HISTORY OF SCIENCE AND MEDICINE

Humanities Quadrangle, 203.432.1365
http://hshm.yale.edu
M.A., M.Phil., Ph.D.

Chair
Deborah Coen

Director of Graduate Studies
Joanna Radin

Faculty Sakena Abedin (History of Science & Medicine), Paola Bertucci (History), Deborah Coen (History), Ivano Dal Prete (History), Kelly O’Donnell (History of Science & Medicine), Nana Quarshie (History), Joanna Radin (History of Medicine), Chitra Ramalingam (History of Science & Medicine), Marco Ramos (History of Science), William Rankin (History), Carolyn Roberts (African American Studies; History; History of Medicine), Naomi Rogers (History; History of Medicine; Women’s, Gender, & Sexuality Studies), John Harley Warner (History of Medicine; History)

Affiliated faculty Rene Almeling (Sociology), Toby Appel (Librarian for Medical History), Alexi Baker (Collections Manager, HSI), Marisa Bass (History of Art), Randi Epstein (English), Melissa Grafe (Librarian for Medical History), Dimitri Gutas (Emeritus; Near Eastern Languages & Civilizations), Ann Hanson (Classics), Jessica Helfand (Yale College), Marcia Inhorn (Anthropology), Kathryn James (Curator, Early Modern Books & Manuscripts, Beinecke Library), Amy Kapczynski (Law), Jennifer Klein (History), Stephen Latham (Director, Interdisciplinary Center for Bioethics), Lisa Messeri (Anthropology), Joanne Meyerowitz (History), Alan Mikhail (History), Jennifer Raab (History of Art), Ayesha Ramachandran (Comparative Literature), Kevin Repp (Curator, Modern European Books & Manuscripts, Beinecke Library), Paul Sabin (History), Jason Schwartz (Public Health), Gordon Shepherd (Neuroscience), Rebecca Tannenbaum (History), R. John Williams (English; Film & Media Studies)

The Graduate Program in the History of Science and Medicine is a semi-autonomous graduate track within the Department of History. The program’s students are awarded degrees in History, with a concentration in the History of Science and Medicine.

FIELDS OF STUDY

All subjects and periods in the history of science and history of medicine, especially the modern era. Special fields represented include American and European science and medicine; disease, therapeutics, psychiatry, drug abuse, and public health; science and national security; science and law, science and religion, life sciences, human genetics, eugenics, biotechnology, gender, race, and science/medicine; bioethics and medical research; environmental sciences; human and social sciences; physical and earth sciences.
SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

Courses

Students will ordinarily take fourteen courses by the end of the third year. In their first two years, all students will normally take the three core Problems seminars: Problems in the History of Medicine and Public Health (HSHM 701 or HSHM 703), Problems in the History of Science (HSHM 702), and Problems in Science Studies (HSHM 710). These courses are committed to exploring histories of medicine and science alongside the cultural, political, and social forces that shape them. Issues of race, gender, sexuality, disability, class, and religion are integrated into discussions of medical and scientific knowledge production and praxis in Western and non-Western contexts. In addition, students are expected to take the HSHM Program seminars (HSHM 790 and HSHM 791, each one-half credit) during their third through sixth semesters. These courses meet every other week and teach skills related to research and professional development that includes careers in and beyond academia.

Students are also required to take four graduate seminars in the history of science or medicine. Two of the four must be graduate research seminars. The remaining five courses can be taken in history of science or medicine, history, science, or any other field of demonstrated special relevance to the student’s scholarly objectives.

Graduate school grading at Yale follows a qualitative rubric of Honors, High Pass, or Pass. During the first two years of study, students must achieve Honors in at least two courses in the first year and Honors in at least four courses by the end of the second year, with a High Pass average overall. At the end of each term, the director of graduate studies (DGS) will ask faculty members whether they have serious concerns about the academic progress of any first- or second-year students in the Ph.D. program. Faculty members who have such concerns will provide written feedback to the DGS at the DGS’s request. The DGS will use discretion in ensuring that feedback is provided in a clear and effective manner to any students about whom there are concerns.

