Independent Work in the
Department of African American Studies

Princeton University 2022-2023

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Departmental Coursework

The Department of African American Studies (AAS) offers coursework for undergraduates with interest in studying the complex interplay between political, economic, and cultural forces shaping the historic achievements and struggles of African-descended people in the United States and their relationship to others around the world.

With a combination of courses and interdisciplinary research opportunities, students who complete the African American Studies concentration will be equipped with the critical and analytical skills that will prepare them for a range of professions. They will be highly qualified to pursue graduate work in the field or its cognate disciplines and prepared to enter a society in which race continues to be salient.

Departmental Subfields

The course of study is organized into three thematic subfields. Concentrators will take courses in each subfield and will then choose one as a primary area of inquiry.

1. **African American Culture and Life (AAACL)**: Students encounter the theoretical canon and keywords, which shape the contemporary discipline of African American studies. Accessing a range of interdisciplinary areas situated primarily in the United States, students will learn to take a critical posture in examining the patterns and practices that order and transform Black subjects and Black life. Courses in the AAACL subfield intersect with English, Religion, History, and American Studies.

2. **Race and Public Policy (RPP)**: Students use and interrogate social science methodologies in examining the condition of the American state and American institutions and practices. With an analysis of race and ethnicity at the center, students will examine the development of institutions and practices, with the growth and formation of racial and ethnic identities, including changing perceptions, measures, and reproduction of inequality. Courses in the RPP subfield intersect with the School of Public and International Affairs, Sociology, and Politics.

3. **Global Race and Ethnicity (GRE)**: Students use the prevailing analytical tools and critical perspectives of African American studies to consider comparative approaches to groups, broadly defined. Students will examine the intellectual traditions, socio-political contexts, expressive forms, and modes of belonging of people who are understood to share common boundaries/experiences as either: (1) Africans and the African Diaspora outside of the United States and (2) non-African-descended people of color within the United States. Courses in the GRE subfield intersect with Comparative Literature, Art & Archaeology, and African Studies.

**AAS 300 Junior Seminar: Research and Writing in African American Studies**

The **Junior Seminar** is required for all concentrators. During the fall term, all juniors will enroll in a seminar with a member or members of the faculty. This course will introduce students to theories and methods of research design in African American Studies. Drawing upon a wide-ranging methodological toolkit from the humanities and social sciences, students will learn to develop a research question animated by their interests and identify which types of evidence are most suitable for answering their questions. Students will write several short exploratory papers to "write their way" to their junior project research question. By the end of the semester, juniors will be in a strong position to begin their independent work.
Grading Practices

**DEPARTMENTAL GPA CALCULATION**
Departmentals (8) = 50%
Junior Paper = 15%
Senior Thesis = 30%
Senior Exam = 5%

Work in the Department of African American Studies possesses three distinguishing qualities:

1. Reflects independent research and thinking.
2. Develops and defends an argument.
3. Exhibits attention to the craft of writing.

The Undergraduate Announcement assigns each letter a verbal equivalent ranging from "excellent" to "failure." When grading papers in African American Studies, the faculty takes these stipulations seriously. Our expectation is that theses and papers are to be carefully written and based on independent research and creative thinking.

An **A** or **A-** thesis, paper, or exam is excellent in that it is clearly written, develops and defends an interesting thesis successfully based on research, and demonstrates elements of originality in thinking and elegance in its execution. An **A+** paper would have all these features and exhibit in at least one way, a quality that lifts it above other excellent assignments. It is exceptional and significantly exceeds the highest expectations for undergraduate work.

A **B+** or **B** thesis, paper, or exam is very good in that it satisfies the stated expectations of the assignment and does so in a respectable manner. But the paper falls short of A-level work in either its organization, the clarity of its writing, the formulation and presentation of its argument, or the quality of research. There are moments of insight and evidence of independent and creative thinking, but the argument is not presented clearly or convincingly.

A **B-** thesis, paper, or exam exhibits the characteristics of B+ or B work but provides a less than thorough defense of the argument because of weaknesses in writing, discernable gaps in argumentation, organization, or some confusion in the use of evidence.

A **C+, C, or C-** thesis, paper, or exam is satisfactory in that it shows evidence of sustained effort to engage the subject matter but demonstrates only modest or uneven success in defending and developing an argument. All too often, C-level work offers little more than a summary of ideas and information covered in the course (often a reflection of inadequate research); the writing is awkward and unclear, poor organization, and the main thesis has trouble surviving counterargument.

A **D** thesis, paper, or exam is minimally acceptable. Although D-level work shows some attempt to satisfy the basic assignment, it demonstrates serious deficiencies in the execution of the work. Careless writing, lack of an identifiable thesis, and really poor organization characterizes this level of work.

