SYLLABUS

First-year Seminar Fall 2020:

The Doctor’s Dilemma: Being Both Correct and Right

Professor: Michael E. Makover, MD
Course #: FYSEM-UA 379 001

Professor’s availability: Dr. Makover’s office is off-campus, but he will meet with students during each class. You can also reach him by e-mail.

Dr. Makover will meet each week with a few students to review prior assignments and class work and answer any questions.

Please note: This is a digital-free class. Please turn off your cell phone and tablet and keep your computers closed (best to bring them to class, though). No texting or any other use of digital devices while in class. If you need notes for class, please print them to bring with you. The seminar includes everyone in all discussions and will need your undivided attention.

Summary of the Course

This course is designed to develop skills in thinking and communicating and is also an introduction to the many complex issues in healthcare, medicine and science. Students cannot avoid these issues, as they are central to the life of every American. Besides that, everyone will likely be a patient needing the healthcare system at some point, or many points, during a lifetime. It will also be of interest to students heading toward a career in healthcare, law or business. The course will give you a sense of what it is like to be a doctor and what it takes to be one.

We will explore what it means to think as a scientist and a doctor.

- To think independently, as free of assumptions as possible;
- To employ logic, tempered by experience and human values (better known as wisdom);
- To formulate ideas and arguments efficiently and compellingly;
- To be comfortable in responding to challenging interactions of ideas;
- To be able to defend ideas or to adapt them in response to better arguments and information;
- To judge data, observations and reports objectively and critically;
- To research resources for concepts and data to support assertions.

We will also practice communicating ideas effectively:

- To write and speak clearly and simply;
- To organize and present ideas and concepts in a manner appropriate and valuable to the audience receiving them;
- To present your ideas and beliefs honestly but effectively for your purpose.
- To learn to speak in a public forum (in class).
The course will also serve as an introduction to the college educational experience that is designed to help you succeed well in the rest of your college career.

This course is not intended to convey the enormous amount of data and information necessary to understand such a broad field as healthcare, but to explore some of the important concepts involved and to be an introduction to how to develop the skills above that are necessary to science and medicine (and to every other endeavor).

The format is fourteen two-and-one-half hour seminars (each with a brief mid-session break).

During each session, the students will hopefully do most of the talking with guidance and devil’s-advocate challenges from the professor where needed. Come prepared!

Students should come prepared from the assigned books and the readings posted on NYU Classes and from additional research they feel they need to contribute to the discussions. Every student should participate in every discussion.

*Because of the nature of the course, attendance is an absolute requirement at every session unless the professor approves a valid excuse.*

Topics will be listed ahead of time and as many as possible will be covered during class, determined by the direction of the discussions as they unfold. Students will lead most of the discussions on the topics.

*Note: This syllabus is an approximation of the topics we will cover. We will adjust it as we go in response to how much we cover in each class and the students’ interests and choices.*

There will be questions and references to assigned reading. That means the readings must have been completed and understood in the allowed time. Please note: skimming and ‘winging it’ will not work.

The course is intended to be challenging and involving; its success will depend on the vigor and enthusiasm students invest. It is the opportunity to express your ideas, think original thoughts and test yourself with your peers, free of the pressures to memorize a long string of facts.

There are no truly ‘correct’ ideas in ethics and science. Scientists and ethicists know that they can only approach truth, and that much of what is judged to be true is relative to the culture and standards of the human environment. What is accepted in one community may be rejected by another. One interesting debate would be whether there are ‘universal truths’ that should apply to all humans regardless of cultural differences or whether all morality is relative to the society in which the individual resides. If the latter, does one society have the intellectual right to ‘judge’ another.

Students should not think they have to come up with the ‘correct’ answer. Instead, they should work to contribute ideas and answers that are theirs, are supportable and honest, avoid logical fallacies and demonstrate that thoughtfulness was invested in the comment.
Students will not be judged on their beliefs or points of view, but on their ability to think out their views, whatever they are, and to present them effectively. Students in this class always have very diverse beliefs and political views and are welcome to do so. This class is not about what to think, but how to think.