Students who enter having previously completed graduate work may obtain up to three course credits toward the completion of the total course requirement, the number being contingent on the extent and nature of the previous work and its fit with intended course of study at Yale.

Languages

All students must show proficiency in two languages in addition to English relevant to the student’s research interests and approved by the DGS. Over the years, our graduate students have demonstrated proficiency in a wide range of languages, including American Sign Language, Bulgarian, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Mandarin Chinese, Norwegian, Russian, Spanish, and Swedish. Students may fulfill the requirement in a variety of ways, including demonstrated command of a native language other than English, graduation from an approved foreign university where teaching is conducted in a language other than English, passing an approved language course for credit, or passing a language test administered by the faculty or by one of Yale’s language departments. Language tests are administered by their respective departments (such as German, Italian, French,
East Asian Languages and Literatures). Students should consult the DGS for additional details and options for uncommon languages.

Yale offers classes in a variety of languages, from introductory to advanced levels, as well as special summer courses for targeted reading proficiency. There are also opportunities to study languages outside of Yale’s curriculum, including funding for summer language study, and Directed Independent Language Study (DILS) for individuals who wish to study a language not offered by Yale. For more information on these programs and foreign language tutoring at Yale, please visit the Center for Language Study’s website at http://cls.yale.edu.

Second-Year Review

At the end of the academic year, the HSHM faculty will hold a special meeting to review each first- and second-year student in the program. The purpose of the meeting is to assess students’ academic progress. In order for second-year students to proceed to the third year, they must demonstrate through written work, classroom performance, and participation in departmental activities that they have the ability to: (a) speak and write clearly; (b) conduct independent research at a high level; and (c) develop coherent scholarly arguments. A faculty vote will be taken at the conclusion of the review meeting to decide whether each second-year student may continue in the program. If a majority of faculty present and voting determine that a student may not continue, the student will be informed in writing and withdrawn from the program. The review meeting must be a full faculty meeting, but faculty members with no knowledge of the students under review may abstain from the vote, and their abstentions will not count in the total. Those members of the faculty who have worked with or know the students being evaluated are required to attend. In the event that any necessary faculty members absolutely cannot be present, they may send their views in writing to the DGS, who will read them at the meeting.

Qualifying Examination

Prior to beginning work on the dissertation, all students are expected to develop a broad general knowledge of the discipline. This knowledge will be acquired through a combination of course work, regular participation in HSHM colloquia and workshops, and dedicated preparation for the qualifying oral examination.

The qualifying examination has two main goals. First, it is a preparatory step toward the dissertation. Students will master the analytical vocabulary of the discipline and engage critically with key historiographic and theoretical questions. This will prepare them to select a research topic of scholarly significance and to articulate its import effectively. Second, the qualifying examination will prepare students for teaching. Students will learn to communicate a set of historical themes and narratives confidently and fluently. Accordingly, as part of their exam preparation, students may be asked to draft a syllabus for an undergraduate course based on each exam field.

Students will normally spend the summer following their second year preparing for the oral qualifying examination, which will be taken in the third year, preferably during the first half.

The qualifying examination will normally consist of four fields, each of which will be examined by a different faculty member: two fields in the history of science and/or
history of medicine; one field in an area of history outside of medicine and/or science; and one field of special interest, the content and boundaries of which will be established in consultation with the student’s adviser.

Possibilities for the field of special interest include a second field in history outside of history of science or medicine, a field with a scientific or medical focus (such as bioethics, health policy, public health, medical anthropology, or medical sociology), or a field at the intersection of science, medicine, and other subjects (such as law, national security, religion, culture, biotechnology, gender, race, literature, the environment, and so on).

