HSPV 7100 THESIS I – Fall 2025

Kecia FONG / fongk@upenn.edu
Thursday 8:45 – 11:30 am / Van Pelt – 402
Office Hours by appointment

PREREQUISITES

Students must have successfully completed 9-10 CUs, equal to the first year of the curriculum, before applying for Thesis I in the second year. In addition, students must qualify to pursue thesis by successfully completing the prerequisites as clearly outlined in the summer prior to the fall term Thesis class and upon approval of thesis faculty. Dual degree students are expected to enroll in HSPV 7100 before undertaking thesis studio in their respective dual program in their final year.

COURSE DESCRIPTION & LEARNING OBJECTIVES

Thesis is a two semester, 2 CU course. The thesis spans the academic year beginning with HSPV 7100 Thesis I in the fall semester and continues in the spring with HSPV 7110 Thesis II. The goal of the thesis is demonstrated mastery of the research process by exploring a question of academic and professional relevance to the preservation field and clearly communicating your argument and results through writing.
The length of the thesis, 16,000 – 24,000 words, is designed to serve as the basis for a potentially publishable article.

This course provides a structured and supportive environment for successfully completing a Master level thesis in the Historic Preservation Department. Its most important objective is to help shepherd students through designing and completing an intellectually challenging but manageable project that hones their research and writing skills and makes an original contribution to knowledge. During the fall semester, students will elaborate on their preliminary thesis topic proposals to create research proposals that include: a problem statement, literature review, methodology statement, a detailed outline, schedule, and bibliography. The research proposal will be presented in the form of illustrated oral presentations that convey the significance of the project and originality of the problem statement to a community of scholars and practitioners in historic preservation and design in early December.

The key objectives of this seminar are:
- Learn how to design and implement a research thesis project
- Define researchable questions

- Address the intellectual, methodological, ethical, and practical issues associated with a research project
- Assemble a network of peers and advisors to provide the personal and professional support needed to produce excellent work.
- Master the skills of effective research project management.

This seminar meets in person and is run in a workshop format. Throughout the semester we will engage in peer review of written work. Becoming a constructive reviewer of one another's work is one of the keys to learning how to effectively revise a thesis in progress and future work in a team-based research environment.

THESIS PROJECT

The thesis is a proposition, hypothesis, or recommendation arrived at through research, data collection, evidence, analysis, experimentation, graphic and visual representation, and the writing and robust substantiation and contextualization of your argument, all of which results in an original contribution to knowledge. The thesis is a demonstration of competency in undertaking an independent research project in the field, and specifically in your chosen area or concentration. You are the primary designer, director, and agent in this project. Your topic selection and research proposal should relate to your individual interest and preparedness through the core and elective courses.

Certain common factors define the graduate research experience:

- *Employing the methodology of a discipline* – In the research process, graduate students learn to employ the basic tools of one or more disciplines or epistemological traditions, e.g. history, design, and the social or natural sciences.

- *Handling primary materials or raw data* – At the heart of the research experience is the student's grappling with the 'stuff' of scholarship or the creative act. This could involve designing and conducting an experiment, examining primary and secondary sources, conducting interviews, documenting case studies, or working with a medium of artistic expression.

- *Learning from a mentor* – The graduate research experience is informed by consultation with an advisor from the HSPV faculty. Production of the research is the responsibility of the student.

- *Confronting a problem or question of interest to practitioners in the field* – Questions should be based on the current state of knowledge in the preservation field and should contribute to filling a gap in existing knowledge.

- *Documenting the process and the results of one's work* – Documentation and clear communication are at the heart of the thesis project from the initial statement of an argument based on the thesis proposition through formulation of a methodology, data collection and analysis. Documentation typically takes the form of a scholarly paper or design proposal defining the problem, elaborating on methodology, data sources (meticulously cited), analyses performed, and drawing conclusions and recommendations.

