HSHM Mentoring Guidelines 1/10/22

Assembled by Deborah Coen (Chair) and Joanna Radin (Director of Graduate Studies)

Appendices:

- HSHM student handbook
- Prospectus guide
- Holmes participation guidelines

We stand behind our broad program mission statement: "The goal of the HSHM PhD program is to produce graduates who will have a transformational impact on the humanistic study, pedagogy, and practice of science, medicine, technology, and public health."

To that end, HSHM emphasizes *collective* and *flexible* advising. We admit students who are a good fit with the program as a whole, rather than admitting students to work with one faculty member in particular. Students will ultimately choose an advisor as well as a committee of at least two additional faculty members to support their dissertation. We also conduct collective advising in part through our Holmes Workshops, where faculty and students gather to discuss students' works in progress and where we aim to develop the skill of providing constructive feedback (see appendix).

Selecting an advisor: All PhD students are advised in their first year by the DGS; by the start of the second year they are expected to choose an advisor, who need not end up as their dissertation advisor. When our program discussed the process of selecting an advisor, some students underscored that a priority was to find an advisor who takes time to draw them out about their personal motivations for pursuing their chosen line of research. In general, our program emphasizes flexibility to develop a mentor-mentee relationship that works for both parties; and we actively encourage students to seek mentorship from faculty in the program other than their advisor.

Unlike the History Department HSHM does not have a unilateral rule preventing untenured faculty from serving as primary advisor, but it is expected that such individuals will be more selective than tenured faculty in how they choose to engage in mentorship. All faculty members—tenured and untenured—participate in admissions which facilitates ongoing efforts to anticipate and balance the mentoring needs of students and work loads of untenured faculty.

Given that HSHM is a highly interdisciplinary field, our students also benefit from mentorship from faculty in other units. We are currently working to clarify the designation of program "affiliate" and are considering introducing the category of "secondary appointment" in order to make clearer to students what they can expect from professors based in other departments; for instance, we will provide students with a list of faculty in other programs who have worked with HSHM students to prepare orals fields.

Assembling a committee: All students must assemble a dissertation committee upon competing their orals exams and prior to their prospectus colloquium (ideally held within 6 weeks of the exams). The members of the dissertation committee need not be the same as those individuals with whom a student has done orals fields. The committee must have a minimum of three members, at least one of whom is appointed in HSHM. Additional committee members from beyond HSHM and even beyond Yale may be added at any point prior to defending the dissertation as is deemed appropriate by the student in consultation with their PhD advisor.

Communication between advisor and student: HSHM requires each ABD student to meet with their entire committee at least once for a chapter conference in the first year following advancement to candidacy. Beyond that, the frequency of meetings depends on students' preferences.

Setting expectations: HSHM has an official graduate student handbook, distributed upon matriculation. This covers degree requirements and a timeline for meeting them, program-specific grants, professional conduct expectations, and faculty research interest. Students also prepared and distribute an unofficial handbook. The latter contains open-ended advice about navigating Yale, study tips for orals, applying for fellowships, etc. The program is planning to pay a graduate student to make revisions to this guide annually. (See appendices: student handbook, prospectus guide.)

Second year review: Towards the end of the spring semester, the entire faculty meets to discuss students' progress in their coursework prior to being approved to begin the process of advancing to candidacy via orals and the dissertation prospectus colloquium. We have begun program-wide discussions to about this process in ways that provide students with opportunities for constructive feedback.

Professional development: Based on our program-wide discussions, we are in the process of piloting a new series of events that we call our "program seminar." Organized by one or more faculty members, the program seminar will provide explicit instruction and scaffolding for important skills that are not currently taught. This could include research-strategy sessions (for example an introduction to the nuts and bolts of archives), the workshopping and/or presentation of all prospectuses (our program is not large enough to warrant a dedicated seminar), and preparation for conferences, teaching, publication submission, or job searches (including "fireside chats" with alumni, both in and out of the academy). This will likely take the form of two half-credit courses—one in the fall, one in the spring—for which all students in certain years would be expected to register, though participation would be flexible.

Maintaining the advising relationship beyond graduation: Students and faculty alike note the importance of maintaining a strong mentoring relationship beyond the awarding of the degree. In our program-wide discussion, one former student (now a term instructional faculty member) stressed that she feels that her graduate mentor "never stopped being my advisor." Our conversation also took note of the fact that students come to HSHM with different career goals

in mind: in addition to academia, some are interested in pursuing health-care policy or clinical medicine, curatorial or library work, teaching, writing, or other activities. We noted that individual faculty members may not have the relevant experience needed to offer detailed mentoring towards these career goals. Nonetheless, our faculty are committed to helping students find the resources they need to reach their goals.

