

204A. Research Methods in History of Health Sciences
Spring 2018
Thursdays 10 AM
LH SUITE 370

Prof. Brian Dolan

This course has two parts. The first is the reading and discussion of articles about different approaches to writing, identifying audiences, thinking about purpose and intent, and some technical considerations of crafting a thesis. The second is the development of the prospectus for your summer research project. Each week, you will work on one aspect of the conceptualization of your project, and in class we will discuss and comment upon each student's work.

For the assignments due weeks 2-10, email your completed assignment (as an attached word document) to the group no later than 24 hours before class (by noon on Wednesdays for class on Thursday). Please come to class with comments on your classmates' work and be prepared to offer suggestions for further research and other constructive criticism.

One-on-one meetings throughout the summer will be determined on an individual basis, according to your schedules. The final paper will be due **September 27**. The paper must be double-spaced, fully referenced, as described in Appendix Two of your Student Handbook. You do NOT need to submit a final bibliography of works cited. The paper should be 7,000-10,000 words (about 25-35 pages), **exclusive** of the endnotes. The **350-word abstract** will be due **a few weeks before AAHM deadline** (to give me time to comment and for you to make revisions before submitting the abstract to AAHM).

This course provides foundational knowledge for students to understand the essentials of professional practice, conduct, and career orientation of historians practicing the discipline of history of medicine. Our objective here is met when students learn:

- To define membership to the profession according to a self-conscious identification with a community of historians who are collectively engaged in investigating and interpreting the past as a matter of disciplined learned practice.
- How historians strive to improve understanding of the past through a complex process of critical dialogue—with each other, with the wider public, and with the historical record—in which we explore former lives and worlds in search of answers to the most compelling questions of our own time and place.
- How to respect the integrity of the historical record and what constitutes historical evidence.
- The difference between primary and secondary scholarship and ethical and professional ways to document one's research and evidence for supporting their arguments.

- That professional integrity in the practice of history requires awareness of one's own biases and a readiness to follow sound method and analysis wherever they may lead.

The Research Methods course also examines different types of scholarship which present examples of different styles of historical writing and ways that history is catered to varied audiences. We provide examples, guidance, and advice on locating archives, managing data, and writing practices.

DATE	READINGS	ASSIGNMENTS
	PART ONE: WHAT IS A TOPIC?	
WEEK 1 April 5	Getting the Idea <ol style="list-style-type: none"> 1. Wayne Booth, et al, <i>The Craft of Research</i> (Chicago: University of Chicago Press, 2016, 4th ed), Chapter 3, pp. 33-47. 2. Jacalyn Duffin, “Sleuthing and Science: How to Research a Question in Medical History,” in her <i>History of Medicine: A Scandalously Short Introduction</i> (Toronto, 1999), 360-78. 3. Kristin Poling, “Formulating a Research Question,” online at Department of History, Harvard: https://history.fas.harvard.edu/files/history/files/research_question.pdf (Also in PDF folder) 4. Case Study: Brian Dolan, “Accounting for Ethical Misconduct: Historical Analysis of Legislative and Judicial Efforts to Control Medicare Fraud,” article for <i>Journal of Bioethical Enquiry</i> 	<p>Discussion points: What’s a “sexy topic”?</p> <p>How do be open-minded yet focused.</p> <p>Archive-driven questions and topics.</p> <p>What is an historical hypothesis?</p>
WEEK 2 April 12	Finding Sources <ol style="list-style-type: none"> 1. Wayne Booth, et al, <i>The Craft of Research</i> (Chicago: University of Chicago Press, 2016, 4th ed), Chapters 5 & 6, pp. 65-104. 2. Anthony Brundage, <i>Going to the Sources: A Guide to Historical Research and Writing</i> (Wiley-Blackwell, 2013), chapters 4, 5 and 7. 3. Jenny Presnell, <i>The Information-Literate Historian</i> (Oxford University Press, 2012), Chapters 6 & 7. 4. Case Study: Jerome J. Bylebyl, “Interpreting the Fasciculo Anatomy Scene,” <i>Journal of the History of Medicine and Allied Sciences</i> 45 (1990): 285-316. 	<p>Introductory readings on finding, evaluating, and handling sources of information.</p> <p>Discussion of revisionist history and alternate interpretations of the same scene.</p>
WEEK 3 April 19	Professional Standards <ol style="list-style-type: none"> 1. Lovitts and Wert, <i>Developing Quality Dissertations in the Humanities</i> (HARD COPY handout) 2. American Historical Association (AHA), <i>Statement on Standards of Professional Conduct</i> (2011) 3. Case study: Mario Biagioli, “Galileo, Emblem Maker,” <i>Isis</i> 81 (1990)l 230-258. 4. Review: M. Shank, “Galileo’s Day in Court,” in <i>J History of Astronomy</i> 25 (1994), 236-243. 5. Reply to Review: M. Biagioli, “Playing with the Evidence,” <i>Early Science and Medicine</i> 1 (1996), 70-105. 6. Reply to Reply to Review: M. Shank, “How Shall We Practice History?” <i>Early Science and Medicine</i> 1 (1996), 106-150. 	<p>Discussion topic: Expectations about structure of PhD dissertation; what is “context”? What is evidence? “Interesting” is not an argument.</p>