The bookstore has copies of books required and recommended for the course. See the list at the end. Some of the books are no longer available through the bookstore, but are easily and inexpensively available through the Internet.

There will be many articles posted or handed out. Some are required and others are made available for those interested and to help go beyond the required readings. While your own research is a very important part of your work, Dr. Makover may be able to supply or suggest others as you work on various projects.

Students are encouraged to study together and to try out arguments with each other, though, of course, all written work must be the student’s alone. You can critique each other’s papers, as long as only you write it.

Very important cautions:

**Citations** must be complete: The professor will look up and read many of your sources, so be sure to include all information required to find them. Internet accessed articles and sources must be properly identified and reachable directly. Look up the proper format for footnotes and citations.


You must use either APA or Chicago citation system. Please include date accessed on all online sources.

**Plagiarism**: Plagiarism is considered a very serious offense in college (and elsewhere). Plagiarism means to use the words, or close to them, and ideas of others without careful attribution and crediting the source. In some schools, plagiarism is grounds for expulsion. NYU applies a more individualized policy but strongly forbids the practice. Students can easily fall into plagiarism without intending to if they are not careful. Even if unintended, it is not acceptable. We will discuss in class how to avoid these traps.

**Sources**: NOT ACCEPTABLE: Wikipedia, About.com, Answers.com, etc. as their authorship is unknown or uncertified and they have not been vetted by proper editorship. (They can be used as one form of initial overview to guide further research, but they are of limited value even for that.) Google, Google Scholar, SearchMedica (http://www.searchmedica.com/), PubMed and other such search engines are invaluable. However, there is no substitute for also doing in-library research, as serendipitous discovery in the midst of journals and stacks is often invaluable. Some books are online, but many are not, so the library stacks are important to find useful information you might otherwise miss. There are several sections that include medical ethics, healthcare policy and other topics that apply to this course.
Research resources:

Over the next four years you will be doing research all of the time, beginning with this course. Learning how to use the library now will make your life much easier. The library maintains huge resources for you to use. It employs an army of librarians who exist to help you in your work. Students today are very expert in the digital world, but you are all complete novices in applying those skills to the wealth of resources at NYU. Visit the library and ask a librarian to begin to teach you how to use it. Attend some of the many sessions they run for that purpose. The librarian for Health Sciences is Susan Jacobs (998-2432, susan.jacobs@nyu.edu) and for Undergraduate Studies is Karen Kehoe (998-2509, lsk222@nyu.edu). Do not hesitate to call them for help. Karen Kehoe will speak to our class.

Assignments

The First-year Seminar program is designed to feature significant reading and writing every week. There will be on-going writing assignments, most short, one major.

Microsoft Word (Mac or Windows) is the required program. See above for citation format. Mac Pages is not acceptable, but it can easily be converted to Word before sending.

Essays must be at least 750 words. That is the length of most newspaper Op Eds. Reading many can give you a good guide as to how to write your essays. We will discuss that in class as well.

Weekly work:

- Each week, students will read assigned articles and books in preparation for class discussion. The articles should be a starting point and students should look beyond.
- Assignments
  - Assigned essays are due at least two days before the due date.
  - All written assignments must be submitted in two ways:
    - E-mail to makovm01@nyu.edu
    - Post on NYU Classes (you will be asked to agree to the terms of TurnItIn).
    - Always put your name and the number and title of the essay on the first page.
    - The file name must be your last name and the number of the essay only (as in, Smith 1)
    - Single space weekly assignments
- Every week, each student must also post one or two brief questions (some will be used in class) that interest them, or that they think will be of interest to discuss in class. Asking questions is one of the most important ways to learn and to improve thinking skills. We cannot of course cover them all in class, but we will select some for class discussion.
- Assignments, which will vary, should be original and demonstrate that the reading was done and understood. Self-editing and clarity are important, but this is not a
writing course and students will not be graded as such. You will be graded on how well you present your ideas, your research and your original thinking. (See below for two writing resources that are optional but very helpful in improving writing. Both are short and easy to read.)