Thesis Advisors

Thesis advisors are typically assigned by the HSPV faculty according to the thesis topic and fit of expertise. Students are encouraged to speak with potential advisors in advance of developing their thesis topic proposals. The process can be valuable in helping you identify different insights and considerations of your topic and establishing an advisor relationship. Secondary advisors or readers may be identified depending on the breadth and depth of the topic.

ASSESSEMENT

You are expected to attend and actively participate in all sessions by sharing your ideas, asking questions, submitting all completed assignments on time, and working through the research process. If you are unable to attend a class, inform me in advance (preferably more than 24 hours). You are responsible for making up any in-class work and informing yourself of the material covered during the session you missed.

Grades: As this seminar is run as a workshop and peer review is a central part of the feedback and learning process, your weekly attendance and active participation are an essential component of your grade.

Successful completion of HSPV 7100 is prerequisite to enrolling in HSPV 7110.

Academic Integrity

Academic honesty is fundamental to participating in the scholarly community. The *Penn Student Handbook* (https://www.design.upenn.edu/student-handbook) contains the University Code of Academic Integrity to which the Weitzman School of Design strictly adheres. A

confirmed violation of the Code in this seminar will result in a failing grade and likely in other disciplinary measures.

AI & Integrity

AI is an increasingly integral tool to some researchers for its Large Language Model analyses and its image generation capabilities. The speed and evolution of AI has created a fluid and ambiguous landscape regarding issues of intellectual integrity. Penn's position is that it is plagiarism to submit work produced by generative AI as your own without attribution. Any use of AI must be in alignment with assignment guidelines and all AI-generated contributions should be properly cited like any other reference material. In the context of class discussions, if and when AI is consulted, be transparent about the source and prompt. This is potentially useful for all of us. Note that AI will not be considered a "scholarly source" for assignments requiring specific types of references. Be aware that all AI tools are prone to errors, including falsifying sources, and may even generate offensive content. You will be responsible for the accuracy and quality of the work you submit, regardless of whether it was generated by you or an AI tool. The university's policy on plagiarism still applies to uncited or improperly cited work, whether from an AI or another human being.

ACCESS

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of Student Disabilities Services (SDS). Make an appointment with me as soon as possible to discuss your accommodations and needs.

REQUIRED TEXTS

Booth, Wayne, Gegory Colomb, Joseph Williams et al, *The Craft of Research*. Chicago: University of Chicago Press, 2008.

Turabian, Kate, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 2016.

For all readings: any edition is fine. Adjust page numbers as necessary.

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SCHEDULE - Completing a Thesis in the 2025 – 2026 Academic Year

Fall 2025

- Identify bodies of literature with which you will be working
- Complete a draft of your literature review
- Write a detailed outline of your thesis
- Create a research and writing project schedule
- Identify the methods you will be using to conduct your research and collect your data
- Submit a thesis research proposal including: problem statement, literature review, methodology statement, a detailed outline, schedule, and bibliography.
- Deliver an illustrated oral presentation of your thesis research proposal to the community of HSPV faculty, scholars, and practitioners, that conveys the significance of the project and originality of the problem statement.
- Begin research and writing to inform the development of your thesis project

Winter 2025-2026

- Ongoing data collection, site visits as necessary, writing

Spring 2026

- Establish regular chapter submission deadlines throughout the semester with your advisor
- Submit a complete draft to your advisor 1 April 2026
- Review and revisions between Advisor and student first half of April
- Submit approved and complete revisions for thesis formatting review – mid April
- Formatting revisions
- Submit advisor and formatter approved digital thesis
- Submit a thesis abstract
- Submit slides for lightning talks
- Present thesis one minute lightning talk

WEEKLY SCHEDULE

Week One: 28 August 2025

Introductions and review of thesis seminar qualification requirements

Assignment: Given our Tuesday class discussion about the scope of thesis questions, the relationship between research questions and research methods, and identifying

gaps in the literature, I'd like you all to revise your current topic proposals. DUE to canvas **4 September**.

