

HISTORY OF HEALTH SCIENCES ACADEMIC MANUAL

Degree-Specific Policies and Guidelines

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Mission of The History of Health Sciences Program

This graduate program will train students to examine the history of health sciences (broadly conceived, to include medicine, nursing, pharmacy, public health, alternative healing, and biomedical research, etc) from a variety of critical approaches. Doctoral students will be prepared to undertake a wide variety of professional careers in academia, industry, government, and communications. For those who choose academic research and teaching in the field, this program will lay the foundation for them to create and interpret new knowledge as scholars and to share and disseminate their knowledge of the field as educators. Those who choose non-academic career paths will learn to incorporate historical perspectives into their understanding and practice of their respective fields, as will students enrolled in the master's program and health professions students who take elective courses in the program. The physical and intellectual location of this history program within one of the nation's leading medical schools affords the opportunity to advance the historical analysis and understanding of biomedical sciences, clinical practices, and health policies.

Doctor of Philosophy (Ph.D.)

Core Elements

Intellectual criteria in historical research

The *intellectual qualities* specifically required in the discipline of history are:

- The ability to understand how people have existed, acted and thought in the always different context of the past. History involves the cultural shock of encountering and sensing the past's otherness and learning to understand unfamiliar structures, cultures and belief systems. These forms of understanding also shed important light on the influence that the past has on the present.
- The ability to read and use texts and other source materials, both critically and empathetically, while addressing questions of genre, content, perspective and purpose.
- The appreciation of the complexity and diversity of situations, events and past mentalities. This emphasis is central to History's character as an anti-reductionist discipline fostering intellectual maturity.
- The understanding of the problems inherent in the historical record itself: awareness of a range of viewpoints and the way to cope with this; appreciation of the range of problems involved in the interpretation of complex, ambiguous, conflicting and often incomplete material; a feeling for the limitations of knowledge and the dangers of simplistic explanations.
- Basic critical skills: a recognition that statements are not all of equal validity, that there are ways of testing them, and that historians operate by rules of evidence

which, though themselves subject to critical evaluation, are also a component of intellectual integrity and maturity.

- Intellectual independence: a student undertaking a research degree in history must demonstrate the ability to set tasks and solve problems. This involves: bibliographic skills; the ability to gather, sift, select, organize and synthesize large quantities of evidence; the ability to formulate appropriate questions and to provide answers to them using valid and relevant evidence and argument. Students should demonstrate reflexivity i.e. an understanding of the nature of the discipline including what questions are asked by historians, and why.
- Research students in history must demonstrate their capacity for marshaling an original argument both in an extended written thesis and in oral form drawing on and presenting all the above skills. Such argument should make an original historiographical contribution, have structure and be concise. In the case of written argument it should be expressed in clear, lucid and coherent prose. Orally it should involve the capacity to sustain a reasoned line of argument in the face of others, to listen, to engage in sustained debate, and amend views as necessary in the light of evidence and argument.

The *professional skills* acquired through the study of History are:

- Self-discipline;
- Self-direction;
- Independence of mind, and initiative;
- Ability to work with others, and have respect for others' reasoned views;
- Ability to gather, organize and deploy evidence, data and information; and familiarity with appropriate means of identifying, finding, retrieving, sorting and exchanging information;
- Analytical ability, and the capacity to consider and solve problems, including complex problems.
- Structure, coherence, clarity and fluency of oral expression;
- Structure, coherence, clarity and fluency of written expression;
- Intellectual integrity and maturity;
- Empathy and imaginative insight.

Criteria for content of a history dissertation

Time depth: Awareness of continuity and change over an extended time-span is central to an historical awareness. This leads to an understanding of historical processes, and it opens the way to the insights that stem from a juxtaposition of past and present. Research students in history must demonstrate a sophisticated grasp of the relationship between continuity and change in historical transformation. Theses that cover a relatively short time-span should demonstrate how they provide a long-term perspective on their subject matter.

Geographical range: Research students in history often study more than one society or culture that opens the way to comparative perspectives. Where a single country is the focus of a thesis that thesis may usefully incorporate comparison with others. For example, the student whose prime focus is a British topic may demonstrate an enhanced objectivity that flows from comparative analysis that takes into account the implications of Britain's imperial past and multicultural present. History's ability to promote understanding between cultures and between national traditions remains a central goal of the discipline.