An **F** thesis, paper, or exam fails to meet the requirements of the assignment.
Goals of Independent Work

Independent research provides students with an opportunity to develop skills as critical thinkers and careful readers, and to gain experience as creative researchers. Because African American Studies is interdisciplinary by nature, research for independent work may involve readings, archival research, literary analysis in primary texts, as well as work and methods from the Humanities, Social Sciences, STEM, and other disciplinary areas.

Evaluation of Independent Work

Concentrators in African American Studies work with a faculty adviser assigned by the Department. In the case of the Junior Paper (JP), the adviser grades the work (with substantive comments) and offers suggestions for further research. The Senior Thesis is evaluated by the student's adviser and a second faculty reader. The adviser and reader determine the final thesis grade.

Benchmark Dates for JPs and Senior Theses 2022-2023

The Department provides a detailed calendar for concentrators and their advisers each year. The following timelines for the JP and Thesis provide benchmarks for the completion of independent work.

**JUNIOR PAPER**

**FALL TERM**

October 24  
Submit Junior Paper Adviser preferences, JP Topic, and subfield track selection

January 13  
Email your JP prospectus to your adviser and ask to schedule a day and time to meet in the first week of class in the spring term.

**SPRING TERM**  
During the spring term, you are strongly encouraged to have at least three sessions with your Writing Coach. Coaches will be assigned in January.

Week 1  
Meet with your adviser, no later than Friday, February 3 to 1) discuss your prospectus; 2) discuss how frequently you will meet, and best ways to check-in; 3) plan your next research/writing task.

Week 4  
Submit partial first draft (perhaps one major section) to your adviser, no later than Friday, February 24.

Week 5  
Students receive first drafts back, with comments from advisers, no later than Friday, March 3.

**SPRING BREAK** March 11 – 19.

Week 7  
Submit partial second draft to your adviser, no later than Friday, March 24.

Week 8  
Students receive second drafts back, with comments from advisers, no later than Friday, March 31.

Week 10  
Submit third and mostly complete draft to your adviser, no later than Friday, April 14.

Week 11  
Students receive third drafts back, with comments from advisers, no later than Friday, April 21.

May 2  
FINAL Junior Paper uploaded by 5:00 pm. You will receive a link and instructions on uploading the paper to Google Drive.

May 23  
Students receive JP grades and comments.
**SENIOR THESIS**

**FALL TERM**

**Week 2** Schedule a meeting with your adviser to discuss the thesis topic and plan for the semester, including tentative meeting times, no later than Friday, September 16.

**Week 5** Submit a five-page thesis proposal to your adviser no later than Monday, October 3. The proposal should include:

➢ description of the topic, the scope of the project, and the methodological approach you plan to take

➢ discussion of how your coursework at Princeton or elsewhere has prepared you to pursue the topic

➢ a brief survey of sources and a review of the kinds of evidence you plan to use

➢ a discussion of the contribution your work will make to the existing scholarship in your area

➢ a preliminary bibliography

➢ a preliminary writing plan or chapter outline

**Week 10** Submit a partial first draft (twenty pages) to your adviser no later than Friday, November 18.

**January 27** Submit a draft of an additional twenty pages to your adviser

**SPRING TERM**

**Week 2** Submit a draft of an additional twenty pages to your adviser no later than Friday, February 10.

**Week 3** Review your degree progress in TigerHub and submit your online **Degree Progress Check-In** by Monday, February 13 at 5:00 pm.

**Week 8** Submit a draft of the entire thesis to your adviser no later than Friday, March 24.

**Week 12** Upload your thesis via **Thesis Central** by April 24 at noon.

**May 1** Submit your **Senior Comprehensive Statement and Honors Calculation** by 5:00 pm.

**May 5** Students receive reader reports and grades.

**May 10-11** **Senior Comprehensive Exams** – **BLOCK BOTH DAYS ON YOUR CALENDAR.**

**Extension Policy**

Extensions of independent work deadlines may be granted only under extraordinary circumstances, usually involving medical conditions. Students **must** petition the Departmental Representative in writing, via email in advance of the deadline. Students requesting extensions must also notify the Department by copying the Administrative Coordinator and Department Manager on all requests, including updates.

*Individual advisers cannot grant extensions but must be included in the conversation.*
For extensions beyond Dean’s date, students must consult their Residential College Dean or Director of Studies.

One distinctive feature of the concentration in African American Studies is the plan for independent work in the junior year. In the spring, juniors write an 8,000 to 10,000-word (excluding bibliography and notes) Junior Paper, which is graded by the JP adviser.

Methods of Inquiry

Methods in African American Studies are highly interdisciplinary; therefore, the methods of inquiry are determined by your research question. These may include textual analysis, historical analysis, philosophical analysis, and ethnographic or sociological fieldwork. Please note that some methods of inquiry, primarily pertaining to fieldwork, require the approval of the University’s Institutional Review Board (IRB), which oversees research involving human subjects (https://ria.princeton.edu/human-research). This process may delay the start of field research, so planning is required.