Elaborate or clarify the following:
- your central research question (and subquestions)
- the value or relevance of the question
- the gap in knowledge you propose to address,
- how you propose to answer your question(s), and
- a list of at least ten key readings, annotated where possible. In your annotations, do not merely describe what the publication is about but provide an analysis of its significance to your research question and the questions it raises for you.

Feel free to elaborate on what you currently know about your question, site, history or phenomenon you are researching. You may add figures for reference. **Citations must be complete and Correct.**

Formatting
- File name: LASTNAME_ThesisTopicProp_yymmmdd (FONG_ThesisProp_25Sep04)
- Line spacing: 1.5
- Left justified
- Include your name on your document
- Page numbers
- Provisional Title

As a reminder, the opening paragraph of your thesis topic proposal should clearly state what you propose to research.

Assignment   Meet with a librarian with a thesis research related question. Report back to the class what you asked and learned. DUE **4 September**

Week Two: 4 September 2025

Presentation by Mia D'Avanza and Kathryn Reuter, Fisher Fine Art Librarians on the purpose and uses of keywords, methods for managing and organizing your literature search, and Bibliographic/Reference software for managing research references.

Readings: Booth, et al, *The Craft of Research*. Prologue & Ch1 "Thinking in Print" (1-15), Prologue & Ch3 "From Topics to Questions" (29-48).

    Leedy, Paul, Jeanne Ellis Ormrod, *Practical Research Planning and Design*. New York: Pearson, 2019. Ch2 "The Problem: The Heart of the Research Process" (30-57).

Week Three: 11 September 2025
Thesis Components

Assignment: Review three to four HSPV theses such as those found in the Scholarly Commons repository. Select one or two theses in your area of interest. Write a 1,000 - 1,500 word (1.5 line spaced) critical review of the thesis (or theses) considering the following questions:
- Title: Does the title provide an unambiguous indication of the nature of the thesis? Are keywords evident in the title?
- Abstract: Does the abstract provide a clear summary of the thesis including its findings? Are keywords contained? What are they?
- Goals and objectives: What are they? Where are they first articulated in the body of the thesis? Are they clearly stated?
- Table of Contents: Is the organizational structure clear? Are you able to clearly navigate the content of the thesis? Why or why not?
- Problem statement: What is the problem statement? How is it presented?
  - Does the author use a 'narrative hook' to engage the reader?
  - Does the author start with a general overview of the topic under study and progressively narrow the narrative to express the problem?
  - Do they present the problem first and then provide the background?
  - Do they review what is known and what is not known about the problem?
  - Do they state the purpose and significance of the study?
  - Do they provide clearly stated research question(s)?

Come to class prepared to discuss your findings and responses. What worked well and what did not? What did you find compelling about the theses you read, and what kinds of structural/compositional problems did you encounter?

Critical Thesis Reviews are due 11 September at 8:00 am

Week Four: 18 September 2025
Discuss Critical Thesis Review and Building and Framing Arguments

Assignment   The purpose of this assignment is to transition your thesis topic proposal to a thesis research proposal. Using Leedy and Ormrod's Research Problem format (Ch2) "Writing the First Section of a Proposal," refine your thesis topic proposal as the first sections of a thesis research proposal. Address the following:
- Clearly state the problem, research question, and relevance.
- Working hypothesis, if any, under which you are operating
- Delimitations and Limitations of your study
- Key theories or concepts that are central to your research and link them to your questions
- Identify thesis keywords

Due 25 September 2025 at 8:00 am.

Readings: Booth, et al, The Craft of Research. Ch7 "Making Good Arguments," Ch8 "Making Claims," Ch9 "Assembling Reasons and Evidence," Ch10 "Acknowledgements and Responses," (107-54) and Ch12 "Planning and Drafting" (175-87).