Peer advising: HSHM students also observed in conversation that they have received significant mentorship from other students in the program, and faculty reiterated their commitment to organizing and funding events that bring students together within and across matriculation cohorts. Moving forward, we plan to match every student in year 1 with two student-mentors from other years. The expectation will be that the mentors will check in with the new student periodically; for in-person meetings, the program will cover the cost of a light meal or refreshments.

Communication between faculty and students: HSHM has recently instituted a new avenue of communication between students and faculty in the form of a graduate-student representative to faculty meetings. The student is selected by their peers and will rotate from one year to the next.

Communication between DGS and students: The DGS holds an orientation meeting with all incoming graduate students and cohort-meetings in the first three years and thereafter as appropriate as students advance through the program. The DGS meets regularly with Graduate Advisory Committee, which is newly constituted each year, to listen to their concerns and facilitate communication between students and other members of the faculty.

The Graduate Program in the History of Science and Medicine at Yale

The History of Science and Medicine Program (HSHM) is a semi-autonomous graduate track within the Department of History. HSHM students are awarded degrees in History with a concentration in the History of Science and Medicine, and they are fully fledged members of the History Department. While most students in the HSHM Program pursue the PhD, that degree may be combined with concurrent or consecutive enrollment in a MD or JD program (at Yale or elsewhere). Yale also offers an intercalated MD/PhD program in which some students elect to pursue HSHM as the PhD portion of their work. For information on that program and the application process, see https://medicine.yale.edu/mdphd/

The HSHM program allows students to explore topics spanning the full range of the history of science, medicine, and technology, and science and technology studies (STS). Instruction is offered in small seminars, and students receive advice and guidance from faculty advisers throughout their entire period of enrollment. The program incorporates many opportunities for professional development in teaching, research, publication, and presentation, and Yale also offers additional ways for students to explore other skills and fields such as exhibit curation, digital humanities, and public policy. Faculty and students in the program gather weekly for lectures by visiting scholars or to discuss works-in-progress by students or faculty (the Holmes Workshop).

The methodological training provided by the HSHM program is expansive and interdisciplinary. The faculty have backgrounds in a variety of fields, including history, the natural and the social sciences, and the performing arts, and they have deep commitments in anthropology, Indigenous studies, geography, race and ethnicity, gender and sexuality, material and visual culture, and museum studies. Students work with a diverse range of sources including texts, art works, scientific instruments, and botanical specimens, as well as interviews and ethnographic data. They are encouraged to take classes with faculty in other departments and to incorporate social, cultural, political, geographic, environmental, and economic analysis into their research projects.

There are many advantages to graduate study at Yale. The library system is among the best in the world and includes the Medical Historical Library, which contains renowned collections and rare works in the history of medicine and related sciences. The university also holds a collection of historical scientific instruments, as well as numerous other artifacts, archives, rare books, maps, government documents, and digital databases that could be used for research in the history of science, medicine, and technology.

Department faculty and students have also developed several multidisciplinary working groups. Science Studies Lunch meets several times per semester and seeks to engage Yale knowledge producers where they work. It has served to cultivate engagement in STS across campus, from Science Hill to the Medical School. Health, History, and Humanities is a student-

run group that meets every other week, bringing together HSHM graduate students, medical students, residents, and faculty to consider the potential for reform in medical institutions. You can learn about their past events and find out about upcoming events here: https://sites.google.com/view/historyhumanitieshealth/home

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REQUIREMENTS FOR THE PH.D.

Courses

Students will ordinarily take twelve courses during the first two years. All students will take the three core "Problems" seminars: Problems in History of Science, Problems in History of Medicine, and Problems in Science Studies. The "Problems" 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 to the three core "Problems" seminars, students are 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, natural or social sciences, or any other field of demonstrated special relevance to the student's scholarly objectives. At least one of these five courses should be in a field of history outside of science and medicine.

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. If a student does not meet this standard by the end of the first or second year,

the relevant members of the department will consult and promptly advise the student whether the student will be allowed to register for the fall of the following academic year.