Performance-Based Independent Work

Students may pursue performance-based or creative independent work, with the following requirements:

Performance-based or creative independent work plans must be approved by the Director of Undergraduate Studies (DUS) at the beginning of the term in which the work will be pursued. If the assigned adviser states that they are incapable of appropriately evaluating the performance-based or creative independent work, then the student will be asked to identify a faculty mentor or practitioner who will agree to consult with the adviser on the merits of the project. In addition to the performance-based or creative work, the student will be expected to write a supplementary essay of 10 - 12 pages detailing the academic research that provided a foundation for the project, along with a bibliography.

Junior Paper

During the spring term, juniors will complete independent research, and are expected to complete new research and to write each week. They will submit at least two rough drafts to their advisers over the course of the spring semester (see the benchmarks above). The final JP is due on the date set by the University. This year the deadline is Tuesday, May 2nd. Extensions can only be granted by your Residential College Dean. Please review the Department Extension Policy above for details. Failure to meet the deadline without permission will result in an F grade.
JP Prospectus Guidelines

Excluding tables, figures, images, bibliography, and appendices, the text of the JP prospectus should be roughly 4,000 words. For additional specifications of prospectus format and citation style, see below.

1. The title page, including working title; student's name; Department; date; signed honor pledge
2. The main body of the proposal including:
   • The introductory section in which students present their topic and its significance and put forward the research question
   • Discussion of the state of the existing literature on the subject and how the work contributes to this scholarly conversation
   • Consideration of the methods and sources to be used
3. Tentative outline
4. Bibliography

GENERAL FORMAT

Excluding tables, figures, images, bibliography, and appendices, the text of the paper should be between 8,000 to 10,000 words. The document must be double-spaced, with one-inch margins on all sides. After the title page, all pages should be numbered. The title page should contain the title, author's name, and date. On the bottom of the title page, you should certify that "This paper represents my own work in accordance with University regulations," and sign your name.

CITATIONS

All written work submitted should be appropriately cited and attributed to document the sources for any ideas and information that do not belong to you. Failure to do so constitutes plagiarism.

Discuss the ideal citation style for your topic with your adviser. Unless otherwise specified, your documentation system should be Chicago-style footnotes as detailed in the Chicago Manual of Style.

While the remainder of this guide focuses on Senior Independent Work, much of it will prove helpful to JP writers as well.

Senior Thesis

Writing a thesis over a year can be an extraordinary challenge. But a clear research question, proper planning, and regular meetings with your thesis adviser can make this a rewarding and manageable process.

While the thesis is independent work in its conception, the following guidelines should offer some practical advice to students writing a work of this scope for the first time.

Finding a Topic

Finding a suitable thesis topic is one of the most challenging stages of writing a thesis. The problem of beginning is often the beginning of the problem. Whatever you do, start where you are most enthusiastic. The courses you have taken are good starting points. Building on a favorite course paper
or elements of the Junior Paper are also ways of exploring a topic. Consider your best adviser in this process and which available faculty member has research interests that align with your interests.

The Department assigns advisers during the first week of fall of their senior year. Students should plan to reach out to their advisers by the end of their second week of classes. The Curriculum Committee will take into consideration your topic and the advisers’ fields of interest. After that first meeting, throw yourself into the relevant primary and secondary sources related to your topic and work closely with your adviser. Together you will formulate a clear and concise research question that will focus your efforts.

Writing a Thesis Proposal

State your research question, develop a bibliography of sources relevant to your topic, and describe your writing plan. The prospectus is not written in stone. It lays out a preliminary outline of where you think you are and where you wish to go. The actual writing may take you in a different direction. But writing the prospectus helps you refine your research question and formulate a clear plan for the work ahead. The proposal is typically five pages long and should include at least:

- A description of the topic, the scope of the project, and the methodological approach you plan to take
- A brief survey of sources and discussion of the kinds of evidence you plan to use
- A preliminary bibliography
- A preliminary outline of the structure of the thesis.

Your adviser may require that you submit a revised proposal before you move to the research and writing phase.

Submission Instructions

GENERAL FORMAT

The thesis length maximum is 100 pages. However, under exceptional circumstances, this length can be exceeded with permission from your thesis adviser. The text must be double-spaced, with one-inch margins on all sides. After the title page, all pages should be numbered. The title page should contain the title, author's name, and date. On the bottom of the title page, you should certify that “This paper represents my own work in accordance with University regulations,” and sign your name.

CITATIONS

Unless otherwise specified, your documentation system should be Chicago-style footnotes as detailed in the Chicago Manual of Style.

GRADING

The thesis and Comprehensive Exam are graded by the adviser and a second reader assigned by the Curriculum Committee. The adviser and the second reader independently submit comments and suggest a grade. If the grades differ, then the adviser and the second reader will discuss and collectively decide the final grade.

