





### Faculty Member Contact Information

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### 1 Funded, 5 Unfunded URCA Assistant

	This position is <b>ONLY</b> open to students who have declared a major in this discipline.	<b>M</b>
<b>X</b>	This project deals with social justice issues.	
	This project deals with sustainability (green) issues.	
<b>X</b>	This project deals with human health and wellness issues.	
	This project deals with community outreach.	
<b>X</b>	This mentor's project is interdisciplinary in nature.	<b>I</b>

**Are you willing to work with students from outside of your discipline? If yes, which other disciplines?**

Yes

**How many hours per week will your student(s) be required to work in this position?**

(Minimum is 6 hours per week; typical is 9)

8-9

**Will it be possible for your student(s) to earn course credit?**

HIST 410 1-3

**Location of research/creative activities:**

PH 1232 for one hour a week, remainder at any location

**Brief description of the nature of the research/creative activity?**

I have two ongoing research projects concerning medical history in Uganda. Please do indicate in your application which project you are most interested in.

- 1) Scholars and development workers have been very interested in assessing medical humanitarianism in Africa during colonialism, and in the present. Yet no one has connected these two periods, and tried to understand what the past successes and mistakes of humanitarians can tell us about more effective ways of approaching health interventions in Africa today. I am researching this topic through the case study of leprosy control in Uganda, and I have recorded interviews with former leprosy patients, Ugandan medical staff, and European aid workers, all of whom were affected by or involved in leprosy humanitarianism between 1940 and 2000. These interviews also touch on different perceptions and experiences of leprosy and healing among several of Uganda's ethnic groups.
- 2) My second research project focuses on the role that women in Uganda have played in the development of biomedicine, and in particular on their role in health education, and in influencing people's health-seeking choices. I have recorded interviews with Ugandan nurses, midwives, traditional birth attendants, teachers, and local elders. These interviews cover such topics as health education, maternal and child health, how people began to use hospitals, and hygiene and sanitation.

**Brief description of student responsibilities?**

At the beginning of the semester, the student will complete several readings pertaining to medical history in Africa, to provide a good background. We will also discuss the methods I used in conducting this research, including such topics as finding participants, ensuring a research relationship that is not exploitative, and designing interview questions. There are three different research pathways available.

- 1) The student will transcribe a number of interviews, chosen to some extent in response to the student's areas of interest (for example, in foreign aid workers vs. Ugandan medical staff). As the student gains experience through transcribing several interviews, we will discuss the types of research conclusions that we can draw from the information in these interviews, and how to determine what points are most relevant to the study of medical history, past and present.
- 2) The student will input data from historical patient registers that have been anonymized and digitized. These patient registers are from Uganda's earliest hospitals, and they offer such information as the gender, age, religion, ethnicity, and ailment of patients admitted to the hospital. Compiling and analyzing this data will allow students to explore such questions as: From the time that the hospital was first opened, how did patients' decisions of whether to go to the hospital or a local "traditional" healer change? Were there certain diseases or injuries that people associated with the hospital? Were men or women more likely to go for treatment?

Adults or children? Were the people who went to the hospital for treatment primarily local, or did they travel over great distances for treatment? Did factors such as the patients' religion affect their decision to go to the hospital, or their diagnosis and treatment?

**URCA Assistant positions are designed to provide students with *research or creative activities* experience. As such, there should be measurable, appropriate outcome goals. What exactly should your student(s) have learned by the end of this experience?**

1. How healthcare infrastructure has developed over the twentieth century in Africa
2. An understanding of some of the obstacles faced in global health, and how these obstacles have been overcome, or remained in place
3. How leprosy was successfully eliminated as a public health threat in Uganda OR how people in Uganda came to start using hospital health services, in addition to existing healthcare systems OR how women's childbirth choices have changed and remained similar since the introduction of hospitals
4. The methodology of conducting oral histories OR the methodology of historical medical demography
5. How to transcribe and interpret interviews OR how to input, analyze, and interpret historical patient registers or data

There are usually students involved in different projects in the same semester, and so they gain knowledge beyond the questions they are personally researching.

### **Requirements of Students**

**If the position(s) require students to be available at certain times each week (as opposed to them being able to set their own hours) please indicate all required days and times:**

N/A

**If the location of the research/creative activities involves off campus work, must students provide their own transportation?**

N/A

**Must students have taken any prerequisite classes? Please list classes and preferred grades:**

No

**Other requirements or notes to applicants:**