**Major research paper, a Thesis:**

1. Half of the grade will be based on the Thesis due at the next to last class.

2. **The Thesis must be at least ten to twelve pages long** (at least 4500 words of body text, double-spaced, 12 pt. Word doc).

3. The Thesis is a research paper. It is **not** an opinion piece. You can have an opinion, but must always have valid evidence to support it.

4. **Footnotes must be in the format for biomedical journals; See the end of the Syllabus for a detailed guide.**

5. **There must be a bibliography as well.**

6. The Thesis should be related to any of the topics in the course outline or topic list but other topics will be considered if a student wishes. There is a topics list under resources documents that gives many topics you might consider, but none are obligatory. Topics must be approved by Dr. Makover.

7. The paper should show original mastery of available resources and present a cohesive and interesting original argument of your own using the principles taught in the course. It should conclude with a brief summary.

8. Length is not the criteria for quality. Thomas Jefferson once apologized for a long letter saying *that he did not have time to write a short one.* You have time. The papers should be pithy, concise, and show a sensible progression of ideas. It will be very helpful for you to self-edit and to make sure the paper flows in order and avoids repetition.

9. Useful writing guides (for the thesis and all other assignments) include: Strunk and White, *The Elements of Style, 4th Ed.* and Zinsser, William: *On Writing Well, 6th Ed.* Both are short, easy to read and will provide most of what anyone needs to write well. Note that the time invested in learning writing skills and improving your writing style will be an invaluable investment for the rest of your college career and all the years after.

10. **Thesis schedule:**
   a. Class 3 – you must submit your topic selection for approval.
   b. Class 6 – You must submit a brief outline of what you will cover.
   c. Class 8 – Beginning with the eighth Class, students will begin presenting their thesis ideas and findings to the class. The presentations will be ten minutes and should be spoken, but can be augmented with PowerPoint or other such presentation program or any imaginative way the student wishes, but it is not required to do so. The class will discuss the issue, tactfully critique the presentations and make suggestions.
   d. Class 10 – you must submit a rough first draft.
   e. Class 13: Deadline for completed thesis.
      i. **There are no exceptions and papers submitted after the due date will not be accepted.**
      ii. Papers should be in **3 forms** for Class 13
         1. Paper copy given in in class.
         2. E-mailed to professor’s address above.
         3. Posted on NYU Classes (same request to agree to Turnitin).
   f. Class 14, in the last half of the last class, the Professor will review the thesis and
semester’s work with each student individually.

Procrastination is your enemy, so please plan a schedule for working on your thesis.

Debates: The class will also be divided into teams for occasional in-class mini-debates. Debates will be informal and will follow debate rules loosely. Any students previously active on debate teams are welcome to offer ideas about how to structure these, or even to be in charge of organizing them.

Grading:

The following will contribute to the final grade, as required by the First-year Seminar Program:

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<th>Component</th>
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<tbody>
<tr>
<td>Class contribution quality and participation</td>
<td>10%</td>
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<tr>
<td>Preliminary thesis outline and bibliography</td>
<td>10%</td>
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<tr>
<td>Research thesis final</td>
<td>40%</td>
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<tr>
<td>Essays and other projects</td>
<td>35%</td>
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<tr>
<td>Debate participation and preparation</td>
<td>5%</td>
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Those who show initiative, originality, excellent research, thoughtful analysis of ideas and effective communication in voice and print contributions will do best. It is not marked on a curve, but performance is measured against the average for students in this seminar (which has been given yearly since 2007).

Absences:

Most students have not been in a seminar previously. It is every much a course in which the students are actively involved. It is not a lecture class. The professor will of course be imparting some information, but mostly the learning comes from the in-class discussions.

That means that every missed class means you will have missed important information not easily caught up on.