Contemporary sources: Critical analytical evaluation and interpretation of documentary source material originating in the period studied is statutory for the award of a research degree in history. This will often comprise written documents, but when appropriate will include artifacts, visual evidence, etc. Research students in history must carry out sustained, intensive critical work on such source material.

Reflexivity: A history thesis should reflect critically on the nature of the discipline, its social rationale, its theoretical underpinnings and its intellectual standing. This constitutes the historiographical or methodological content of the thesis.

Diversity of Specialism: History comprises many varieties, each with its distinctive focus and theoretical orientation (for instance, economic, social, political, cultural, environmental and gender history, and the history of race). Students should demonstrate a critical awareness that there are many principles of selection and modes of inquiry.

Logistics

Admission requirements

Since the history of health sciences is an interdisciplinary field, students from a wide variety of academic backgrounds in the humanities, the social sciences, and the natural sciences are encouraged to apply. Students must have a bachelor's degree from an accredited college or university with a minimum cumulative grade point average of 3.0 (on a 4.0 scale) or the equivalent from a non-U.S. institution. Students with master's degrees are encouraged to apply, but the Program in History of Health Sciences will only award credit for graduate work done at another institution under certain circumstances. The GRE General Test is not required and test scores are not accepted.

Students are admitted to the Program in History of Health Sciences biennially (2021, 2023, etc.).

By admitting new students every other year, the Program ensures that the student to faculty ratio remains low, which enables students to work closely with faculty on an individual basis.

Academic residence

The minimum residence requirement is two years of full-time study (minimum of two courses per term).

Advising

Upon entering the program, the program director (Aimee Medeiros) serves as the primary advisor during the first two years of coursework and guides the students through the process of the qualifying examinations (discussed in detail below). Students can elect to have additional faculty mentor(s) to help advise on research with the notification and approval of the program's director.

In the spring quarter of the second year, the student will nominate their dissertation committee chair, who must agree to work closely with the student to formulate their dissertation project and provide guidance in writing the prospectus below. A letter of acceptance by the faculty member to serve as dissertation committee chair must be on file with the department before the qualifying examination takes place. It is up to the student to spearhead this process. After departmental approval of the student's dissertation prospectus in the second year two additional faculty members will be added to the student's dissertation committee, which will be composed as follows: the dissertation committee chair, a second consultant (from the History of Health Sciences core faculty), and a third reader (potentially faculty from outside the program). A committee chair from outside the program can be appointed under specific circumstances discussed between the student, their choice of committee chair, and the program's executive committee. The student is required to assemble their dissertation committee and to do so by the deadline. During the research and writing of the dissertation, the student will meet with (or update through email or phone) their advisor on an agreed schedule (recommended at least once a month) and with each of the other two readers once a quarter.

Student Disability Services (SDS)

The History of Health Sciences program is committed to ensuring all students have equal access to instruction, services, and activities. SDS is available to assist students with obtaining required accommodations. See the Graduate Division [disability accommodations process](#) for more information.

The first two years of the program

Coursework

Students must complete a minimum of twelve courses (48 units, excluding professional skills and language courses) during the first two years of study; more courses may be taken, in accordance with the individual student's schedule and interests.

Required courses (36 units):

FALL term, First Year:

200A Introduction to History of Health Sciences I (4 units)

203A Approaches to the History of Health Sciences (4 units)

WINTER term, First Year:

200B Introduction to History of Health Sciences II (4 units)

203B Historiography and Theory from Determinism to Relativism, Descartes to Derrida (4 units)

SPRING term, First Year:

204A Research Methods (3 units)

205 Archives and Special Collections Research (4 units)

201A Disease and the Social Order (4 units)

FALL term, Year Two:

204B Research Methods (2018, 1 unit, please refer to “summer research project”)*

WINTER term, Year Two:

297 Special Study (4 units)

297 Special Study (4 units)

SPRING term, Year Two:

Prospectus (4 units)

Qualifying Exam (defense of the prospectus)

Elective Courses (12 units)

Students are required to take elective courses equaling 12 units. Only 8 units outside of the program if student elects to register for Disease and the Social Order. While elective courses will be offered by the History of Health Sciences program, students are also encouraged to take courses that satisfy this requirement at other universities. Students in the past have taken electives at University of California, Berkeley and Davis and Stanford University.