In preparation for the qualifying examination, the program's faculty work closely with students to facilitate the successful passage of the exam. A student who does fail the qualifying examination will be permitted to retake it. A student who fails a second time will be asked to withdraw from the program.

Advising
During their first term in the program, all students will be advised by the DGS. During the second term and thereafter, each student will be advised by a faculty member of the student's choosing. The adviser will provide guidance in selecting courses and preparing for the qualifying examination. The adviser may also offer help with the development of ideas for the dissertation, but students are free to choose someone else as the dissertation adviser when the time comes to do so. Students are encouraged to discuss their interests and program of study with other members of the faculty.

Dissertation Prospectus
Students are encouraged to begin thinking about their dissertation topics during the second year. This is an opportune time, since they will be expected to submit a dissertation prospectus as soon as possible following the qualifying examination and to defend the prospectus orally before being admitted to full candidacy for the doctoral degree. The prospectus colloquium is typically held in the second term of the third year, with advancement to candidacy before the start of the fourth year.

For more information, please see the program's Guide to Prospectus and Prospectus Colloquium at https://hshm.yale.edu/sites/default/files/files/prospectus_guide.pdf.

Committee Constitution Requirement
Each Ph.D. student must have a dissertation committee and a dissertation adviser, satisfactory to the student's department and in accordance with Graduate School requirements, in order to register for the fourth year of study. Students without an approved committee and dissertation adviser will normally be withdrawn from their program.

Teaching
Teaching is an important part of the professional preparation of graduate students in History of Science and Medicine. Students are encouraged to participate in programs to develop their teaching skills, including the Certificate for College Teaching Preparation,
which is a comprehensive training program designed to enhance proficiency in classroom instruction.

Typically, during the third and fourth years of study, students will serve as teaching fellows, which usually means that they will lead small-group discussion sections for undergraduate courses and grade their students’ exams and papers. On occasion, however, students may work as teaching fellows in the second term of the second year, particularly if they have received course credit for previous graduate studies, or if they choose to defer the completion of their required course work for the first term of the third year. Students usually work as teaching fellows for courses in the History of Science and Medicine, but they may also have the opportunity to be teaching fellows in History or other departments.

At least two terms of teaching are required for doctoral students to graduate from the Program in the History of Science and Medicine; four terms are required for students on Yale-supported fellowships, although students may elect to substitute one or two of these terms with research assistantships at the Yale Center for British Art, the Yale University Art Gallery, or other sites across campus. For more information, please contact the Office of Financial Aid.

Chapter Conference and Dissertation Completion

In the fourth or fifth year, and preferably no later than the fall term of the fifth year, students are required to submit one chapter of the dissertation (not necessarily the first chapter) to the dissertation committee. The committee will then meet as a group with the student to discuss the chapter and the student’s progress on the dissertation more generally. This conference is meant to be an extension of the conversation begun in the prospectus defense, with the aim of providing feedback on the student’s research, argument, and style at this early stage of the dissertation writing process.

M.D./Ph.D. AND J.D./Ph.D. JOINT-DEGREE PROGRAMS

Students may pursue a doctorate in History of Science and Medicine jointly with a degree in Medicine or Law. Standard graduate financial support is provided for the doctoral phase of work toward such a joint degree. Candidates for the joint degree in Law must apply for admission to both the Law School and the Graduate School. Information about the joint-degree program with Medicine can be obtained from the website of the Yale School of Medicine (http://medicine.yale.edu/mdphd) and from the website of the Section of the History of Medicine (http://medicine.yale.edu/histmed).

MASTER’S DEGREES

M.Phil. and M.A. (en route to the Ph.D.) See Degree Requirements under Policies and Regulations.

Terminal Master’s Degree Program For the terminal master’s degree students must pass seven term courses, four of which must be in HSHM. Course work will normally include at least two Problems graduate seminars and two additional graduate seminars in HSHM. The remaining courses are to be chosen in consultation with the DGS or a faculty adviser. Honors grades are required in two courses, with a High Pass average overall. Financial aid is not available for this M.A. program.
More information is available on the program’s website, http://hshm.yale.edu.

