A key skill to any historian is the ability to conduct thorough research and craft an analytical and insightful paper on a given topic. In this project, you will be asked to do just that.

**Research Project Argumentation vs. Report Writing**
The emphasis for this project is to advance an *analytical argument* rather than a simple, descriptive report on the chosen topic. Your research paper should **NOT**...

- be “about” a subject.
- be a summary of everything you can find on the topic.
- be a list of quotations.
- support a pre-conceived point of view.
- present the ideas of others without proper documentation.

Your research paper should include...

- a clear, analytical thesis.
- a clear, analytical focus.
- a deliberate selection of sources that *directly* support your argument/thesis.
- a commentary that weaves direct quotations, factual information, statistics and original, analytical writing to support your position.

**Research Project Requirements**

All student work for this research project must conform to the requirements noted below in order to receive credit. *Failure to comply with these guidelines will result in complete loss of credit for the applicable project section.*

- Typed
- 1” Margins (Top/Bottom/Left/Right)
- Double-Spaced
- 12-Point Times New Roman Font

**Project Components**

- Topic Selection
- Research Timeline
- Annotated Bibliography
- Research Abstract
- Rough Draft
- Final Draft
Required Project Components

- **Topic Selection**
  - Students will be required to select a topic from an approved list provided by the instructor. Topics must be selected before any other portions of the project can be attempted.

- **Research Timeline**
  - Students will be required to submit a timeline that provides a measure of structure and accountability for the completion of this research project. Students should create deadlines within a broader month-to-month framework to provide a reasonable timeline for project completion given extracurricular demands, family obligations, jobs/internships, etc.

- **Annotated Bibliography**
  - Students will be required to demonstrate their ability to identify appropriate, academic sources as well as correctly use Chicago-style citations.
  - For information on how to complete an annotated bibliography you can consult the guide found [here](#).

- Students will be required to identify a minimum of three (3) books or scholarly journals and two (2) valid, academic-oriented web resources for this works cited page.
  - Students should take note that encyclopedias or survey textbooks, in any form, are NOT considered a valid resource.
  - **KEY RESOURCE: Google Scholar**
    - Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites. Google Scholar helps you find relevant work across the world of scholarly research.
      - [https://scholar.google.com/scholar/about.html](https://scholar.google.com/scholar/about.html)
      - [https://scholar.google.com/](https://scholar.google.com/)
  - Each works cited page must be properly formatted according to Chicago-Style citation rules in order to receive credit. **Failure to comply with this requirement will result in complete loss of credit for the applicable portion of the assignment.**
  - Students should READ their sources prior to submitting their annotated bibliography!

- **Research Abstract**
  - Students will be responsible for crafting an informative research abstract that outlines the overall trajectory of their research paper. Abstracts should be limited to no more than 250 words.
  - For information on how to complete an annotated bibliography you can consult the guide found [here](#).
o **Rough Draft**
  o Students will be required to submit a full rough draft of research project for instructor review and feedback. The rough draft must include...
    - ...a title page.
      - Paper Title
      - Student Name
      - Instructor Name
      - Date Submitted
    - ...4 – 6 pages of analysis [World History Honors Sections] or 10 – 12 [APUSH]
    - ...Chicago-style endnote citations for any referenced material.
  o *In order to encourage the process of writing multiple drafts, students must also submit a copy of their rough draft that has been previously marked and edited by an adult. Students may take advantage of assistance at either the Rho Kappa National Social Studies Honor Society or the BHS National Honor Society for editing assistance. Students who do not submit a previously edited draft along with the electronic submission of their instructor-ready rough draft will not receive a grade for this portion of the project.*

o **Final Draft**
  o As the capstone of this research project, students will be required to submit an edited, final version of their research project. The final draft must conform to the same guidelines as the rough draft (*noted above*) and must include...
    - ...a title page.
      - Paper Title
      - Student Name
      - Instructor Name
      - Date Submitted
    - ...6 – 8 pages of analysis [World History Honors Sections] or 15 – 20 [APUSH]
      - PLEASE NOTE: The final draft requires additional analysis and substance to be added to the finished product. *You are NOT simply “fixing” the rough draft.*
      - ...Chicago-style endnote citations for any referenced material.
Analytical vs. Descriptive Writing (Credit: The University of Sydney)

The simplest type of academic writing is descriptive, and its purpose is to provide facts or information. An example would be a summary of an article or a report of the results of an experiment.

However...most academic writing is analytical. In most academic writing, you are required to go at least one step further with analytical writing to persuade. Persuasive writing has all the features of analytical writing (i.e. information, plus re-organization of the information) plus the added feature of your own point of view. Your point of view may be, for example, an interpretation of the findings or an [original argument or position]. Most essays are persuasive, and there is a persuasive element in at least the discussion and conclusion of a research article. In persuasive writing, each claim that you make needs to be supported by some evidence - e.g. by a reference to an authoritative published source, by empirical findings or by original reasoning - whatever kind of evidence is appropriate for your discipline and the specific text you are writing. The kinds of instructions for a persuasive assignment could be, e.g. argue, evaluate, discuss, take a position; as well as evaluative language such as, e.g. more convincing, problem, opportunity, succeed, should.
Sample Passage (Including Footnote Citations)

The Byzantine Empire was a vast, interconnected network of resource production that fueled its military. Beginning at the end of the 11th century, however, this network began to break down and thus weakened the overall continuity and cohesion of the Byzantine military.1 After the defeat of Emperor Romanus IV, for example, the territories subsequently lost deprived the Empire of their primary supplier of cavalry horses.2 Now experiencing shortages in the army’s primary source of rapid mobility, the Byzantine military’s ability to respond quickly to threats along the frontier and field a force effective at fighting Muslim armies of, “almost entirely...light cavalry”3 was severely reduced. Also contributing to a comprehensive failure of the Empire’s system of defense along its vast borders was its being, in one historians words, “compelled to withdraw their attention from the frontier and focus it on the countless armies marching in from the West...[in order to satisfy] [t]he need for reserving troops to fight the Latins should they prove hostile...”4 Now required to insulate themselves from a potentially chaotic Christian force marching through the heart of the Empire en route to the Holy Land, Byzantine emperors and generals simply lacked the ability to reinforce their border provinces against the press of outside factions throughout the 1200s.

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