Note: Required courses and electives must be taken for a letter grade. Reading courses (297) are grades pass/fail.

**Summer research project*

The summer after the first year, students will research and write an article-length paper (7,000-10,000 words, or 25-30 pages) on a topic of their choosing. Students will be expected to make use of archival sources and to produce an original contribution to the understanding and interpretation of the subject of the essay. The planning and research for this paper will begin during the spring term in the Research Methods (204A) course, and will continue under supervision of the Director of Graduate Studies or another faculty member. The paper will be due September, 2022. *Students are required to enroll in Research Methods (204B) in the fall quarter of their second year (1 unit) for which credit will be awarded upon the successful completion of the summer research project, submission of a conference abstract, and oral presentation of research at History Day.*

Assessment after the first year

Students are required to maintain a minimum grade point average of 3.0. At the end of the first quarter of the second year (December, 2022), students will receive a written evaluation of their status in the program based on academic record and professional performance. This evaluation

will be composed by the HHS Executive Committee. Students will be judged to be making “excellent progress,” “satisfactory progress,” or “unsatisfactory progress.”

Students will also be asked to evaluate the program on an annual basis, providing feedback on their courses, professors, and advisors. This evaluation will take place electronically.

Standards for scholarship, failure and dismissal

Graduate students must maintain a cumulative grade point average of 3.00 (B) in their programs of study and must make satisfactory progress toward the degree as defined by the faculty of the degree program.

Students who fail to maintain a 3.00 GPA, fail to make satisfactory progress toward the degree or fail the written examinations for the HHS 297 Reading Courses are subject to dismissal by the Dean of Graduate Studies after consultation with the faculty of the degree program.

Please see Appendix 1, “Criteria for Satisfactory Academic Progress” for detailed information on assessing student performance and disciplinary measures for each year.

HHS 297 Reading Courses

Two one-quarter courses (8 credits) will be special study, reading courses taken in the Winter Quarter of the second year. Students should take into consideration their proposed fields of study when selecting their elective courses.

Course selection

Students will work with two faculty members on topics such as those listed below or another specialized topic with the approval of the program director. Faculty do not necessarily need to be members of the program in History of Health Sciences at UCSF *but any external faculty member identified to supervise a 297 course requires the approval of the program director* (Aimee Medeiros) who will communicate the course requirements and expectations for assessment.

Assessment

At the end of the winter quarter of Year Two, each student will furnish an annotated bibliography of the readings completed for each reading course which may take the form of a graduate or undergraduate course syllabus. Thus, the 297 courses in part function as professional development courses where, under the guidance of the faculty advisor, students learn how to construct a graduate or undergraduate syllabus appropriate for teaching. Details will be provided by each faculty member.

The examinations for HHS 297 Reading Courses are intended to assess the candidate’s mastery of the factual information, theoretical concepts, and historiographical approaches in each specified field and will be evaluated by all members of the HHS executive committee. The professor of the reading course develops four written exam essay questions, and circulates them to the rest of the qualifying exam committee for approval.

Following the last week of instruction each student will be issued four written exam essay questions from which two must be answered and submitted within seven days. These answers must be thorough, and are expected to be approximately 10-15 pages (typed, double spaced) for each question. The essays are then assessed by the 297 Instructor for pass/fail, and given to the members of the HHS’ executive committee for assessment pass/fail. If the student does not

pass the written examinations for the HHS 297 Reading Courses, the committee may decide to offer the student the opportunity to retake the exam. If a student who has failed is offered the opportunity to retake the written exam, it must be completed within one week of the first examination attempt. Failure of either of the HHS 297 Reading Courses examination is a criterion for dismissal from the doctoral program.

The Prospectus Course

The Dissertation Prospectus articulates an original historical question that will lead to a novel contribution to knowledge. The originality of this question must be demonstrated through a comprehensively erudite review of the most relevant historiographical material available upon the subject which the question discusses. The Prospectus must also identify the historical evidence through which the question will be researched from both primary and secondary sources. A feasible and well-managed time plan of research and writing of the thesis must also be presented in the Prospectus.