Only absences due to medical reasons (with a note afterwards) or pre-approved by the professor for special reasons will be accepted, at most once or twice in the semester. Absences for other classes, sports participation and the like should not occur. If your outside schedule for a team or anything else would interfere, you should request another seminar at a different time.

Disability Disclosure Statement: Academic accommodations are available for students with disabilities. The Moses Center website is www.nyu.edu/csd. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Questionnaire
You will be asked ahead of the first class to complete a simple questionnaire about yourself. As this is a seminar, the professor wants to know the students a bit better. **Important – please bring it to the first class.**

You will be sent ahead of Class One a short handout on concepts of thinking. **Please be prepared to give your views and to discuss it in Class One.**

**CLASS OUTLINES** – these are general outlines, but will be adjusted as the needs of the class determine.

**Essay assignments:** These will be posted on NYU Classes with due dates.

- Essays are a very important part of your grade, and every one counts. All but the last will be posted at once so that you have plenty of time to give your full effort to each one.
- Essays are not ‘marked’. Instead the professor will review the essays with each student periodically with suggestions for improvement and new ideas.

**Class One:**

**A. Introduction**
- Introduction and description of the seminar and its structure and requirements
- Introduction to the professor.
- Students will be asked to introduce themselves and to give a short personal background.
- Explanation of assignments, debates, the research paper and class discussion.
- Assignment to debate teams.
- A beginning overview of medicine and its place in society and the issues we will be covering.

**B. How doctors and scientists think (or should)**
- We will review the handout Concepts of Thinking sent in advance.
- Logical and efficient thinking
- Avoiding assumptions and preconceived ideas
- Presenting ideas clearly and compellingly
- How to listen
- Should logic always rule?
- What is the difference between logic and wisdom?
- What are the limits of logic?
- Is all worthwhile thinking conscious or is ‘intuition’ useful as well?
- How does probability fit into decision-making?
- What is the nature of medical reasoning and decision-making?
- What is truth? Scientists know that ‘truth’ is a highly relative term.
- Doctors seldom have enough information, so they must always extrapolate available knowledge to the specific, unique case of each patient. How does that affect medical care?
Heinrich’s, Thank You for Arguing is an excellent and enjoyable guide to basic logic and logical fallacies, how to structure ideas and arguments effectively and how to be persuasive. Very worthwhile (and fun) to read.

Other suggested readings on logic and argument (not required):

Weston, Anthony, A Rulebook for Arguments (only 87 pages, provides a simple introduction to presenting ideas fairly and convincingly).
Bennett, Deborah, Logic Made Easy (brief and enjoyable introduction to logic).
McInerny, D. Q., Being Logical: A Guide to Good Thinking

C. Presenting medical and scientific arguments and information effectively

Assigned work for Class 2:

• While not required, three books in the Recommended List can be immensely helpful to you to become accomplished writers: Strunk and White and Zinsser on how to self-edit for clarity, brevity and cohesiveness and Heinrichs to begin to understand logic, organizing ideas, presenting convincing arguments and analyzing those of others.

• Students should begin to think about topics and issues from their own experiences for future class discussions.

• Read the AMA and Hippocratic codes of ethics and articles on understanding medical risk and statistics posted on NYU Classes for next Class.

• Read the Aging readings.

• Begin reading Mismanaged Care, pages 13-53 for next class.

• Cambridge Illustrated History of Medicine, edited by Roy Porter. Porter was a superb medical historian. He edited this collection and wrote part of it. (His writing is enjoyable and compelling. He wrote a comprehensive history, The Greatest Benefit to Mankind, should anyone wish a much more detailed resource.) Read the Cambridge Introduction, Chapter 2 and Chapter 5 for next class. The readings in this book are to give you an idea about the history of medicine and how concepts have changed dramatically over time and in different cultures.

• Submit questions on topics for the next class.

