

Practicing Historical Research  
AS.100.388 (01)

Hodson 315

WF 12:00 Noon – 1:15PM  
Spring 2023

Dr. Sasha Turner  
Office Hours WF10:00-11:30AM By Appointment

**TA: Afua Quarshie**  
**Office Hours Mondays 4:00-5:30PM By Appointment**

## Description

In this second part of a two-semester sequence students work on producing individual research projects grounded in original primary source research.

## Academic Integrity

Undergraduate students enrolled in KSAS and WSE assume a duty to conduct themselves in a manner appropriate to the University's mission as an institution of higher learning. Students are obliged to refrain from acts which they know, or under circumstances have reason to know, violate the academic integrity of the University. For full details of this policy and actions taken for violation see <https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>.

## Student Accommodations

All students with disabilities who require accommodations for this course should contact the course instructor or TA at their earliest opportunity to discuss their specific needs. It is preferable that students request their accommodations at the start of the semester and share their eligibility letter with their faculty member. Students submitting their letter later in the semester are still eligible to receive approved accommodations, but there could be a delay in accommodations being implemented. Students with a disability who are requesting accommodations must be registered with Homewood office of Student Disability Services (101 Shaffer Hall; 410-516-4720; [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu)) to receive accommodations.

## Class Meetings

Unless noted, all classes meet in person. (Hodson 315)

Classes marked as via zoom will use the link below.

Under some circumstances we may need to switch from scheduled in person to zoom. You will be notified of any such changes. Pay attention to announcements via canvas for changes.

## **JHU COVID-19 Requirements (As of 8/23) Subject to change**

Masking is now optional in all campus, classroom, and work-related spaces; individuals may choose to continue masking, and we will continue to provide free, high-quality masks. Faculty can request that students wear masks while in their classroom and we are confident that students will be respectful and responsive.

COVID-19 vaccination and booster shots are required for all affiliates working or studying in the U.S., with the exception of those affiliated with the School of Medicine. More information. For more information, including testing and what to do if you test positive for COVID-19, see, <https://covidinfo.jhu.edu/> or call COVID-19 Call Center at 443-287-8500.

## Zoom Meeting Link

<https://zoom.us/j/91571158172>

Meeting ID: 915 7115 8172

One tap mobile

+13017158592,,91571158172# US (Washington DC)

+16468769923,,91571158172# US (New York)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 646 876 9923 US (New York)

+1 646 931 3860 US

+1 312 626 6799 US (Chicago)

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 386 347 5053 US

+1 564 217 2000 US

Meeting ID: 915 7115 8172

Find your local number: <https://zoom.us/u/adQhUf3MrG>

Join by SIP

91571158172@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

221.122.88.195 (China)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

209.9.211.110 (Hong Kong SAR)

64.211.144.160 (Brazil)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

Meeting ID: 915 7115 8172

Join by Skype for Business

<https://zoom.us/skype/91571158172>

## Requirements

Book for Purchase: Jules Benjamin, *A Student's Guide to History*, Bedford/St. Martin's.

1. Statement of Research Question (10%)
  - a. Write a two-paragraph summary of your research topic. In your first paragraph, outline the historical question you are interested in exploring, and the historical context surrounding your topic. Explore why you are interested in this question, and what your working thesis is, if you have one. In your second paragraph, map out your research strategy: What primary and secondary sources will you need to address this problem? How will you access these sources?  
Upload to Canvas in word.doc form by Wednesday Feb. 15 by 11:59PM
  
2. Primary Source Bibliography and Evaluation (20%)
  - a. Using the following guidelines adopted from Jules Benjamin *A Student's Guide to History*, (p. 112-3) write an annotated bibliography of your primary sources. Your bibliography must include at least 3 primary sources. Upload to Canvas in word.doc form by Friday March 3 by 11:59PM

### Guidelines for Evaluating your primary sources

- Who created the source? What impact might the creator's political, religious, or cultural beliefs have on the source?
- Why and for whom was the source created? How does its creation and intended audience impact its production?
- What is the source's relevance to your topic? How might it serve to support (or even challenge) your thesis?
- How does the source compare to other sources?
- What have other scholars concluded about the source? How do their conclusions relate to your topic?

3. Abstract (10%)
  - a. Using the following guidelines adopted from Wendy Belcher, *Writing Your Journal Article in Twelve Weeks*, (p.57) write a one-paragraph abstract outlining how you approach your research question.  
Upload to Canvas in word.doc form by Friday March 17 by 11:59PM

### Guidelines for Abstract

- Context – offer information on the historical period, the geographic region, the social conditions surrounding the question being investigated.
- Claim for significance - announcement about the uniqueness of the subject or your approach to it.
- Argument/Thesis –state what your analysis revealed, what you will argue
- Proof – offer a few lines on your evidence

4. Research Outline (10%)

- a. Using the following guidelines adopted from Jules Benjamin *A Student's Guide to History*, 143-145) write an outline of how you will organize your arguments and evidence.