Week Five: 25 September 2025

This week we will discuss literature reviews, what they are (and are not), their purpose, and ways of structuring them. Students seem to have the most questions about literature reviews. Our discussion will be useful if you come to class prepared. There is a fair amount of reading for this week. I suggest you get started in advance. The additional resources are very helpful as well.

Assignment   Come prepared to discuss:
- what bodies of literature you are working with.

- Your current understanding of the prevailing concepts and/or debates that have historically and currently shape your topic area and research question.

Assignment   Discussion: Literature Review Questions & Comments - Oct

Post at least one question you have regarding literature reviews and comment on at least two literature reviews you have read in your research thus far. What about them have you found useful and worthy of reproducing in your own work? Is there something that you found could be improved? If so what is/are the elements that could be improved, and what improvements would you suggest? Include complete references.

Due 1 October 2025 at 8:00 am

Readings: Leedy and Ormrod, Practical Research. Ch3 "Review of the Related Literature" (58-81).

Booth, Ch5 "From Problems to Sources" and Ch6 "Engaging Sources" (65-103).

Creswell, John, J. David Creswell, _Research Design._ Los Angeles: Sage, 2018. Ch2 "Review of the Literature" (23-48).

Additional Resources on Lit. Reviews:
Purdue Owl, "Writing a Literature Review"
https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html Last accessed 1 August 2024.

"How to Write a Literature Review"
https://youtu.be/lw8HPXJP1VA?feature=shared Last accessed 1 August 2024.

What is a Lit Review: https://www.youtube.com/watch?v=GIo2uraON9A

The Writing Center, University of North Carolina at Chapel Hill, "Literature Reviews" http://writingcenter.unc.edu/handouts/literature-reviews/ Last accessed 1 August 2024.

North Carolina State, "Literature Reviews: An Overview for Graduate Students" https://www.lib.ncsu.edu/tutorials/litreview/ Last accessed 1 August 2024.

USC Libraries Research Guides,
http://libguides.usc.edu/writingguide/literaturereview Last accessed 1 August 2024.

Preparing Literature Reviews in the Social Sciences
https://guides.library.upenn.edu/socscilitrev Last accessed 1 August 2024.

Week Six: 2 October 2025 (Class begins at 9:00 am)
Presentations by scholars and practitioners on research design and methodologies as pertinent to the HSPV tracks; Brian Whetstone on Public History and Casey Weisdock on Conservation.

Week Seven: 9 October 2025 (Fall break – No class)

Assignment: Lit Rev. Part I
As you read for your thesis and other courses, pay close attention to how authors handle literature reviews. How do they demonstrate their command (knowledge) of the literature on their topic? How do they organise their presentation of the literature and where do they situate themselves and their study relative to the literature with which they are working?
Submit a 1,500 - 2,500 word Literature Review, 1.5 line spacing. When drafting your literature review consider the following:

- Why have you selected the bodies of literature you have and how do they pertain to your research question(s)?
- What are the key debates or theories in the literature as they pertain to your research question(s)?
- How have the debates and ideas evolved over time (or not)?
- Do you agree with prevailing schools of thought? Where do you fall in the debates? How do these debates or prevailing schools of thought inform your own thinking?
- What gap(s) in the literature are you addressing?
- How will you organize your literature review - chronologically, by concepts/theories?
- How will you present your review?
  - Will there be an overarching introduction to the bodies of literature your thesis relies on, followed by more detailed sections?
  - Will you address each body of literature individually?
  - Will you organise your review by your research questions?

- Does your literature review relate back to your research questions? Do you make the connections for your readers so that they understand how and why you are using these sources?
- Is your literature review up to date and reflective of both the most current and influential thinking on your topic?
- Are the sources you are consulting the most appropriate for the kinds of questions you are asking?

Remember a literature review is not merely a description of what different scholars and authors have said, but an analytical engagement with scholarly thought that shapes and informs how we understand and think about a topic. More specifically, your literature review demonstrates how you are working with your selected bodies of literature to examine and support your specific questions and new insights.