• Important assignment: Begin to read all of How Doctors Think by Jerome Groopman; an assignment based on it is due before Class Three. The book is very clear and he relates everything to real-life cases and situations. As you read the book, note all of the ‘cognitive’ errors of thinking and any other good or faulty ways
of approaching medical problems. At least four days prior to Class Three, post on NYU Classes what you have listed along with a very brief description of your own what each entry means. **You should have at least 10 things you learned from this book, such as cognitive errors to avoid.** Then please briefly discuss your views on this and illustrate how selected few examples of the errors might occur in non-medical situations as well. **This will require a fair amount of work so enough lead-time is provided. Inadequate outlining and not recognizing the more important cognitive errors will require rewriting.**

- **Groopman outline is due for Class 4**

**Class Two:**

A. Medical ethics codes and the essence of medical practice  
B. Aging in America and Healthy living  
C. Why don’t people act sensibly and follow good advice? Four steps to success.

**Assigned work:**

- Complete Groopman assignment as above before next class.
- Topics will be decided for some mini-debates for Class Four.
- Students should read Chapters 2, 8, 20 of *Mismanaged Care* by next week, as well as the posted readings for next class. Post questions on topics.
- Readings for next week will be posted.

*Note:* Students should complete the reading of the entire Mismanaged *Care and Cambridge* in time for Class Seven.

**Class Three:**

**Thesis topic must be submitted for approval**

A. Understanding scientific research and how to analyze it  
B. Doctor-patient relationship  
- Informed Consent  
- Paternalism vs Patient Autonomy  
- The placebo effect  
- Privacy

**Assigned work for next week:**
Articles will be posted on end-of-life and other more serious ethics questions for next week’s discussion.

If there is time, we will hold a mini-debate, the topic to be chosen by the students.

Please select one student to organize and lead the debates, usually someone who has had debate experience.

Read posted articles (and beyond) and submit assignment for the next class.

Students will have submitted choices for research paper.

Class Four:

Groopman assignment is due today.

A. Life and death issues
   • End of life issues; whose life is it, anyway?
   • Patients in permanent coma and persistent vegetative states;
   • Futile medical care;
   • Physician-assisted suicide for terminally ill patients who are suffering;

B. Politics and health care
   • FDA issues, political pressure by religious groups,
   • Effects of government regulation,
   • Candidate and office holder health issues).
   • Physician participation in torture and executions.

Assigned work for next week:

Mini-debate: students will choose topics.

Read posted articles (and beyond) and submit essay and questions on topics for the next class.

Class Five:

A. Addiction.
B. How people make decisions (Doctors and patients face endless decisions and how they are made is essential to medical care)
C. The teenage brain and risk-taking; a major medical problem

Students will have posted on NYU Classes and hand-in in class a printed copy of their initial outlines for their major paper.

Assigned work for next week:
Read posted articles (and beyond) and submit assignment and questions on topics for the next class.

**Class Six:**

**Thesis outline due today**

- Medical ‘truth’: Understanding medical risk; research design and validity; Interpreting medical statistics

**Assigned for Class 8:**

Teams of two students each will research healthcare and cultural differences in assigned countries and present a 5-10 minute Power Point presentation for the class. More details will be discussed in class.

Reading of *Mismanaged Care* and *Cambridge* should be complete in time for next class.

Read posted articles (and beyond) and submit questions on topics for the next class.

**Class Seven:**

- Health economics: who should pay for your healthcare?
- Rationing Healthcare

**Assigned work for next week:**

Read posted articles (and beyond) and submit assignment and questions on topics for the next class.

In Class Ten we will be discussing the role of metaphor in medicine and in life. Recommended but not required is Lakoff, George and Johnson, Mark, *Metaphors We Live By, 2nd ed.* By metaphor they mean the point of view every individual or every society has toward the world or towards a specific aspect. This plays a vital role in language and in how each of us deals with the components of our lives. Doctors operate by certain metaphors (for example, the ‘war’ against cancer, or whether the doctor sees himself as a paternal figure or as a co-partner with the patient). Understanding the role of metaphor and point of view is essential to understand medical care, medical research, communication and the doctor-patient relationship (and most of everything else we do).