Upload to Canvas in word.doc form by Friday March 31 by 11:59PM

**Guidelines for Research Outline**

- Working title of the paper
- Introduction with thesis statement
- Background information to set up context for research question
- Key points with supporting evidence
- Conclusion
- See Benjamin, *The Writing Outline of the Paper* for an illustration

5. Research Paper Draft (ungraded, but required)

Upload to Canvas by Wednesday April 26 by 1:15PM (note the difference in submission time)

6. Peer Evaluation (10%) (thoughtful completion of exercise =100%)

- a. Use the rubric posted on Canvas to offer review of peer's paper.

Upload to Canvas by Friday April 28 by 10:00AM (note the difference in submission time)

7. Research Paper (40%)

Upload to Canvas by Monday May 15 by 11:59PM

## Turner's Tips for Thriving

Writing a research paper can be rewarding, albeit a challenging experience. It is a process, not a product, and therefore, writing requires your daily input. Barbara Tuchman explained it best:

“Writing is hard work. One has to sit down on that chair and think and transform thought into readable, conservative, interesting sentences and paragraphs that both make sense and make the reader turn the page. It is laborious, slow, often painful, sometimes agony. It means rearrangement, revision, adding, cutting, and rewriting. But it brings a sense of excitement, almost of rapture – a moment on Olympus. In short, it is an act of Creation.”

To facilitate and improve the research and writing process, I have designed the course with weekly benchmarks, and discussion on the technical aspects of producing independent research.

All class meetings and one-and-one meetings with me and TA are mandatory. Please feel free to meet with me or the TA outside the mandatory meeting times.

### *Checklist for submitting drafts and papers*

- √ Aim for weekly benchmarks.
- √ Submit papers on time. **10% deduction for late submissions.**
- √ Use font size 12 (including punctuation marks, i.e. full stops, comma) and use only two space at the end of each sentence. Use double line space and do not add extra space between paragraphs.
- √ Properly cite all ideas and texts that are not your own. **Cite using footnotes in Chicago Manual of Style 15<sup>th</sup> Edition format. (See note on plagiarism and Benjamin, Student's Guide for illustration)**
- √ Include a bibliography of sources consulted. Format your bibliography using Chicago Manual of Style 15<sup>th</sup> Edition. (See Benjamin, *Student's Guide* for illustration)
- √ **Upload all papers to Canvas in word.doc form by due date. Emailed submissions are not accepted.**

## Weekly Schedule

(Subject to Change. Pay attention to Canvas for announcements.)

(Readings via e-reserves can be access via canvas or <https://ares.library.jhu.edu/shib/>)

### A. Hammering Out Your Topic

- W. Jan. 25                      Welcome (Class Meeting)  
Hammering out your topic
- Benjamin, *Student's Guide*, p.88-94. (Chapter 6, Read all the sections: from Beginning the Research Process to Planning a Research Strategy)
- Benjamin, *Student's Guide*, p.25-50 (Chapter 3 Read all the sections from Primary Sources to Artifacts)

### B. Scholarly Debates & Historiographical Interventions

- F. Jan. 27                      **Class Meeting**  
**Approaching New Evidence in an Old Way**  
Belcher, *Writing*, p. 51-52  
John W. Cromwell, "The Aftermath of Nat Turner's Insurrection," *The Journal of Negro History* 5, no. 2, (April 1920): 208-234.
- Daina Ramey Berry, *The Price for their Pound of Flesh: The Value of the Enslaved from the Womb to the Grave in the Building of a Nation*, Boston: Beacon Press, chapter 4.
- W. Feb. 1                      **Class Meeting**  
**Approaching Old Evidence in a New Way**  
Belcher, *Writing*, p. 50-51  
Barbara Bush, *Slave Women in Caribbean Society 1650-1838*, Kingston: Ian Randle Publishers, 1990, chapter 5.
- Sasha Turner, "The Nameless and the Forgotten: Maternal Grief, Sacred Protection, and the Archive of Slavery," *Slavery and Abolition* 38 no. 2, (2017):232-250.
- F. Feb. 3                      **Class Meeting**  
**Pairing Old Evidence with Old Approaches in a New Way**  
Belcher, *Writing*, p. 52-53  
Seymour Drescher, *The Mighty Experiment: Free Labor versus Slavery in British Emancipation*, Oxford: Oxford University Press, 2002, chapter 3.
- Sasha Turner, *Contested Bodies: Pregnancy, Childrearing and Slavery in Jamaica*, Philadelphia: University of Pennsylvania Press, 2017, chapter 1.

## C. Beginning the Research Process

Feb. 8-15      **No Class Meeting Research & Writing Time** – use the research process guideline below to work on revising your research statement

Feb. 15      **Class Meeting**  
**Guest Librarian:** Dr. Heather Furnas, Librarian for History, Africana Studies, and History of Science & Technology, Sheridan Libraries.