"KEEP WRITING, even when it feels like you have nothing to write. Set small goals for yourself and make sure you hold yourself to them but be sure to reward yourself. Let your primary sources guide you to your argument, not the other way around…. And finally, be willing to let large chunks of writing GO! Thinking is writing and writing is rewriting."
Binding by Pequod

You will receive instructions on how to obtain a bound copy of your thesis by March 20.

Working With Your Adviser

What Advisees Can Expect of Their Advisers. Advisees should expect to meet with their advisers regularly to have drafts read within a reasonable, agreed-upon amount of time. Advisees should expect to receive detailed and constructive feedback. Your adviser should be expected to be given a reasonable amount of time to read and comment on drafts. Advisers will not comment on drafts after 4/17 (some advisers may set earlier dates).

Although your adviser is your primary sounding board in this process, you should take advantage of the resources at Princeton and seek advice from other members of the faculty within the Department, the Librarian in African American Studies, and beyond.

What Advisers Can Expect of Their Advisees. Advisers should expect an advisee to take the initiative. Advisers should expect an advisee to cooperate in setting up a detailed work schedule in coordination with departmental benchmarks for the completion of independent work. Advisers should expect advisees to show up punctually for scheduled meetings.

“...”

Senior Comprehensive Statement

The Senior Comprehensive Statement consists of a short essay with four sections.

Section one, "Scholarly Development": should narrate the student's scholarly development in the Department. (For example, the student might ponder some of the following questions: What led you to choose AAS as your concentration? What courses have made the most impact on your thinking and why? Are there any courses not on offer that you wish had been?) This essay is meant to encourage self-reflection, and it may be written as a meditative first-person narrative. It is also used to help faculty reflect on what works well and where we can improve course offerings, course design, advising, and the overall coherence and rigor of the AAS concentration. Section one should be roughly 700 to 900 words.

Section two, "Beyond the Classroom": should describe any work beyond the classroom that reflects the student's commitment to the intellectual, political, and artistic traditions in African American Studies. This may include activist, organizing, or creative work, for example. The Department will give this section special attention in our deliberations for the Distinguished Senior Prize in African American Studies. (Section two should be no longer than 500 words, and it may be concise if the student does not wish to be considered for the award.)

Section three, "Departmental Works": is a simple list. Please list all departmental courses, as well as the title and advisers’ names for the JP and the Senior Thesis.
**Section four, “Honors Calculation”:** As you know, some AAS courses can serve to fill more than one subfield or requirement. Because of this, we need to confirm which courses you want to fulfill each section for the honors calculation.

**Senior Comprehensive Examination**

The University's requirement for a senior comprehensive examination is satisfied in AAS by a formal presentation of the thesis, followed by a more open conversation. The exam will last approximately 50 minutes. Three people will be present for the entire examination: the student, the adviser, and second reader.

**Formal presentation:** Students should deliver a formal 10-minute presentation. This should give a crisp articulation of the thesis's main argument. The student is encouraged to deliver a stylized selection of material rather than an overview of the entire thesis, focusing on, for example, the thesis's major finding, most original interpretation, or the best chapter. It should thoroughly respond to any questions or concerns raised in the readers' reports. It should be crafted and practiced as an oral essay, not exceeding more than 10 minutes. It will be graded for clarity, persuasiveness, and elegance in its execution.

**Conversation:** The adviser and second reader will then engage the student in a wide-ranging discussion of thesis research. They will then turn to the student's course of study in the Department, following up on reflections offered in the Senior Comprehensive Statement. This part of the conversation encourages self-reflection, as well as honest and potentially critical feedback for the Department.

**Funding for Independent Work**

Concentrators who require research funding for independent work may apply to the Department of African American Studies, other individual academic departments, and other offices and programs on campus through the Student Activities Funding Engine (SAFE). To apply for this funding, eligible students will need to complete a funding application in SAFE that includes a comprehensive project statement, a detailed budget outlining the proposed usage of the funds, and a letter of support written by your adviser. We encourage you to start working on your application materials early so that you have ample time to meet the strict deadlines set by the various funding sources. In addition, make sure you list the correct adviser and Departmental Representative to prevent any unnecessary delays in having your request reviewed.

The following are some of the research funding opportunities provided by the Department:

**Junior Paper Research Funding**
To assist AAS concentrators in building their expertise and library, the Department of African American Studies will provide funding for books that are essential to junior independent work. You are encouraged to request funding before the deadline for the JP partial first draft. The absolute latest date to request funding is one week after that deadline date.