The required prospectus course in spring 2023 will focus on the development of this important document. Throughout the spring quarter of Year TWO (providing the student has passed the written examinations for the HHS 297 Reading Courses), each student will work individually in regular meetings with their respective advisors. All students will also meet in collective seminars at appropriate stages of the development of their Thesis Prospectuses. The seminars will be arranged according to when students and supervisors deem collective discussion and exchange will be most helpful for Prospectus preparation.

By May 1, 2023 the student will identify a dissertation committee consisting of a chair and two other members of the faculty. (See also <https://graduate.ucsf.edu/phd-degree>). Please refer to the “Advising” section above (p. 4) for information on the selection of a dissertation advisor and the composition of the thesis committee. The chair of the dissertation committee will be the instructor for the Prospectus Course and is primarily responsible for providing academic guidance on research questions and feedback on written material. Regular meetings should be scheduled with the dissertation committee chair. The two additional dissertation committee members can also provide expert guidance on early research design but have a primary function of reading and critiquing the dissertation chapters and assessing the final dissertation.

Format of Prospectus

1. *Statement of Problem, Research Question, or Thesis*

You should begin your prospectus with an introductory statement about the nature of the project which answers these questions: What is your topic? What central question(s) are you addressing?

Research begins with the discovery of a problem needing solution, a question to be answered, a claim needing proof, or a topic that will advance knowledge and understanding. Specify the problem, question, claim or topic to be investigated.

2. *Summary Review of Scholarship Relevant to the Dissertation*

Briefly summarize what is already known about the problem, question, claim or topic to be investigated. You may wish to provide some background narrative here. If the topic has been previously researched, specify what is distinctive and original about the proposed study.

3. *Significance of the Research*

Indicate why the research should be considered important or worthwhile. Specify how the resulting paper will make an original contribution to historical scholarship.

4. *Methodology*

Indicate the manner in which the problem, question, claim or topic to be investigated will be researched and show why this is an appropriate method.

- What are your sources? What kinds of evidence will you use? Are your sources accessible? Explain how your sources are adequate for completing the proposed research. Discuss any anticipated gaps in the sources or difficulties in using the sources.
- What is your framework of inquiry and analysis? What theories or assumptions or both will organize your research process and your interpretation of your sources?
- How will you proceed? What methods will you use to examine, analyze, and “interrogate” your sources? What will your research process actually consist of? Where will it take place?

5. *Tentative Outline*

How will you organize your findings? Include a tentative outline and a rationale for that outline.

6. *Preliminary Bibliography*

Are sufficient resources for the research project readily available? Append a bibliography of primary sources and essential secondary references.

7. *Timetable*: Append a proposed timetable for completing the research and writing the paper.

8. *Funding*: List possible funding opportunities and describe a plan for applying for grants and fellowships to fund dissertation research and writing.

Qualifying Exam

Following the approval of the dissertation committee, the student will go forward for their qualifying exam (i.e. oral defense exam) of their prospectus. Achieving a Pass grade for the qualifying exam will allow the student to advance to candidacy.

Teaching

Students who have advanced to candidacy (by passing their qualifying examinations) will be able to teach as Graduate Student Instructors (GSI) in undergraduate courses at UC Berkeley or UC Davis. There is also the possibility of teaching undergraduates in the history department at San Francisco State University or a community college. Please see the Director of Graduate Studies for more information. Please note, teaching is not required.

The Dissertation in the History of Health Sciences

Originality, Significance, and Quality

The dissertation is the heart of the doctoral program. The student is expected to undertake extensive independent research to advance an original contribution to knowledge or a new interpretation of a chosen topic in the history of health sciences.

Purpose of Dissertation and training

The PhD program in the History of Health Sciences teaches students how to do primary research, how to organize data, how to ask questions of the material, and how to use historical evidence to defend an original argument about historical transformation.

The dissertation must be judged by examiners or a faculty committee to “add to existing knowledge” through the presentation of valid historical evidence to support an “original” argument. Originality is part of the dissertation, not the characterization of the entire document. There are degrees of originality that determine the *quality* of the overall dissertation.

Original Contribution

An original contribution amounts to one or more of the following: it “changes or overturns a particular set of assumptions or the way people look at a problem”; “makes new connections”; and “re-conceptualizes the field.”