You will likely revise your literature review over the course of the academic year. That said, **you are expected to complete the first semester with a solid first draft**.

Literature reviews are due 16 October at 8:00 am.

Week Eight: 16 October 2025
Presentations by Scholars on Research Design – Molly Lester and Shannon Garrison on Preservation Planning.

Readings: Wunsch, Aaron Vickers. "Parceling the Picturesque: "Rural" Cemeteries and Urban Context in Nineteenth-Century Philadelphia." PhD diss., University of California, Berkeley, 2009.

Read the front matter and Introduction.

Part II   Peer Review - Each of you will be assigned a Lit Review to Peer Review. Consider the readings and class discussion on Lit Reviews as well as the literature reviews you've now read in your own thesis research. What constructive comments can you offer to the author?
Consider commenting on the following points:

- Did the presentation of the literature review clearly relate to the central research questions of the thesis?
- Did the author demonstrate and clearly communicate mastery of the central debates and evolving ideas of the pertinent bodies of literature?
- Did the author clearly identify which gap(s) in the literature they are addressing?
- Did the author clearly communicate which key ideas and theories/conceptual frameworks they are adopting from the literature and why?
- Has the author expressed if they position themselves in direct conversation with a couple or a few key thinkers on their topic?
- Was the organisation and presentation of the literature review clear and easy to follow and absorb? Was there a clear logic?

Lit Peer Reviews are due 22 October at 8:00 am

Week Nine: 23 October 2025

Today's class will be divided into two parts. Part I - Literature Review Discussion. Part II - Mid-term check in. Time will be allocated for one-on-one meetings and/or group discussion, depending on the needs of the class.

Assignment: Submit an detailed outline of your thesis and a thesis project schedule **Due 28 October**

Thesis Outline - with Chapter headings and subheadings. I encourage you to annotate your thesis outline where possible.
Ex)
I.   INTRODUCTION
    A. Thesis statement (articulate it)
    B. Main points you examine in the thesis and why
    C. Framing

II. XYXZ Concept, term, history, methods, lit review (however you are thinking of organizing your thesis)
    A. elaborate - perhaps invoke key references for this section.
    B.

        C.

III.   Etc.

Thesis Project Schedule - Your schedule should include:
- Dated mtgs. with adviosr
- fieldwork (if applicable)
- archival visits, particularly if they require travel.
- testing if applicable)
- Important scheduled meetings
- Literature review completion
- Data collection and collection completion
- data analysis
- chapter completion mile markers
- chapter revisions
- final revisions
- formatting
- formatting revisions
- regularly scheduled writing time

The schedule can be created in either excel or word or other workflow schedule software.

Week Ten: 30 October 2025

As necessary, we can return to the discussion of Literature Reviews and discuss your questions regarding outlines and schedules. Today, we will also discuss Data and Methods. The selection of a research methodology is directed by your research questions, the types of data you plan to collect, and the constraints of your research project. Reflect back to our guest speakers on research design for different areas of inquiry.

Come to class prepared to discuss:

- The methods readings
- Which methods you propose to use for your thesis project and why
- What you consider to be your data (think types of data)

Readings: Skim all the Creswell chapters on Methods but focus on the chapter or chapters that are most relevant to your research project.

Creswell, "Quantitative Methods," in *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*, 5th ed., Los Angeles: Sage, 2018. 147-78.

Creswell, "Qualitative Methods," in *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*, 179-212.

Creswell, "Mixed Methods Procedures," in *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*, 213-46.

For those of you considering using case studies, read:

Yin, Robert K. Yin, *Case Study Research and Applications: Design and Methods*, Los Angeles: Sage, 2018. Ch1 "Getting Started: How to Know Whether and When to Use the Case Study as a Research Method" 3-24.