**Spring Break Research Funding**
Spring break research funding awards provide financial support to AAS concentrators to pursue worthy projects that provide important opportunities for research and/or personal growth, foster independence, creativity, and leadership skills, and broaden or deepen their understanding of the historic achievements and struggles of African-descended people in this country and their relation to others around the world during spring break. Funding of up to $1,000 is available.
**Wintersession Research Funding**

Wintersession funding awards provide financial support to AAS concentrators to pursue worthy projects that provide important opportunities for research and/or personal growth, foster independence, creativity, and leadership skills, and broaden or deepen their understanding of the historic achievements and struggles of African-descended people in this country and their relation to others around the world over the summer. Funding of up to $1,000 is available.

**Summer Research Funding**

Summer research funding awards provide financial support to AAS concentrators to pursue worthy projects that provide important opportunities for research and/or personal growth, foster independence, creativity, and leadership skills, and broaden or deepen their understanding of the historic achievements and struggles of African-descended people in this country and their relation to others around the world over the summer. Funding of up to $1,000 per summer is available.

**Summer Study Abroad Support**

The Summer Study Abroad Support supplements other funding provided to AAS concentrators as they study abroad over the summer. Funding of up to $1,000 per summer is available.

**Senior Thesis Research Funding**

Senior thesis research grants of up to $3,000 are available to AAS concentrators to supplement specific research needs. Research funds may be used to support travel, the purchase of books, supplies, and materials needed to complete the Senior Thesis.

**Senior Colloquium Thesis Research Funding**

The Department of African American Studies (AAS) offers AAS Senior Colloquium students up to an additional $750 in Senior Thesis research grants. Research funds may be used to support travel and/or the purchase of books, supplies, and materials needed to complete the Senior Thesis.

**Conference Funding**

This opportunity provides funding to AAS concentrators to attend relevant academic conferences.

**Graduate School Application and Related Expenses Grant**

The Department of African American Studies at Princeton University offers funding grants up to $2,300 to AAS concentrators planning to pursue a graduate degree. These grants are intended to defray the cost of graduate school application-related expenses not covered by the recruiting institution. Eligible expenses include application fees, post-graduate exam fees, travel expenses associated with admissions interviews, etc.

AAS concentrators who have been accepted to doctoral and non-professional masters’ programs may also request funding to visit prospective schools. Funding may be used for travel, lodging, and meals. Personal items, entertainment, and social activities will not be covered.
Resources

African American Studies Librarian

The African American Studies Librarian, Steven Knowlton, is available for guidance and to offer suggestions regarding resources for research in African American Studies.

Steven A. Knowlton
A-17H-2 Firestone Library
609-258-0496
steven.knowlton@princeton.edu
Make an Appointment

Fall 2022: 110 C Morrison Hall Office Hours: Tuesdays, 11:00 am -1:30 pm
Spring 2023 Morrison Hall Office Hours: TBD

Independent Writing Coaches

During your independent work journey, concentrators will have the opportunity to work with graduate students hired to serve as writing coaches. The seniors will be assigned a coach at the start of the fall semester, and juniors will be assigned a coach prior to the spring semester. The coaches will work with the concentrator on discussing ideas, research strategies, and give feedback. Additional details will be sent out with the coach assignments.

Writing Center

The Writing Center offers free one-on-one conferences with experienced fellow writers trained to consult on assignments in any discipline. Specialized 80-minute conferences are available for Junior Paper and Senior Thesis writers at any stage in the writing process, who may sign up to work with a graduate student fellow from the department of their choice on the Writing Center Appointments Page

AAS Writing Center Liaison
Ben Fancy, Associate Director for the Writing Center
Princeton Writing Program
223 New South
bfancy@princeton.edu

Additionally, Independent Work Mentors from the Writing Center prepare workshops and programming to aid juniors and seniors in their research. Our Department liaison can provide programming on a range of issues to meet student demands. Students should also regularly check or subscribe to the Princeton Undergraduate Research Calendar (PURC) for upcoming programming, which covers topics ranging from preparing funding proposals, to note-taking and making an argument to draft review.
Student Concerns and Grievances

The Department of African American Studies is committed to a productive and positive classroom environment. If a student is concerned about an incident, comment, or exchange in the classroom, please reach out directly to the professor involved. We, the faculty of African American Studies, welcome this feedback, and we take student concerns very seriously. We will listen, be non-defensive, and address the situation. If the concern is not resolved, or if the student feels uncomfortable pressing the matter with the professor, then we strongly encourage the student to bring the issue to the Department Chair or DUS. If the matter remains unresolved after talking to the Chair or DUS, then the student should bring the issue to the Dean of the College. (For additional details see the University's Rights, Rules, and Responsibilities 1.7.4).

Helpful Links

Mr. Knowlton has compiled a research guide which concentrators may find useful.

Princeton University Library Research Guide: African American Studies

Perdue University’s Online Writing Lab offers a Chicago Style Writing Guide, which is updated regularly.