COURSES

HSHM 691a and HSHM 692b / ANTH 963a and ANTH 964b / HIST 963a and HIST 964b / HSAR 841a and HSAR 842b, Topics in the Environmental Humanities  Paul Sabin

This is the required workshop for the Graduate Certificate in Environmental Humanities. The workshop meets six times per term to explore concepts, methods, and pedagogy in the environmental humanities, and to share student and faculty research. Each student pursuing the Graduate Certificate in Environmental Humanities must complete both a fall term and a spring term of the workshop, but the two terms of student participation need not be consecutive. The fall term each year emphasizes key concepts and major intellectual currents. The spring term each year emphasizes pedagogy, methods, and public practice. Specific topics vary each year. Students who have previously enrolled in the course may audit the course in a subsequent year. Open only to students pursuing the Graduate Certificate in Environmental Humanities.

½ Course cr per term

HSHM 702a / HIST 931a, Problems in the History of Science  Deborah Coen

Surveys current methodologies through key theoretical and critical works. Students encounter major twentieth-century methodological moments that have left lasting imprints on the field: positivism and anti-positivism, the sociology of knowledge, actor-network theory, and historical epistemology, as well as newer approaches focusing on space, infrastructure, translation, and exchange. We also consider central conceptual problems for the field, such as the demarcation of science from pseudoscience; the definition of modernity and the narrative of the Scientific Revolution; vernacular science, the colonial archive, and non-textual sources.

HSHM 703a / AMST 877a / HIST 926a, Problems in the History of Medicine and Public Health  John Warner

An examination of the variety of approaches to the social, cultural, and intellectual history of medicine, focusing on the United States. Reading and discussion of the recent scholarly literature on medical cultures, public health, and illness experiences from the early national period through the present. Topics include the role of gender, class, ethnicity, race, religion, and region in the experience of health care and sickness and in the construction of medical knowledge; the interplay between vernacular and professional understandings of the body; the role of the marketplace in shaping professional identities and patient expectations; health activism and social justice; citizenship, nationalism, and imperialism; and the visual cultures of medicine.

HSHM 710b / HIST 921b, Problems in Science Studies  Joanna Radin

Exploration of the methods and debates in the social studies of science, technology, and medicine. This course covers the history of the field and its current intellectual, social, and political positioning. It provides critical tools— including feminist, postcolonial, and new materialist perspectives— to address the relationships among science, technology, medicine, and society.

HSHM 713b / HIST 913b, Geography and History  Bill Rankin

A research seminar focused on methodological questions of geography and geographic analysis in historical scholarship. We consider approaches ranging from the Annales School of the early twentieth century to contemporary research in environmental
history, history of science, urban history, and more. We also explore interdisciplinary work in social theory, historical geography, and anthropology and grapple with the promise (and drawbacks) of GIS. Students may write their research papers on any time period or geographic region, and no previous experience with geography or GIS is necessary. Open to undergraduates with permission of the instructor.

**HSHM 716b / EMST 816b / HIST 936b, Early Modern Science and Medicine**  Paola Bertucci

The course focuses on recent works in the history of science and medicine in the early modern world. We discuss how interdisciplinary approaches—including economic and urban history, sociology and anthropology of science, gender studies, art and colonial history—have challenged the classic historiographical category of “the Scientific Revolution.” We also discuss the avenues for research that new approaches to early modern science and medicine have opened up, placing special emphasis on the circulation of knowledge, practices of collecting, and visual and material culture.

**HSHM 717a / EMST 817a / HIST 923a, Early Modern Studies Practicum**  Paola Bertucci

This seminar is open to students in any year, including ABDs, who wish to workshop papers, presentations, talks, grant applications, or anything else related to Early Modern Studies. We work together on developing scholarly skills, reading drafts, and offering feedback.