Ritchie, Donald A. *Doing Oral History: A practical guide*. 2nd ed. Oxford: Oxford University Press, 2003. Ch2 "Setting Up an Oral History Project" 35-72.

Week Eleven: 6 November 2025
Open Session

Week Twelve: 13 November 2025
Class is devoted to a practice session for your final 10-minute thesis presentations. Half of the class will present on 13 November. The other half will present 20 November. All students will participate in delivering their presentation and in offering constructive feedback in the spirit of peer review.

Assignment: A **pdf** of your ppt slides for your 10 minute presentation is **due 12 November at 5:00 pm**
Your 10-minute presentation should include:
- Your name, thesis title, and advisor
- Illustrative or thought provoking figures
- Your thesis problem and question(s), context, relevance
- The bodies of literature with which you are working

- Some idea of what you've gleaned from the literature and what gap you aim to address
- Your method(s) of inquiry - how you are conducting your research and gathering information/data
- Your thoughts on your findings to date.

- In addition you might consider including a simplified thesis outline slide - this will provide the audience and faculty with a clear image of how you are organising your ideas and the road map you've laid out to communicate your research.
- This is a good opportunity to ask for feedback on questions you are wrestling with in your research as you have an audience with different perspectives and expertise all in one place!

Practice and keep to time. You will be cut off even if you have not finished delivering what you want to say.

Week Thirteen: 20 November 2025

Class is devoted to a practice session for your final 10-minute thesis presentations. All students will participate in delivering their presentation and in offering constructive feedback in the spirit of peer review.

Assignment: A **pdf** of your ppt slides for your 10 minute presentation is **due 19 November at 5:00 pm**
Your 10-minute presentation should include:
- Your name, thesis title, and advisor
- Illustrative or thought provoking figures
- Your thesis problem and question(s), context, relevance
- The bodies of literature with which you are working
- Some idea of what you've gleaned from the literature and what gap you aim to address
- Your method(s) of inquiry - how you are conducting your research and gathering information/data
- Your thoughts on your findings to date.

- In addition you might consider including a simplified thesis outline slide - this will provide the audience and faculty with a clear image of how you are

organising your ideas and the road map you've laid out to communicate your research.
- This is a good opportunity to ask for feedback on questions you are wrestling with in your research as you have an audience with different perspectives and expertise all in one place!

Practice and keep to time. You will be cut off even if you have not finished delivering what you want to say.

27 November 2025 – Thanksgiving holiday - No class

Week Fourteen: 4 December 2025
Thesis Research Proposal presentations to HSPV faculty and allied scholars and practitioners in the Kleinman Forum. Share with them what you know and all the research you've completed thus far.

Assignment: Post your presentation in PDF form by **3 Dec at 5:00 pm**. I will NOT be checking my email late at night nor early the next morning for missing presentations.

Assignment: **Final thesis research proposals are due 7 December 2025**. Revise your proposal based on feedback you received from your presentation and from your advisor.

Proposals should include:
In narrative form
- Thesis proposal - problem statement, question(s), relevance, delimitations, framing.
- Literature review
- Data & Methodology statement - elaborate if possible

- Bibliography
- Detailed Outline
- Thesis completion Schedule

You are welcome to include additional draft chapters if you have begun writing those.

Format
- Please submit all of the above as a single bundled document. You may submit your thesis schedule as a separate document if you have used a software incompatible with your word document.
- 1.5 line spacing
- page numbers for narrative portion.
- Cover page with your name, provisional title, date, and course
- File name: LASTNAME_ThesisResProp_yymmmdd

All proposals will be reviewed and returned with comments for revisions.

Assignment: **Revisions are due 16 December at 8:00 am.** Late submissions will not be accepted.

Approved revisions are required for enrollment in HSPV 7110 Thesis II. File name: LASTNAME_ThesisResProp_Rev1

ADDITIONAL RESOURCES

Bauer, Henry H., "Scientific Literacy and the Myth of Scientific Methods," in _The So-Called Scientific Method_. Urbana: University of Illinois Press, 1992.