Perdue University OWL – Chicago Manual of Style 17th Edition

Advice from Alumni

"Treat the J.P. like it is its own class! The longer you wait to start it, the harder it gets. I would also say that if you get stuck in the brainstorming phase like I often do, the best advice I received was to just start writing!"

“Keep your head up and don’t be afraid to ask for help! Also, really take advantage of the Junior Seminar; if you put in work in those drafts, you can use that content in your official JP when it applies.”
“The sooner you write, the sooner you’ll re-write, the better you’ll fell and the sooner you will be done. Force yourself to write, even if it’s terrible drafts, two-page memos, or just taking notes on a sources. The sooner you get into the PRATICE of writing, the more confidence you will build about your project. The hardest part is just getting thoughts on the page. Everything else is just refining and adjusting.”

“Work weekly on it and meet weekly with your adviser. If you work consistently for the whole year, starting the first week in September, it will not be super painful.”

Appendix

Junior Paper Title Page Sample

TITLE

By

Student’s Name ’24
Submitted to
The Department of African American Studies, Princeton University
in partial fulfillment of the requirements for the degree of
Bachelor of Arts

Adviser: Professor’s Name

Date and Year

Please sign the honor code on each of your junior papers on the last page of the document.

I pledge my honor on that this junior paper represents my own work in accordance with University regulations.
Senior Thesis Title Page Sample

TITLE

by

Student's Name '23

Submitted to
The Department of African American Studies, Princeton University
in partial fulfillment of the requirements for the degree of Bachelor of Arts

Adviser: Professor's Name

Date and Year

Please sign the honor code on each copy of your Senior Thesis on the last page of the document.

I pledge my honor on that this Senior Thesis represents my own work in accordance with University regulations.
Modern air passengers are unhappy about flying. Rather than marvel at traveling safely through the air at 30,000 feet, they complain of delays, small seats, and baggage fees. Instead of celebrating the ability to start one’s day in Boston and end it in London, passengers complain of achy legs and long for a good hot meal. Why do travelers today focus on the problems of air travel instead of its wonders? How have we lost sight of the magic of stepping into a flying machine to transport us across continents and oceans?

It turns out that such disillusionment is not specific to the airplane. In fact, initial wonder at technological feats—from the radio, to the automobile, to the television—is almost always eventually lost, usually at a moment when the technology has become accessible enough to lose its aura of exclusivity.

From Awe to Shrugs

Airplanes were a technological triumph, but in the early years of commercial flight they also demanded an imaginative leap on the part of anyone contemplating a trip, as Clara Lanahan explains in *The Psychology of Flying*. “Flying through the air, with nothing but a few inches of metal below, was a difficult concept to comprehend,” Lanahan writes. Airplane travel required humans to accept the idea that they belonged not only on the ground, but in the air. The idea of flying thus evoked feelings of wonder and awe, which airlines capitalized on in their advertisements.

Other scholars have taken up the idea that flight is so unnatural to humans that we must think in profoundly new ways before we adapt to the technology. For instance on his pioneering blog *Way Up There*, Jackson T. Afertapian writes that “the human mind cannot fully reconcile...
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Begin the list with items that follow the contents page.

Acknowledgments

Two blank lines

Introduction

Episodes of Central Europe

One or two blank lines

Chapter 1

Central Europe as Intellectual Space

Chapter 2

The Rise and Fall of the Self: A Genealogy of Germanophone Philosophy

Chapter 3

Aesthetic Selves: Literature as Philosophy

Chapter 4

Towards an Aesthetic Self: Rilke’s Creation of Malte the Creator

Chapter 5

Gombrowicz’s Gombrowicz: The Self Among

Chapter 6

Noodles in a Tin: Hrabal’s Aesthetics of History

Conclusion

Vita Nuova, or Hrabal’s Aesthetic Legacy

Bibliography

Either one or two blank lines can intervene between an introduction and the first chapter or between the last chapter and a conclusion.

Place the title Contents at the top of the first page, centered.

Leave two blank lines between the title and the first item.

Place page numbers flush right, with leader dots if you wish.

Use roman numerals for front matter page numbers, at the top right or bottom center, half an inch from the edge of the page.

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## Tables

*Chicago Style*

**List of Tables or Figures**

Put the list in the front matter after the contents page.

**Align table (or figure) numbers at the left margin.**

**Use the same tab stop for each title.**

**Tables**

Leave two blank lines between the title and the first item.

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Modern air passengers are unhappy about flying. Rather than marvel at traveling safely through the air at 30,000 feet, they complain of delays, small seats, and baggage fees. Instead of celebrating the ability to start one’s day in Boston and end it in London, passengers complain of achy legs and long for a good hot meal. Why do travelers today focus on the problems of air travel instead of its wonders? How have we lost sight of the magic of stepping into a flying machine to transport us across continents and oceans?