Evaluating the Dissertation

Demonstrates research skill: Did the student demonstrate an ability to do original research? Was a sufficient amount of archival or novel primary research conducted to prove competency in historical investigation?

Demonstrates professional presentation skills: Is the dissertation well written? Is it well organized? Does each chapter and section clearly articulate the problem being examined? Does the introduction make the case for the research? Does it define the problem or concept that will be analyzed? Does it provide an overview of the arguments? Does the introduction situate the study within an historiographical context?

Demonstrates unique contribution to the field: Does the dissertation show independence of thought? Does the dissertation change the way the discipline will think about the questions presented? Does the dissertation identify or define an important historical problem that will be investigated? Does the dissertation argue for the importance of the problem itself?

Demonstrates the ability to furnish evidence to defend an original argument: Was the analysis comprehensive, complete, sophisticated and convincing? Is the argument focused? Is it logical? Is it sustained throughout the dissertation?

Degrees of quality

Unacceptable: The unacceptable dissertation suffers from multiple inconsistencies in quality. Among the problems, the dissertation could be poorly written and unorganized; not succinct; offers no coherent presentation of the historical question or problem being analyzed; does not make the case for the importance of the topic; does not situate the problem in appropriate context; does not provide sufficient historical research to defend the argument or thoroughly address the problem being analyzed.

Acceptable: An acceptable dissertation will suffer from some inconsistencies in quality. It may be poorly written or unorganized; it makes a standard case for a minor problem (offering an insignificant advance in the field’s understanding of a problem); it provides minimum or poor context to the problem; it presents minimal primary research to support the argument.

Very good: The dissertation displays the student's mastery of the field. The research was thorough, well-executed, and relevant. The argument is theoretically sophisticated, and provides a comprehensive and convincing argument defending one's interpretation of historical change.

Duration of dissertation project

The dissertation should be completed by the end of the fifth year; students with unusual circumstances may petition for one additional year, to submit the dissertation at the end of the sixth year.

Lapse of candidacy

Candidacy for the doctoral degree is lapsed if a student has not completed requirements for the degree within four years after advancement to candidacy. Leaves of absence count against this time. Upon lapse of candidacy, a petition for reinstatement must be accompanied by a recommendation from the faculty of the student's degree program on whether a new qualifying examination is required. Once a student has advanced to candidacy for a doctoral degree, they are considered full-time for the rest of their time as a graduate student unless on an approved leave of absence. A maximum of three quarters of leave is permitted.

Master of Arts (M.A.)

Academic residence

Students enrolled in this program may complete the requirements in one year of full-time study or in two years of half-time study. Full-time study consists of two courses per term; half-time study consists of one course per term.

Advising

Upon entering the program, the student will be assigned an advisor (from the department's core faculty) who will serve as the primary advisor for the duration of the program.

Coursework

The master's degree candidate follows the same curriculum as that outlined for the first year doctoral students. Students must take a total of 30 credits. Three of these courses must be the required sequence of Introduction to History of Health Sciences I, Introduction to History of Health Sciences II, and Research Methods. The remaining three courses are electives chosen from offerings at UCSF in history of health sciences, medical anthropology, and sociology and at Berkeley in the history department.

In the summer quarter, students register for HHS 250, for research and writing the thesis. At the end of four terms (or eight terms, for those enrolled half-time), students will submit the master's thesis (minimum of 10,000 words) on a subject to be determined in consultation with the student's advisor. A seminar paper may be expanded to fill this requirement. Students must maintain a minimum grade point average of 3.0 in order to receive the MA degree.

Core faculty

Brian Dolan, PhD (*Cambridge University, 1995*), *Chair and Professor*
Enlightenment science and society; history of environmental and occupational health;

development and impact of medical technologies; medical humanities

Aimee Medeiros, PhD (*UCSF, 2012*), *History of Health Sciences Program Director and Associate Professor*

Gender and medicine; racism in medicine; disability; history of pediatrics; history of pharmaceuticals; twentieth- century clinical medicine in the U.S., medical education

Dorothy Porter, PhD (*University of London, 1984*), *Professor*

History of social sciences and medicine; history of health and the state; social construction of the body and somatic experience

Laurel Waycott, PhD (*Yale University, 2019*), *Assistant Professor*

History of life sciences; history of technology; visual and material culture; animal studies; science and technology studies (STS)