You will be asked to discuss the metaphor (s) by which you live your life and how it would apply in medicine. Make sure you understand the difference between a metaphor and an aphorism.

**For next week:**
Think about the difference between mistake, error and negligence for class discussion.

Class Eight:

A. Malpractice and error
B. Healthcare in other countries and the role of cultural differences; Student teams will report their research assigned last week.
C. Student presentations – brief summary of thesis topic.

Assigned work for next week:
Read posted articles (and beyond) and submit questions on topics for the next class. There are no posted articles on topics B. and C. next week so that you can do your own research for articles and ideas.

Class Nine:

A. Is there a place for spirituality?
B. What are the medical and health effects of hope and optimism vs. anxiety and pessimism?
C. Student presentations – brief summary of thesis topic.

Assigned work for next week:
Read posted articles (and beyond) and submit questions on topics for the next class.

Class Ten:

Thesis first draft and preliminary bibliography due today

A. The pharmaceutical industry and its effect on medical care and research
B. ‘Disease mongering’
C. Student presentations – brief summary of thesis topic.

Assigned work for next week:
Read posted articles (and beyond) and submit questions on topics for the next class.

Think about what might be ways to reform the systems for pharmaceutical development and distribution, if such is possible within our system of government and our constitution..

Class Eleven:

A. Metaphor and point of view (see under Class Seven above)
B. Alternative medicine, complementary and integrative therapies
C. Student presentations.

Assigned work for next week:

Read posted articles (and beyond) for the next class.

What, if you think something should be done, can we do about the alternative medicine market?

**Class Twelve:**

A. The genetics revolution, and medicine; how far we should go? How CRISPR will dramatically change the future and what are the ethics?
B. Medical technology, “enhancement” and bionic people.
C. Student presentations

Assigned work for next week: Complete major paper.
How can we prevent runaway technology?

**Class Thirteen:**

**Thesis due today**

A. Various topics from previous discussions for which there was not enough time, or new topics students particularly want to address.
B. Topics from the topic list if time. C. Student presentations.

Assigned work for next week: Submit final research paper (post online and hand-in double-spaced paper copy).

Finish preparations for in-class debates.

**Class Fourteen**

A. Summation and open discussion.
B. Review of theses

We will finish by summing up the approaches to thinking that we have developed over the course of the seminar and any other topics of interest. Students can ask any final questions or make any comments of interest to them.

Rather than hand back the papers with notes, the second half of the session will be review of the theses. The professor will meet with each student individually to discuss the thesis and the work of the year.

**Required Book List for Class**

Syllabus, *The Doctor’s Dilemma: Being Both Correct and Right*, Professor Makover, Fall 2019, NYU First-year Seminar
How Doctors Think
Jerome Groopman

The Soul of a Doctor
Harper, Gordon, et.al.
Algonquin ISBN 156512507X

Mismanaged Care  (might need to be bought online)
Makover, Michael
Prometheus Books ISBN 157392248X

Cambridge Illustrated History of Medicine  (might need to be bought online)
Porter, Roy

Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions [Paperback]
Ariely, Dan

How Not to Be Wrong: The Power of Mathematical Thinking [Paperback]
Ellenberg, Jordan

Human Errors: A Panorama of Our Glitches, from Pointless Bones to Broken Genes

Recommended resources (not required):

Bennet, Deborah J., Logic Made Easy: How to Know When Language Deceives You
W.W. Norton (Paperback), ISBN 0393326926

Heinrichs, Jay, Thank You for Arguing, revised edition

Lakoff, George and Johnson, Mark, Metaphors We Live By
University Of Chicago Press (paperback), ISBN 0226468011
McInerny, D. Q., *Being Logical: A Guide to Good Thinking*  
Random House (paperback), ISBN 1400061717  


Wilson, David Sloan, *Evolution for Everyone: How Darwin’s Theory Can Change the Way We Think About Our Lives*  
Delta (Paperback), ISBN: 0385340923  

ISBN: 0060891548  

This is from the Bobst Library about what is available for students. The librarians can be immensely helpful and are eager to do so. Please contact any of the below or ask Prof. Makover to help arrange it.  