Eco, Umberto. _How to Write a Thesis_. Boston: MIT Press, 2015.

Farrell, Peter with F. Sherratt and A. Richardson. _Writing Built Environment Dissertations and Projects: Practical guidance and examples_. Chichester: John Wiley & Sons, 2017.

Hall, John R. _Cultures of Inquiry: From Epistemology to Discourse in Sociohistorical Research_. Cambridge, UK: Cambridge University Press, 1999.

Rampolla, Mary Lynn. _A Pocket Guide to Writing in History_. Boston: Bedford/St. Martins, 2018.

Strunk, William, Jr.and E.B. White. _Elements of Style_, Fourth Edition. New York: Pearson, 2019.

Zinsser William. *On Writing Well*, 30th Anniversary Edition. New York: Harper's 2016.

General Resources:

Penn Libraries   https://www.library.upenn.edu/
                        https://guides.library.upenn.edu/hometabs/researchguides

For academic support

Weingarten Learning Resources Center - https://weingartencenter.universitylife.upenn.edu

Penn Library Workshops - https://guides.library.upenn.edu/workshops

Penn Historic Preservation Basecamp -
http://guides.library.upenn.edu/content.php?pid=679538&sid=5633374

Thesis research methods:

Grad Coach offers a range of useful (sometimes annoying) videos on thesis/
dissertation research methods. See playlist.
https://www.youtube.com/playlist?list=PLvcb33xNTVUk-Bj4Y9iuU0n46LowYtjb5

Prof Connie Griffin Dean's Book https://websites.umass.edu/honors291g-cdg/. Very helpful
guides on a variety academic research topics - I suggest you download the relevant guides.

Specialty Resources:

Public History/Social Studies:

A Guide to Historical Research-The Cynical Historian
https://www.youtube.com/watch?v=W-1QkUJUjQY&list=PLjnwpaclU4wU5T64ixCALFUC6c6cQJjL-

Research Methods for Historians. Part 1: Secondary Sources + Best Practices
https://www.youtube.com/watch?v=sZP6X7EIN6g

Research Methods for Historians. Part 2: Digitizing + Organizing Archival Sources
https://www.youtube.com/watch?v=zZhBcnVNhgM

A Guide to Writing a Senior Thesis in Social Studies
https://socialstudies.fas.harvard.edu/files/socialstudies/files/soc_stud_sr_thesis_2013.pdf

Conservation:

Getty Conservation Institute -
https://www.getty.edu/conservation/
http://www.getty.edu/conservation/publications_resources/teaching/
https://www.iiconservation.org/publications/ric

The Bibliographic Database of the Conservation Information Network (BCIN)
http://www.bcin.ca/English/home_english.html
The Web's most complete bibliographic resource for the conservation, preservation and restoration of cultural property. A worldwide network of libraries and documentation centres contribute data on their combined holdings, including previously unavailable material from private sources, to the BCIN database.

Comprehensive cited literature includes:
- books, published and unpublished monographs and serials
- conference proceedings
- technical reports, journal articles, theses
- audio-visual materials
- software and machine-readable files

Available online since 1987, BCIN is a trusted resource for professionals, museums and other heritage organizations. It now contains nearly 200,000 citations, including the first 34 volumes of the Art and Archaeology Technical Abstracts (AATA), published between 1955 and 1997.

Art and Archaeology technical Abstracts (AATA)
https://www.getty.edu/conservation/publications_resources/aata/index.html
AATA Online is a comprehensive database of over 138,000 abstracts of literature related to the preservation and conservation of material cultural heritage. AATA now includes selected subject-specific bibliographies produced as part of the Getty Conservation Institute's own conservation and scientific research projects or as part of specific collaborative projects in which the Institute is involved.

27-Aug-25