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

Languages

All students must show proficiency in two languages relevant to the student's research interests and approved by the Director of Graduate Studies (DGS). Over the years, our graduate students have demonstrated proficiency in a wide range of languages, including American Sign Language, Bulgarian, French, German, Hebrew, 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). 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.

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 determine that a student may not continue, the student will be informed in writing and withdrawn from the program.

Qualifying Examination

Prior to beginning work on the dissertation, all students are expected to develop 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 exams have two main goals. First, they are a preparatory step towards 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 exams 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 qualifying examination, which will be taken in the third year, preferably in the fall.

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.
- One field of special interest, the content and boundaries of which will be established in consultation with the student's advisor.

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).

Each field will comprise roughly fifty books or articles, which can include assigned readings from course work. Students will have access to exam lists from prior years, which they can tailor to their individual needs with guidance from their examiners.

In preparation for the Qualifying Examination, the program's faculty work closely with students to facilitate the successful passage of the exam. If a student does fail the Qualifying Examination, they are permitted to retake it. If they fail a second time, they will be asked to withdraw from the program.

Advising

During their first term in the Program, all students will be advised by the Director of Graduate Studies. During the second term and thereafter, each student will be advised by a faculty member of his or her choosing. The advisor will provide guidance in selecting courses and preparing for the qualifying examination. The advisor may also offer help with the development of ideas for the dissertation, but students are free to choose someone else as the dissertation supervisor 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 discuss it 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 download the Guide to the Prospectus and Prospectus Colloquium (PDF) on the HSHM website.

Committee Constitution Requirement

As students begin drafting the Dissertation Prospectus, they need to choose a dissertation advisor and a dissertation committee. In order to register for the fourth year of study, each student must obtain written agreement from the dissertation advisor and each committee member that they will serve in these roles. While the process of assembling a committee is fairly straightforward, students without a committee will be withdrawn from their program.

Teaching

Teaching is an important part of the professional preparation of doctoral students in the 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 your 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 semester of the second year, particularly if they have received course credit for previous graduate studies. On occasion, however, students may choose to pursue a teaching opportunity in the second semester of the second year, particularly if they have received course credit for previous graduate studies. 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.

After advancing to candidacy, students may apply for competitive opportunities to design and teach their own courses. One such opportunity is to teach an undergraduate seminar in the History Department as a PTAI (Part-Time Acting Instructor). Preference is normally given to fifth- and sixth-year students with substantial teaching experience.

Students may also apply to participate in the Associate in Teaching (AT) program, administered by the Graduate School of Arts and Sciences and the Center for Teaching and Learning. The AT program provides financial support to students who collaborate with a ladder faculty member to design (or redesign) an undergraduate course and co-teach it. PhD students in their first through sixth years are eligible to apply. The student's advisor and the Director of Graduate Studies must approve the application prior to submission.

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 expected 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 colloquium, with the aim of providing feedback on the student's research, argument, and style at this early stage of the dissertation writing process.

Please also see GSAS Policies and Regulations, and the Special HSHM Requirements for the Ph.D. degree online.

PROGRAM FUNDING

While there are multiple streams of funding for graduate students at Yale, the Program in the History of Science and Medicine offers two additional funding sources: grants in support of travel to professional meetings and grants in support of graduate student research.

1. **Grants in Support of Travel to Professional Meetings:**

The Yale Program in the History of Science and Medicine is able to provide limited financial support each year to help graduate students defray the costs of attending professional meetings. Eligible conferences include but are not limited to the meetings of the American Association for the History of Medicine, the History of Science Society, the American Historical Association, Society for Social Studies of Science (4S), the Society for the History of Technology, the American Association for the Advancement of Science, and the Joint Atlantic Seminars in various fields.

The funding is normally available only to students in the Program who are registered for graduate study at Yale. Applications for retroactive funding will be considered **only** in highly exceptional circumstances.

During the academic year 2021-2022, depending upon travel restrictions set by the University, the Program is able to provide each graduate student with up to $600 to attend one professional meeting and up to an additional $200 to attend a second conference in the course of the year. Students may apply the balance of any funds remaining from the allowance for the first meeting towards the expense of attending a second. However, remaining funds cannot be carried over to the next academic year.

These grants can be applied towards registration fees, travel, and lodging (but not food and drink, alcoholic or otherwise, with the exception of conference dinners or "banquets"). Travel by private car is eligible for reimbursement at a fixed per-mile rate, please consult with Erica Lee or Kathleen Keenan for further information. Since carpooling is a cost-effective and environmentally-friendly transportation option, the Program will consider requests for carpooling reimbursement over and above the amounts available to each individual student for conference support.