NYU Library Resources and Services for Faculty Teaching First-year & Collegiate Seminars  

These are the skills freshmen and sophomores need in order to be intelligent users of information; they need to know how to:  

- Clearly articulate a research problem or question  
- Translate the question into a search statement (consisting of subject headings or keywords and Boolean operators) suitable for a library catalog or online index/database  
- Use the online catalog to locate books, journals and media by title, author or subject  
- Become proficient using a general index/database to locate articles on a topic  
- Begin to use specialized indexes/databases, e.g., PsycInfo, MLA, etc., to find scholarly articles  
- Begin to critically evaluate information sources. Understand concepts such as authority, depth, scope, bias, relevance, currency, reputation, and intended audience  
- Recognize the limitations of Google for academic research  
- Understand the ethical use of information, e.g., plagiarism, copyright and fair use  

**Services:**  
- Students should attend one of the pre-scheduled library instruction classes. The fall class schedule is available at [http://library.nyu.edu/classes.html](http://library.nyu.edu/classes.html)  
- Term Paper Research Clinics  
  Librarians can work one-on-one with students to help them develop a research strategy for their topic. An online request form will be available in late October at [http://library.nyu.edu/research/termpaper.html](http://library.nyu.edu/research/termpaper.html)  
- If a student wants to get started on a research assignment before the term paper clinics begin, they can always make an appointment with the Undergraduate Librarian for an individual consultation.
• 28 Subject Librarians serve as liaisons between the library and academic
departments. Contact your Subject Librarian to schedule classes for your upper-level
students; request a research consultation or library services update for yourself or demos of
discipline-specific databases for department meetings. For contact information, see:
http://library.nyu.edu/research/lib_arc.html
• See the Library’s website for more resources and faculty services.
http://library.nyu.edu

Have a question about library support services but not sure whom to call?
Contact Lauren Kehoe, Undergraduate Librarian. Lsk222@nyu.edu, 1-212-998-2509

Footnote or endnote required style for thesis

This is from the New England journal of Medicine

Note that the one source not listed here is an online source;

Write the title and the URL in a way that the reader can easily access the website. At the end,
write the date on which you accessed it (as in “downloaded January 1, 2019”)

Articles in Journals

(1) Standard journal article (List all authors, but if the number exceeds six give six
followed by et al.)

You CH, Lee KY, Chey RY, Menguy R. Electrogastrographic study of patients with

As an option, if a journal carries continuous pagination throughout a volume, the month and
issue number may be omitted.

You CH, Lee KY, Chey RY, Menguy R. Electrogastrographic study of patients with


(2) Organization as author

Syllabus, The Doctor’s Dilemma: Being Both Correct and Right, Professor Makover, Fall 2019, NYU First-year Seminar

(3) No author given


(4) Article in a foreign language


(5) Volume with supplement


(6) Issue with supplement


(7) Volume with part


(8) Issue with part


(9) Issue with no volume


(10) No issue or volume

(11) *Pagination in Roman numerals*


(12) *Type of article indicated as needed*


(13) *Article containing retraction*


(14) *Article retracted*


(15) *Article containing comment*


(16) *Article commented on*


(17) *Article with published erratum*

Books and Other Monographs

(18) Personal author(s)


(19) Editor(s), compiler as author


(20) Organization as author and publisher


(21) Chapters in a book


(22) Conference proceedings


(23) Conference paper


(24) Scientific and technical report
(25) Dissertation

(26) Patent


Other Published Material
(27) Newspaper article

(28) Audiovisual

(29) Computer file

(30) Legal material

(31) Map

(32) Book of the Bible

(33) *Dictionary and similar references*


(34) *Classical material*


*Unpublished Material*

(35) *In press*