<p>WEEK 4 April 26</p>	<p>Digital Humanities, Big Data, and All That</p> <ol style="list-style-type: none"> 1. <i>Medical History</i> 61 (2017), issues 1 – 4 all have articles dedicated to reviewing “Big-Data” projects and the history of medicine. Access through UCSF library. See issue 1: pp. 176-180 Issue 2: pp. 336-339 Issue 3: pp. 474-480 Issue 4: pp. 609-614 2. Case study: Helen King, “History without Historians? Medical History and the Internet,” <i>Soc Hist Med</i> 25 (2012), 212-221 3. Reply: Don Shelton, “The Internet and ‘New’ Historians,” <i>Soc Hist Med</i> 25 (2012), 222-231. (Reply to King) 4. Reply to reply: Helen King, “Response to Shelton,” <i>Soc Hist Med</i> 25 (2012), 232-238 	<p>Explore the links within these short pieces to examine the projects to which they refer.</p>
	<p>PART TWO: WHY AND FOR WHOM?</p>	
<p>WEEK 5 May 3</p>	<p>Audiences</p> <ol style="list-style-type: none"> 1. Anthony Grafton, “Historians at Work: Public History” “From the President” column, <i>Perspectives on History</i>, December 2011 (AHA Society) 2. William Leuchtenburg, “The Historian and the Public Realm,” <i>American Historical Review</i> 97 (1992), 1-18. 3. Steven Shapin, “Hyperprofessionalism and the Crisis of Readership in the History of Science” 4. Case study: Dava Sobel, <i>Longitude</i> (London: Bloomsbury, 1995), chapters 1 & 2. 5. Review: John Gascoigne, “‘Getting a Fix’: The <i>Longitude</i> Phenomenon,” <i>Isis</i> 98 (2007), 769-778. 	<p>Do you write for yourself? Your mom? Congress?</p> <p>(Hint: your committee)</p>
<p>WEEK 6 May 17</p>	<p>A Moral Mission?</p> <ol style="list-style-type: none"> 1. Ruth Behar, “The Vulnerable Observer,” from <i>The Vulnerable Observer: Anthropology the Breaks Your Heart</i> (1997) 2. Richard Vann, “Historians and Moral Evaluations,” <i>History and Theory</i> 43 (2004), 3-30 3. Charles Hendrick, “The Ethics of World History,” <i>Journal of World History</i> 16 (2005), 33-49 4. Susan Reverby, “‘Normal Exposure’ and Inoculation Syphilis: A PHS ‘Tuskegee’ Doctor in Guatemala, 1946-1948,” <i>Journal of Policy History</i> 23.1 (2011): 6-28 	<p>Discussion: What have you read in history of medicine that establishes a moral position?</p>

WEEK 7 May 24	Informing Policy <ol style="list-style-type: none"> 1. Virginia Berridge, "History Matters? History's Role in Health Policy Making," <i>Medical History</i> 52 (2008), 311-326 2. Simon Szreter, "History, Policy and the Social History of Medicine," <i>Soc Hist of Med</i> 22 (2009), 235-244 3. Allan M. Brandt, "From Analysis to Advocacy: Crossing Boundaries as a Historian of Health Policy" in <i>Locating Medical History</i>, Chapter 21 4. Case study: John Heilbron, "Applied History of Science," <i>Isis</i> 78 (1987), 552-563. 	Discussion topic: There are clearly different intentions among writers of history who imagine the impact of their work. Think about what "policy" issues your topics might bear upon.
	PART THREE: COMPOSITION	
WEEK 8 May 31	Writing History for Journalism Writings by Elena Conis (UC Berkeley, UCSF) How the Poor Get Blamed for Disease , The Atlantic We Can't Just Blame Antivaxxers... , The Washington Post Political Ills , Distillations	Prepare 5 questions to interview me.
WEEK 9 June 7	On Writing <ol style="list-style-type: none"> 1. Stephen King, <i>On Writing</i> (New York: Scribner, 2010, first ed. 2000), pp. 145-180. 2. Wayne Booth, et al, <i>The Craft of Research</i> (Chicago: University of Chicago Press, 2016, 4th ed), Chpts. 8, 9, 12, 13. 	Discussion: Share tips for staying focused; creating space for writing. Sticking to the point.
WEEK 10 June 14	On Narrative <ol style="list-style-type: none"> 1. David Carr, "Narrative Explanation and its Malcontents," <i>History and Theory</i> 47 (2008), 19-30 2. Laqueur, Thomas. "Bodies, Details, and the Humanitarian Narrative." In <i>The New Cultural History</i>, edited by Lynn Hunt, 176-204. Berkeley: University of California Press, 1989. 3. Marcus, G. E. and D. Cushman. "Ethnographies as Text." <i>Annual Review of Anthropology</i> 11, (1982): 25-69. 4. Case Study: Adrian Desmond and James Moore, <i>Darwin</i> (London, 1991), selected chapters. 	

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| | <p>5. Review: Robert M. Young, Desmond and Moore's Darwin: A Critique," in Science as Culture 20 (1994), 393-424, also online: http://human-nature.com/rmyoung/papers/paper33h.html</p> | |
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