Selected Affiliated Faculty

Elena Conis, PhD (*UCSF*), *Professor, Graduate School of Journalism, UCB*

Medicine, Public Health, Environment

**Sample Schematic of PhD Program, Year By Year
(MA required courses indicated by *)**

YEAR ONE

<i>Fall term</i>	<i>Winter term</i>	<i>Spring term</i>
200A Intro to HHS (4)*	200B Intro to HHS II (4)*	204A Research Methods (4)*
203A Approaches to HSS (4) *	203B Intro to Theory (4)*	205 Archives and Special Collections Research (4)*
		201A Disease, Social Order

Summer: Research paper
HHS 250 – Thesis Paper * MA only

YEAR TWO

<i>Fall term</i>	<i>Winter term</i>	<i>Spring term</i>
204B Research Methods (1)	297, 1 (4)	Prospectus Course (4)
Electives (8)	297, 2 (4)	Qualifying Exam

Summer: Preliminary dissertation research and grant writing

YEAR THREE

<i>Fall term</i>	<i>Winter term</i>	<i>Spring term</i>
Dissertation research	Dissertation Research	Dissertation Research

YEAR FOUR

Dissertation research and writing

YEAR FIVE

Dissertation research, writing, presentation

Appendix 1

Criteria for Satisfactory Academic Progress

The policy regarding satisfactory academic progress in the History of Health Sciences PhD program is as follows:

Productivity is expected of students as they progress through the program. Each year, the faculty meets to discuss individual student progress, course, and examination performance. Students who fail to meet the standard of performance deemed necessary for progression will be notified and options will be discussed.

Academic progress is marked by the timely and successful completion of all courses with grades of B or better in all required courses and a cumulative grade average grade of 3.0 or above in all coursework, passing all qualifying examinations, successful completion of dissertation, and presentation based on the dissertation.

First Year Students

First year students meet with the program director at least once per quarter. Student progress is assessed at the end of the year on the basis of course grades, plus additional comments from course instructors and advisors.

Second Year Students

Second year students are evaluated on the basis of their progress toward and then successful completion of the qualifying exam. This includes passing the written examinations for the HHS297 Reading Courses, preparing a prospectus that has received approval from the Executive Committee of the HHS Doctoral Program, and defending their prospectus in a qualifying examination.

Students who have completed the qualifying exam

Students must form their dissertation committee before May 1, 2023 and complete and successfully pass their qualifying exam by the end of the final exams period of spring quarter, second year (June 14, 2023). Students are expected to complete all degree requirements within five years and students requiring more than 6 years will be evaluated for continuation in the program on a case-by-case basis.

Unsatisfactory progress indicators include:

- Falling below a 3.0 GPA
- Failing grades in any course
- Failure to complete courses for which an incomplete has been given
- Failure to find a chairperson of the dissertation committee
- Unsatisfactory research work (as reported by a dissertation advisor)
- Unprofessional conduct (as reported by a dissertation advisor, a course instructor, or other faculty)
- Failing to complete pre-exam requirements

- Failing a written examination of an HHS 297 Reading Course
- Failing the qualifying exam
- Disciplinary problems and other conduct and professionalism infractions that fall within the scope of UCSF's Code of Conduct.

Process by which failing students will be notified and remediated

Students whose progress is unsatisfactory (according to one or more of the criteria listed above) will be notified and will meet with the program director and/or dissertation committee chairperson to develop an individualized remediation plan to address the deficiencies. The meeting results in a memorandum of understanding that clearly outlines specific steps and associated deadlines that the student must fulfill in order to receive a satisfactory report. The report is then signed by the following parties: the student, the dissertation chair (if identified at this stage), and the program director. At this point, the report is filed in the student's academic file within the program.

Composition of the in-depth review committee, should one be necessary

Should the student be unable to fulfill the expectations according to the timeline outlined in the letter, the student will be subject to dismissal from the program. The process for in-depth review of a student's eligibility for dismissal will follow the [UCSF Divisional Procedure for Student Grievance in Academic Affairs, section 4.0](#) and will be conducted by an in-depth review committee. The chief academic officer (Vice Dean, Associate Dean or Graduate Program Director) shall appoint an in-depth review committee.