It turns out that such disillusionment is not specific to the airplane. In fact, initial wonder at technological feats—from the radio, to the automobile, to the television—is almost always eventually lost, usually at a moment when the technology has become accessible enough to lose its aura of exclusivity.

Airplanes were a technological triumph, but in the early years of commercial flight they also demanded an imaginative leap on the part of anyone contemplating a trip, as Clara Lanahan explains in *The Psychology of Flying*. “Flying through the air, with nothing but a few inches of metal below, was a difficult concept to comprehend,” Lanahan writes.¹ Airplane travel required humans to accept the idea that they belonged not only on the ground, but in the air. The idea of flying thus evoked feelings of wonder and awe, which airlines capitalized on in their advertisements.

Other scholars have taken up the idea that flight is so unnatural to humans that we must think in profoundly new ways before we adapt to the technology. For instance on his piloting blog *Way Up There*, Jackson T. Afertapian writes that “the human mind cannot fully reconcile

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The DPP was successful in attracting an important number of votes in the 1990s, during the first rounds of multiparty elections in Taiwan. Those DPP candidates who campaigned in favor of the country’s independence and sovereignty were the most successful ones: “In 1989, eight members of the New Tide Faction joined together to form the pro-independence New National Alliance to contest seats in the December legislative election. All eight were elected, a stunning accomplishment” (Rigger 2001, 124). The party was successful in “stealing” votes from the dominant KMT: in 1991 the DPP obtained 23.9 percent of the vote for the National Assembly elections, and by 1996 this percentage had increased to 29.8 (data in Taiwan-Communiqué 1996). Following the logic of the theory of programmatic capacity, I end this section noting that in the 1990s the KMT adopted many of the policies advocated by the DPP:

By the mid-1990s, all of the concrete items on the DPP’s reform agenda had been achieved, and the party was forced to find new issues to attract members and voters. The KMT has tended to co-opt DPP issue positions that prove popular with voters, including domestic policy proposals such as national health care and foreign policy initiatives such as the U[nited] N[ations] bid. (Rigger 2001, 151; emphasis added)

Turkey’s Democrat Party

Mustafa Kemal founded the Republican People’s Party (RPP) in 1923, an organization that would dominate Turkish politics for a quarter of a century. The RPP was, like the PRI in Mexico, a conglomerate of different political groups, including the urban middle class, the state bureaucracy, landowners, and army officers (Ahmad 1977, 1–2). However, unlike the Mexican dominant party, the RPP was never able to develop a structure capable of effectively fostering elite collective action or incorporating the population—via corporatist arrangements—into the party organization. The reason for this was that, contrary to what Calles did in Mexico in 1929, Kemal “felt little need to develop the party organization. The [RPP] leaders did not devote considerable energy to opening up branches across the country. . . . Throughout the 1920s, the
SECTIONS AND SUBHEADS

Create a subhead for each section and use the same font size and style every time you use that level of subhead.

at technological feats—from the radio, to the automobile, to the television—is almost always eventually lost, usually at a moment when the technology has become accessible enough to lose its aura of exclusivity. If you have subsections, use a different style for the second-level heads. First-level heads should be more eye-catching (such as bold) than second-level heads (such as italic).

Subheads may be centered (as shown here) or flush left. Two subhead levels may appear together (with a blank line between).

Subheads don’t need a period at the end. From Awe to Shrugs Imagining the Airplane

Airplanes were a triumph of engineering, but in the early years of commercial flight they also demanded an imaginative leap on the part of anyone contemplating a trip, as Clara Lanahan explains in *The Psychology of Flying*. “Flying through the air, with nothing but a few inches of metal below, was nearly impossible to comprehend,” Lanahan writes.¹ Airplane travel required humans to accept that they belonged not only on the ground, but in the air. The idea of flying thus evoked feelings of wonder and awe, as well as luxury, which airlines capitalized on in their advertisements. Put more space before a subhead (two blank lines) than after (one blank line, or double line spacing). An alternative to subheads: Between sections, use three spaced asterisks (*** centered on their own line, with one blank line above and below.

*Flying as Unnatural*

Other scholars have taken up the idea that flight is so unnatural to humans that we must think in profoundly new ways before we adapt to the technology. For instance on his piloting blog *Way Up There*, Jackson T. Afertapian writes that “the human mind cannot fully reconcile itself to the thought that we could really be flying through the air, far above the ground, at 600 mph, in an aluminum tube.”² And Anderson Luftswag argued in *The Advent of Air: Cultural Considerations of Flight* that in spite of its solid grounding in aerodynamic theory, flight was “so uncommon up to that time that the concept seemed to belong to the realm of the metaphysical or

Never end a page with a subhead (not counting any footnotes).

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Everyone has some liking for those curiously-fashioned little songs which come into brief prominence for a season at the end of the year. . . . In the multitudinous choice of carols it is disconcerting to note how the same stock-pieces crop up year after year, to the exclusion of other and better things. We are too easily put off with the expedient in art; our children do not properly prepare their little programme; our choirmasters all too naturally reach down the old, time-worn sheets that have done duty so long.