Benjamin, *Student's Guide* Re-read p. 25-50 (Chapter 3 Read all the sections from Primary Sources to Artifacts)

Benjamin, *Student's Guide*, p. 94-127 (Chapter 6 Read all the Sections from Conducting Research the end of chapter)

**\*\*\*Revised Research Statement Due by 11:59PM\*\*\***

### Guidelines for the Research Process (adapted from Benjamin, *A Student's Guide*, p. 89)

- Browse course materials and historical bibliographies, visit museums, anything related to history, and find a topic that interests you
- Do some initial secondary literature reading to narrow your topic into one aspect that is manageable for the scope of your project (a 20-page research paper)
- Come up with a debatable question that is relevant to your topic and is worthy of examination
- Think of a question that is in conversation with your initial readings using the three approaches outlined above
- Do some more reading of secondary literature to explore possible answers to your question and help you identify the kinds of sources you will need
- Rewrite your two-paragraph statement of research question



## D. Doing Primary Research

### Guidelines for Evaluating your primary sources

- Who created the source? What impact might the creator's political, religious, or cultural beliefs have on the source?
- Why and for whom was the source created? How does its creation and intended audience impact its production?
- What is the source's relevance to your topic? How might it serve to support (or even challenge) your thesis?
- How does the source compare to other sources?
- What have other scholars concluded about the source? How do their conclusions relate to your topic?

- F. Feb. 17                      **Class Meeting**  
**Guest: Guest: Yunshan Ye, Librarian, Milton S. Eisenhower Library.**
- Continue researching & writing – work on your primary sources and learning the historical context of your topic
- W. Feb. 22                      **Guest: Paul Espinosa, Curator of George Peabody Library, JHU**
- Continue researching & writing – work on your primary sources and learning the historical context of your topic
- F. Feb .24                      **Guest: Phoebe Evans Letocha, Collections Management Archivist, Chesney Medical Archives**
- Continue researching & writing – work on your primary sources and learning the historical context of your topic
- March 1                         **Guest: Wanda Williams, Archivist, Maryland State Archives**
- March 3                         **\*\*\*Annotated Primary Source Bibliography Due\*\*\***
- March 3-10                      **Required One-and-One Meetings with Dr. Turner** to discuss Research Statement & Primary Sources
- Continue researching & writing – work on your primary sources and learning the historical context of your topic

## Refining Your Research Statement

### Guidelines for Abstract

- Context – providing information on the historical period, the geographic region, the social conditions surrounding the question being investigated
- Claim for significance - announcement about the uniqueness of the subject or your approach to it
- Argument/Thesis –state what your analysis revealed
- Proof – offer a few lines on your sources and evidence

**March 15 -17**      **No Class Meeting Research & Writing Time** – work on your research abstract & do primary research

**March 17**            **\*\*\*Research Abstract Due by 11:59PM\*\*\***

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## Spring Break March 20-24

## E. Writing Your Research Paper

### Guidelines for Research Outline

- Working title of the paper
- Introduction with thesis statement
- Background information to set up context for research question
- Key points with supporting evidence
- Conclusion
- See Benjamin, *The Writing Outline of the Paper* for an illustration

W. March 29            **Class Meeting**  
Argument & Structure  
Benjamin, *Student's Guide*, p. 128-172 (Chapter 7 sections from Asserting your thesis to Example of Research Paper)

Research & Writing– Work on your paper outline

- F. March 31**                    **\*\*\*Research Paper Outline Due by 11:59PM\*\*\***  
Work on Research Paper Draft
- W. April 5**                    **Required One-and-One Meetings with TA** to discuss abstract &  
research paper outline  
  
Work on Research Paper Draft
- F. April 7**                    **Required One-and-One Meetings with TA** to discuss abstract &  
research paper outline  
  
Work on Research Paper Draft  
  
By the end of this week aim to have written at least five (5) pages of your  
research paper
- W. April 12**                    **No Class Meeting Research & Writing Time** - Research Paper Draft
- F. April 17**                    **No Class Meeting Research & Writing Time** - Research & Writing  
Time - Research Paper Draft  
  
By the end of this week aim to have written at least ten (10) pages of your  
paper
- W. April 19**                    **No Class Meeting Research & Writing Time** – Research Paper Draft  
Required One-and-One Meetings with TA to discuss paper draft
- F. April 21**                    **No Class Meeting Research & Writing Time** – Research Paper Draft  
Required One-and-One Meetings with TA to discuss paper draft  
  
By the end of this week aim to have written at least fifteen (15) pages of  
your paper
- W. April 26**                    **No Class Meeting Research & Writing Time** – Research Paper Draft  
By the end of this week aim to have written full 20-page draft of your  
paper  
  
**\*\*\* Draft of paper due for peer review by 1:15PM\*\*\***  
**(Note the time difference, this allows for the papers to be circulated to  
peers)**
- F April 28**                    **Class Meeting**  
Peer Review Exercise  
**Upload your peer review by 10:00AM (before class time)**

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## Classes End

May 1-5

Reading Days

Revise your paper and prepare for final submission

May 8-16

Exams Week

**\*\*Final Paper Due Monday May 15 by 11:59PM\*\***