Students are **strongly encouraged** to seek funds from outside the University (such as funds provided through the History of Science Society for graduate students presenting papers).

Students presenting a paper or a poster at a professional meeting should **first** apply for a Yale GSA Conference Travel Fellowship. Please check eligibility and requirements here: http://gsa.yale.edu/ctf.

To apply for the HSHM Conference Grant:

If you are presenting a paper or a poster:

- **At least 45 days** before the conference submit your application to the Graduate School (see link above)
- **At least 45 days** before the conference send an email to the DGS and Erica Lee, with the title of the conference and your budget. Indicate that you will present and confirm that you have applied for a Conference Travel Fellowship.

- As soon as you hear about the Conference Travel Fellowship, email the DGS and Erica Lee with the result. The remaining HSHM funds will remain available to you for other conferences.

If you are not presenting:
- **At least 45 days** before the conference send an email to the DGS and Erica Lee, with the title of the conference and your budget. Indicate the reason for attending and note that you will not be presenting at the conference.

2. Grants in Support of Graduate Student Research

In addition to grants for research available from the University, the Graduate School, and outside sources, the HSHM Program can provide limited funds that can be used to help defray direct research costs such as travel and photocopying. These costs may be related to research for the prospectus, the dissertation, or course work (a final paper, for example).

Students who need predissertation or dissertation support should apply for whatever funds may be available from the University and/or the Graduate School, and they are also encouraged to seek funds from outside the University.

Applications may be submitted at any time during the academic year, but at least three weeks before the project is to begin. To apply, student will send an email to the DGS and Erica Lee, with an attached file (1-2 single-spaced pages) consisting of a clear statement of the research project, a breakdown of the total estimated costs, and a detailed research schedule. Applicants should also state whether they have applied to other funding sources, the amount of additional support expected, and the amounts and sources of any prior support received. If the student has not applied to other funding agencies, the application should explain why not.

Preference will be given to students who have sought funds from other sources and who have not previously received grants from the Program. Applications for retroactive funding will only be considered in exceptional circumstances. Students awarded a research grant are required to abide by the University's rules governing such grants. Reimbursement for expenses incurred will be provided upon the submission of a travel report with receipts to Erica Lee or Kathleen Keenan.

PROFESSIONAL CONDUCT EXPECTATIONS FOR HSHM PHD STUDENTS

Building the skills of professional conduct is an important part of graduate education. These are basic expectations of the HSHM PhD program that all first- and second-year students must commit to meeting:

1. Attend Holmes Workshops and Colloquia regularly.

2. Arrive on time to classes and meetings.
3. Follow assignments as given.
4. Submit assignments on time.
5. Listen attentively to instructors and classmates in class.
6. Contribute constructively to discussions while making space for others to do so as well.
7. Seek out and incorporate critical feedback.
8. Communicate your needs with faculty and Program officers

FROM MATRICULATION TO DEGREE IN SIX YEARS: A TIMELINE

NB: This is a suggested timeline. Some students will move more quickly and some more slowly, depending on individual circumstances.

Year 1

Summer 0: You can take a language course at Yale for credit before officially matriculating.

General: Try to attend at least one conference in your first year, simply as an audience member; take advantage of HSHM conference funds to do so (see above for details on funding).

Semester 1: Take at least three classes for graduate credit; one of these classes will likely be a required HSHM "Problems" seminar. Figure out how you will fulfill the language requirement.

Semester 2: Find an advisor – this doesn't need to be your dissertation advisor. Take at least three classes for graduate credit; one or two of these classes will likely be a "Problems" seminar. Make summer plans: consider applying for a summer language course (typically five weeks), museum internship, or international summer school, if appropriate. Start identifying archives that might be of interest to you.

Summer 1: Some possibilities include attending a language course, international summer school, or doing an internship at a museum or library. If you're traveling, take the opportunity to visit archives and scope out their collections; or explore Yale's collections. Consider writing a book review or preparing an abstract for a conference paper.

Year 2

General: Try to give at least one conference paper in your second year. Consider doing a trial run at a Holmes Workshop.

Semester 3: Take at least three classes. Start thinking about orals – fields, advisors, etc. Take classes with any non-HSHM faculty who might examine one of your fields.

Semester 4: Take at least three classes. You should have your orals fields and advisors decided by now. Assemble your tentative reading lists and, if you have time, begin reading. Consider applying for travel funds for an archival trip over the summer.