Chapter epigraphs are formatted as a block quotation. Following a blank line, the source is placed flush right. Two blank lines precede the main text.

—Edmondstoune Duncan, “Christmas Carols”

Christmas carols have long held an ambivalent position within contemporary culture, as the above epigraph suggests with its “old, time-worn sheets” of Christmas songs that “crop up year after year.”¹ Shopping malls, dentist offices, and radio stations resound untiringly from Thanksgiving to Christmas with the strains of “Away in a Manger” and “Silent Night,”² while in our increasingly multicultural and international communities, nonreligious holiday songs, such as “Rudolph the Red-Nosed Reindeer,” are gradually replacing sacred carols. For those, however, for whom the year concludes with Christmas, the familiar refrains of “We Wish You a Merry Christmas” and “The First Nowell” are still recalled and sung from year to year without fail, whether caroling in the streets, worshipping in churches, or sitting around the piano at home.

Many of the still-performed carols and hymns can be traced back to the nineteenth century—if not earlier—and can be found in numerous translations and adaptations, resulting in a relatively limited repertory, albeit one with international appeal. While it is a rare occurrence to be able to connect any current carols with those of the Middle Ages or Renaissance, there is no question

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percent of the total. In both regions, mill children as young as six or seven were engaged in “doffing,” spinning, and other forms of casual labor. To compensate for their shorter height, child doffers would stand on top of electric looms to reach the top shelf, where spindles were located (fig. 3.1). The first contact children usually had with mill labor was while accompanying older siblings or parents as they worked. Typically, very young children would begin an informal training whereby they would “help” their relatives, but this regular assistance would soon

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For multiple works by the same author(s), replace the author or authors’ names with a 3-em dash in all entries after the first.

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ENDNOTES

Put endnotes after the main text and appendixes but before the bibliography.

Notes

Center the title Notes at the top of the first page and add two blank lines after.

If note numbers restart with 1 in each chapter, add chapter subheads.

Chapter 1


5. Hannah Habadashery to James Habadashery, July 5, 1950, box 12, Habadashery Family Papers, Louisiana History Repository, Baton Rouge, LA.


Indent the first line of each note half an inch like a paragraph in the main text.

Chapter 2


(If you are using author-date style, your paper will not have endnotes.)

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earlier voyage. Then Rosa, her new husband, parents, five more of her siblings, one sister-in-law, a fiancée to another brother (these two women were sisters), and Kleberg’s own brother Louis followed in the fall of 1834. For note numbers in the text, use superscript.

Many years later, Robert Kleberg reflected without regret on his decision to migrate:

I wished to live under a republican form of Government, with unbounded personal, religious and political liberty, free from the petty tyrannies and the many disadvantages and evils of the old countries. Prussia smarted at that time under an offensive military despotism. I was (and have ever remained) an enthusiastic lover of republican institutions, and I expected to find in Texas, above all other countries, the blessed land of my most fervent hopes.

In December of 1834, Rosa and Robert Kleberg’s ship wrecked at Galveston, then a largely uninhabited island, instead of landing at the port of Brazoria as planned. Louis von Roeder and Robert Kleberg, who was the only one of the party who already spoke English, left Rosa and the others to watch their considerable baggage and set off on foot to find their relatives who had emigrated earlier. An Indian man helped the party to find them near the location of Cat Spring. Rosa recalled, “He belonged to a troop of Indians who were camping in the neighborhood and from whom our relations had been in the habit of obtaining venison in exchange for ammunition. They found our people in a wretched condition. My sister and one brother had died, while the two remaining brothers were very ill with the fever.” Kleberg and the von Roeders rented accommodations in the city of Harrisburg through the winter and until they were all together again, and eventually settled fifty miles west of there, near where the advance party had been living at Cat Spring.


24. Rosa Kleberg, 297–98. For note numbers in the notes, use normal text with a period and space after, or use superscript with a space but no period after.
Parenthetical Citations

The DPP was successful in attracting an important number of votes in the 1990s, during the first rounds of multiparty elections in Taiwan. Those DPP candidates who campaigned in favor of the country’s independence and sovereignty were the most successful ones: “In 1989, eight members of the New Tide Faction joined together to form the pro-independence New National Alliance to contest seats in the December legislative election. All eight were elected, a stunning accomplishment” (Rigger 2001, 124). The party was successful in “stealing” votes from the dominant KMT: in 1991 the DPP obtained 23.9 percent of the vote for the National Assembly elections, and by 1996 this percentage had increased to 29.8 (data in Taiwan-Communiqué 1996). Following the logic of the theory of programmatic capacity, I end this section noting that in the 1990s the KMT adopted many of the policies advocated by the DPP:

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