

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

### **BROMUND, THEODORE**

British and British imperial history, 19<sup>th</sup> and 20<sup>th</sup> century, and sports history

### **BUSHKOVITCH, PAUL**

Russia to 1725; Russian foreign policy; Ukraine

### **CABANES, BRUNO**

Modern Europe, European and American military history, World War I and II

### **EIRE, CARLOS**

Early modern Europe; intellectual, social, cultural, and religious history; Protestant Reformation; Catholic Reformation (Spain, France, Germany)

### **ENGELSTEIN, LAURA**

Modern Russia, Modern Europe

### **FREEDMAN, PAUL**

Medieval European history

**History Department Chair**

### **FREVERT, UTE**

Modern German and European history

**GERMOND, CARINE**

Modern European, European integration and international relations

**GOFFART, WALTER**

The barbarian invasions, early medieval kingdoms, early medieval historians;  
European maps for history

**HYMAN, PAULA**

**(O.L.) Spring 2007**

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

**JANSSON, MAIJA**

The study of 16<sup>th</sup> and 17<sup>th</sup> century English society from manuscripts and printed  
sources; Tudor-Stuart history with an emphasis on Parliament and court; 16<sup>th</sup>  
and 17<sup>th</sup> English society and politics

**KASTRITSIS, DIMITRIS**

Ottoman Empire; history of modern Greece; history of southeastern Europe and  
Middle East

**KENNEDY, PAUL**

Great power relations, 19<sup>th</sup> and 20<sup>th</sup> centuries; military and naval history, British  
foreign and imperial history, contemporary global security issues; United Nations  
studies

**MARCUS, IVAN**

**(O.L.) Spring 2007**

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**

Modern France; urban & social history; modern European history since the  
Renaissance

**NOELL, BRIAN**

Early modern European, Renaissance history

**SHORE, MARCI**

European cultural and intellectual

**PINCUS, STEVEN**

History of Britain, history of the Netherlands, worldwide colonial rivalries of 17<sup>th</sup>  
and 18<sup>th</sup> century

**PROCHASKA, FRANK**

Modern British history

**SNOWDEN, FRANK**

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

**SNYDER, TIMOTHY**  
Modern Eastern Europe

**DGS – History Dept.**

**TRIVELLATO, FRANCESCA** (O.L.A.Y.) 2006-2007  
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 20<sup>th</sup> century; war and society; history and memory

**WRIGHTSON, KEITH** (O.L.) Spring 2007  
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.) Spring 2007  
Modern Middle East and Classical Islam; Iran; Ottoman Empire, the Arab world, modern Indian subcontinent to the 19<sup>th</sup> century; history of U.S.-Middle East relations

**AUSLIN, MICHAEL** (O.L.A.Y.) 2006-2007  
History of Japan; international relations; international culture

**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

**GASPER, MICHAEL**  
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

**GUHA, RAMACHANDRA**

Forestry, Middle East, history of India

**HANSEN, VALERIE**

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

**HARMS, ROBERT**

Sub-Saharan Africa

**DUS – History Department**

**KIERNAN, BEN**

**(O.L.A.Y.) 2006-2007**

Southeast Asia, early and modern, esp. Cambodia and Vietnam, Indonesia and East Timor: comparative colonialism, nationalism, communism, genocide, and environmental history

**KIM, HOI-EUN**

Modern Japan

**MAHONEY, MICHAEL**

**(O.L.A.Y.) 2006-2007**

Africa, especially South Africa

**MCDOW, THOMAS F.**

Sub-Saharan Africa and the Indian Ocean

**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

**SPENCE, JONATHAN**

China, 17<sup>th</sup> century to the present; Sino-western relations; world history; Chinese legal history; western perceptions of China

**Senior Essay Research Fellowship Application  
History of Science and Medicine Program**

**Note: Before applying for this research fund, you must apply to your College's Mellon Fund.**

Return this application along with a copy of your Mellon Application to HGS room 207 by Friday, November 3<sup>rd</sup>. If you are chosen for a fellowship, you will be notified by e-mail. You will have to come to HGS room 237 to pick up your research grant in person (bring a Yale ID)

Name: \_\_\_\_\_ E-mail \_\_\_\_\_

Social Security Number: \_\_\_\_\_ U.S. Citizen: Yes/No

If no, country of permanent residence: \_\_\_\_\_

Permanent home address: \_\_\_\_\_  
\_\_\_\_\_

Have you applied for any other funding through your college, another department, or fund? \_\_\_\_\_. If yes, identify: \_\_\_\_\_  
\_\_\_\_\_. Were you awarded funds? \_\_\_\_\_

If you are still under consideration, when will you be notified? \_\_\_\_\_

Name of college: \_\_\_\_\_

Title of Essay:  
\_\_\_\_\_  
\_\_\_\_\_

Senior Essay Advisor's Signature: \_\_\_\_\_

Attach a one-page abstract outlining your thesis and the role this research trip will play in your essay.

Research destination: Include country, city, libraries, archives, etc.:

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Materials you will use (collections, subjects to be interviewed, etc.):

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Research Budget: (include travel, accommodation, copying, etc.):

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Total cost requested: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_