Summer 2: Take your final language class (if needed). Use this time to prepare for orals and set a date as soon as you can. Erica Lee can help you coordinate with your committee and find a room for the exam. Ideally, you will have completed two lists by the start of fall semester and made some progress on the third. Take breaks from studying to brainstorm your prospectus.

Alternatives: Some of you may come in with one semester of credit from another master's program. In that case (or if you've taken four classes per semester), you will not need to take classes in semester 4. Use that time to read for orals. You might also serve as a TF that semester, which would give you a teaching-free semester in your fourth year.

Year 3

General: Try to give at least one conference paper this year. Aim to submit one of your research papers for journal publication by the end of this year. Use the Holmes Workshop to get feedback on a draft.

Semester 5: Serve as a TF. You should be done with orals by the end of this semester or very early next semester.

Semester 6: Serve as a TF. Write your prospectus and assemble a committee and a date for your prospectus colloquium. Aim to defend it by the end of this semester, meaning that you will be ABD (all but dissertation) by the end of your third year. By this time, you should have identified a dissertation advisor.

Summer 3: This is a great time for archival research. You might also work on an article or book review and on grant applications. Solicit letters of recommendation for grants: approach faculty members six to eight weeks before the deadline and send them a draft of your proposal within four weeks of the deadline.

Year 4

You will probably teach both semesters this year (unless you taught in your fourth semester), while continuing to write your dissertation and applying for grants.

Year 5

Finish researching and continue writing your dissertation. You can also use your University Dissertation Fellowship (UDF) this year. Some students manage to finish their dissertations in their fifth year, but most take six years.

Year 6

Complete your dissertation. You can use the UDF or external grants for support, or you can teach again. In order to graduate in May, the deadline for submitting the dissertation is normally March; for graduation in December, the deadline is normally September. If you are applying for academic jobs, aim to publish an article in a journal in your field and to present at a couple of academic conferences by the end of your sixth year. If you choose to apply for non-

academic jobs, you will find career diversity resources at Yale and through professional organizations like the American Historical Association.

The Prospectus

The prospectus is an important rite of passage in which the candidate makes the transition from being a student taking courses to becoming a researcher and historian in his/her own right. For this reason, the prospectus is normally the final requirement to be completed before the dissertation itself. Upon completing the prospectus and having it approved, the student achieves "All But Dissertation" (ABD) status and is officially admitted to candidacy for the Ph.D degree.

Because of its importance, the prospectus is intended to follow a significant and demanding period of preparation in consultation with the student's adviser. In the prospectus the student is expected to achieve the following objectives:

1) explain the intellectual excitement and rationale of the dissertation that is expected to follow;
2) locate the proposed dissertation within the context of the existing literature in the field and define the ways in which the dissertation constitutes an original contribution to knowledge;
3) identify the archival collections and primary sources that will support the dissertation;
4) outline the essence of the argument that the dissertation is expected to make;
5) describe the research trajectory that the student plans to follow, with some indication of the time that the research can reasonably be expected to take;
6) demonstrate that the student has acquired the necessary historical knowledge of the subject and the specific research skills (linguistic or statistical, for example) necessary to bring a dissertation on the particular subject to completion.

The prospectus, then, is an extended scholarly essay -- usually of about 25-30 pages plus bibliography – in which the student presents the expected argument of the thesis, and supports it with the accepted scholarly conventions concerning notes and bibliography. It was decided by the HSHM faculty that it would be helpful to set a maximum length, namely, no more than 7,500-10,500 words. This is the length of an ordinary journal article. The maximum length of 10,500 words is for the text and does not include the bibliography. It should be carefully argued and written in a professional manner. It is also worth keeping in mind that the dissertation prospectus will also serve as the basis of most grant proposals.

The Prospectus Committee

In consultation with his/her adviser, the student is expected to form a committee to assess the document, the feasibility of the proposed study, the probable scholarly contribution of the work, and his or her readiness to undertake the research project described. Normally the committee consists of three or four Yale faculty members familiar with the field within which the dissertation lies. The chair of the committee is the dissertation adviser, and at least one of the other members is expected to be a Program in the History of

Science and Medicine faculty member. The other member(s) may be selected from the Program faculty or from other departments. In exceptional circumstances, and with the approval of the DGS, a member of the committee may be appointed from outside Yale. In all cases, it is the student's responsibility to contact the faculty members and to ask them to serve on the committee.

