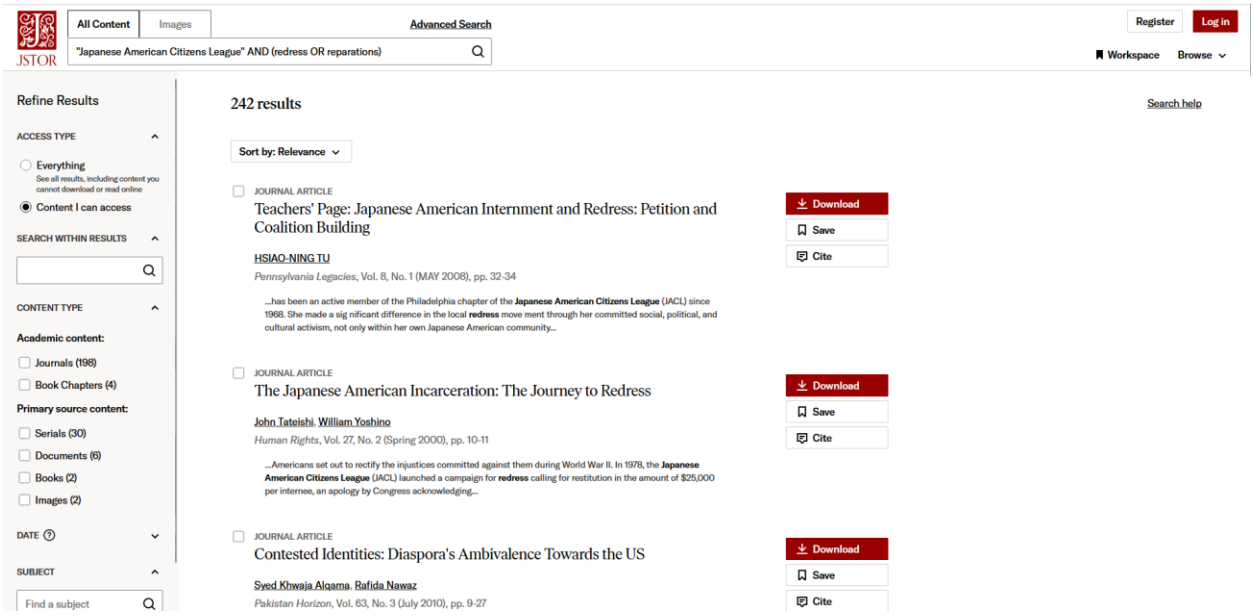
Secondary Sources

Introduction

The first step of diving into research is finding out what other scholars are already talking about. These kinds of sources – where others are analyzing the sources from the original time period – are called **secondary sources.** JSTOR is a database that collects, stores, and updates sources like this for scholars in lots of different disciplines. You'll use JSTOR to find information on your research topic.

Unlike Google, which is a basic search engine, JSTOR and other research sites are databases. The way we search for things needs to be a bit more specific. Using tools like a Boolean search can be helpful. If you've never heard of that term before, you can learn more about Boolean searching here.

Once you have mastered the art of searching on JSTOR, you should have a variety of articles. For example, in a search on "Japanese American Citizens League" AND (redress OR reparations), my search returned the following:



Notice that on the left-hand side, I haven't used any narrowing factors like selecting "Journals" or "Book Chapters" for my search. You're welcome to use whatever secondary sources you'd like for your project.

These are the basic steps to finding secondary sources on JSTOR.

Instructions

Your paper will require a minimum of 10 secondary sources in the bibliography. **For this assignment, you will need to use at least 5 of those 10 secondary sources**.

1. Identify and read the secondary sources in JSTOR that you think are most helpful to your research first.
2. Craft a bibliographical entry (citation) with a paragraph underneath that answers the following questions:
    a. What did you learn from the article? (this is not a summary)
    b. What scholarly/historical questions did the source lead you to ask?
    c. What were some types of primary sources referenced in the secondary source that you want to research yourself?
3. Arrange your bibliographic entries in alphabetical order by author last name.

You are answering direct questions in this exercise. It is okay to use the first person ("I learned….) as long as your language is generally academic and grammatically correct.

Example (APA):

Tateishi, J., & Yoshino, W. (2000). The Japanese American Incarceration: The Journey to Redress. *Human Rights*, *27*(2), 10–11. http://www.jstor.org/stable/27880196

In this article, I learned that the timeline for redress was really long because even though the JACL and other groups had a clear idea of where they wanted to go with their goals, there was a lot of government involvement that slowed things down. They had to work with congress and set up a commission just to get the government to recognize something wrong was done, and even that wasn't enough to get things done in the end.

The process laid out here led me to ask about the similarities and differences between the redress and reparations movement with the JACL and with African Americans seeking reparations for slavery. One of the arguments brought up with the JACL was that $20,000 both seemed like not enough *and* was so arbitrary that it was a waste of taxpayer money. So my question is – if we were able to finally clear the hurdle to get reparations for Japanese Americans, why can't we do that for African Americans?

The source here discussed community activism, so I'd like to see if there are any primary sources like letters or newspapers that show that.

Rubric

Excellent (10-7 pts)	Average (6-4 pts)	Poor (3-0 pts)
Submitted assignment followed instructions for minimum number of sources requested or more. Source commentary addresses all prompts and provides examples from the source when appropriate.	Submitted assignment followed instructions for minimum number of sources requested. Commentary with sources make an attempt to answer provided prompts, but does so incompletely or with extreme vagueness.	Submitted assignment did not follow provided instructions. AND/OR Work was not submitted. Submission may include a list of sources, but no commentary or attempt to discuss questions asked.