**HSHM 755b / ANTH 615b, Anthropological Perspectives on Science and Technology**  Lisa Messeri

The course focuses on ethnographic work on scientific and technical topics, ranging from laboratory studies to everyday technologies. Selected texts include canonical books as well as newer work from early scholars and the most recent work of established scholars. Divided into four units, this seminar explores the theme of “boundaries,” a perennial topic in anthropology of science that deals with the possibility and limits of demarcation. Each week, different kinds of boundaries are examined, and students learn to see their social constructedness as well as the power they carry. We begin by exploring where science is and isn’t, followed by the boundary between ourselves and technology, which is a specific example of the third boundary we examine: the one artificially drawn between nature and culture. We end with readings on geopolitics and the technologies of delineating nation from nation as well as thinking about postnational scientific states. Class discussion guides each session. One or two students each week are responsible for precirculating a book review on the week’s reading, and a third student begins class by reacting to both the texts and the review. The final assignment is a research paper or a review essay.

**HSHM 759a / AMST 694a / WGSS 690a, Theories of Care and Cure: Illness Narratives and Medical Justice**  Kalindi Vora

Bringing together scholarship in medical anthropology; disability studies; queer-, trans- and crip-of-color studies; critical race and ethnic studies; and feminist science and technology studies with patient narratives and art practice, this course centers patient narratives as a site for new understandings of health/disease and ability/debility. To theorize care and cure, we draw upon analysis and refiguration of medicine, diagnosis, and treatment by theorists and patients in the works of Jennifer Terry, Lochlann Jain, Eli Clare, Dean Spade, June Jordan, Audre Lorde, Leah Lakshmi Piepzna-Samarasinha, Mia Mingus, Abigail Dumas, Alexis Pauline Gumbs, and Emily
Martin. Art practitioners we study include the collective "What would an HIV Doula Do," Simone Leigh, Alok Menon, and Joanna Hedva.

**HSHM 762a / HIST 897a / SAST 837a, Environment, Medicine, and Science in South and Southeast Asia**  Sunil Amrith

This graduate seminar explores the cutting edge of scholarship in histories of environment, medicine, and science in South and Southeast Asia. The course draws examples from both South and Southeast Asia—among our aims is to examine who in their field has challenged or reimagined the conventional boundaries of area studies. The class is designed to serve as preparation for qualifying examinations across a range of fields and as a starting point for students who envisage dissertation projects that engage with these areas of scholarship. Our focus, throughout, is on archives, approaches, and methodologies (including new approaches to research that have been necessitated by the pandemic). Readings and topics are tailored to the interests of the students in the class. Students have the choice of writing a historiographical paper or producing an original research paper.

**HSHM 770a / HIST 940a / WGSS 782a, Disability Histories: Research Seminar**  Naomi Rogers

This course introduces students to the major issues in current disability history as well as theoretical debates in disability studies. We discuss cultural, social, and political meanings of citizenship; efforts to define and classify disabled bodies; contested notions of bodily difference; and the ways disability has and continues to be used as a metaphor for socially defined inferiority like gender, race, or sexuality. By the fourth week students have identified the topic for their research papers and discussed them in class. The next month is devoted to research and writing. We then start meeting again to read and discuss a draft of each paper.

**HSHM 780b / HIST 948b, History beyond the Archive**  Nana Osei Quarshie

This course focuses on three broad themes. First, we examine the social construction of “the archive.” What forms of knowledge accumulation constitute a historical repository? Second, we examine the role of the archive in the interplay of ethnography and historiography. How do ethnographic history, historical ethnography, and history of the present differ? Lastly, we examine the necessity of the archive and consider various alternative grounds upon which history can be constructed. What might it mean to imagine a history (or a history of science, medicine, and technology) beyond the archive?

**HSHM 920a or b, Independent Reading**  Staff

By arrangement with faculty.

**HSHM 930a or b, Independent Research**  Staff

By arrangement with faculty.