The Prospectus Colloquium

Upon completion of the prospectus draft, the student should contact the committee members to set a date for the prospectus colloquium. The student should consult them well in advance of the date he/she would like the defense to occur. The colloquium itself is an academic discussion of approximately an hour in length in which the committee members ask questions, assess the strengths and weaknesses of the prospectus, and make suggestions of ways in which the project could be strengthened. At the end of the colloquium the committee members normally sign a form stating that the prospectus is satisfactory and that the student has been admitted to candidacy. It is the responsibility of the student to obtain the form from the Graduate Registrar and to bring it to the colloquium.

The committee may return the prospectus and ask that the student revise and improve it within a stated period of time. The members of the committee will be expected to specify the ways in which the prospectus needs to be revised and improved. The committee also has the option to fail the prospectus. In that exceptional case it will then be the responsibility of the Program Chair and DGS, in consultation with the adviser and faculty, to determine whether the student will be allowed to prepare a new prospectus on a different topic. Fortunately, such outcomes are rare.

By approving the prospectus, the committee declares that it deems the topic to be intellectually worthwhile and practically feasible. The student is then ready to begin the research for the dissertation itself. Although the prospectus is the basis for the dissertation, it is not a binding document and the student, like all researchers, is free to depart from it as the material that he or she finds demands. The prospectus is a statement of intention, not a contract.

The Program in the History of Science and Medicine's Holmes Workshop: Community Guidelines Notes*

What is the Holmes Workshop?

- A space for graduate students, both in HSHM and from our larger Yale community, to learn how to give and receive feedback in professional, academic settings - Work in its early stages is welcome and *encouraged* - this is a space for thinking through works in progress and emergent projects within a larger community with shared commitments to the history of medicine & health cultures, history of science & natural knowledge, and science & technology studies (STS)
- A space for presenting on a diversity of topics, teaching graduate students to be conversant in and give comments across a wide array of subfields

Responsibilities for HSHM community

- Commit to Holmes, not just as a presenter – try to attend all the workshops - Read the pre-circulated papers and come prepared with questions and comments - There is a collective responsibility for creating a balanced conversation that is made of both comments of excitement and criticism
- Everyone in the community comes into the workshop knowing that they want the presenter to succeed

Holmes coordinator responsibilities

- Run the queue
- Open up each workshop with graduate student voices before turning to faculty commenters
- Shake up queue so different people are speaking
- Redirect conversation if needed (i.e. "if you want to say more on this point, please email the presenter. We are going to move on.")

Holmes presenter responsibilities

- Send paper to coordinators by the Monday before your presentation (a week in advance)
- Submit a cover letter with the paper detailing the kind of feedback you are looking for, what kind of criticism you are open to receiving, the ultimate goal for your paper or presentation, and any deadlines you are working against
- You do not need to respond to every comment. It is acceptable to say "thank you" and move on to the next one, or to "lump" your responses to several comments and questions
- It is alright to push back against comments if they are not in line with what you envision for the paper. Explain why they are not what you are looking for so that other participants can adjust their comments and questions to maximize the usefulness of the

Holmes space

Guidelines for commenters

- Give feedback according to what the presenter is looking for (i.e. take the cover letters seriously)
- Approach each paper or presentation in its own terms rather than trying to make it something that it isn't
    - o Consider the audiences that the presenter is trying to speak to and the discipline they are coming from
- Be generous and kind – remember, you want your fellow graduate students to succeed! o Offer criticism in a helpful way (i.e. do not say "I don't like X" but rather "I am not as convinced by…" or "have you thought instead about…")
    - o Offer not just criticism but *perspective* on the work at hand as well – what did it make you think about? What *excited* you about the work?
- If you want to recommend resources to the presenter (book, articles, etc.), explain *why* you are recommending that resource and how you see it fitting into their project (i.e. 'have you thought about how scholars in X field have approached this idea?')
- Two hands up if comment is directly related to last one, so as to have continuity in conversation
- Take the temperature of the room when giving comments and use your place in the queue to step in and redirect the tone of the conversation if necessary
    - o If everyone is piling onto the presenter, hold off on critiques and instead draw attention to the positive parts of the paper and give everyone a chance to shift their thinking collectively
    - o If your comment has already been made and the speaker seems overwhelmed, hold off to avoid pile-ons

*Compiled by Angélica Clayton and Kelsey Henry