As the NSF-funded TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources (TRI-UMPHS) project heads into its fifth year, we have begun to identify promising results in our investigation of students’ experiences with the primary source projects (PSPs) that have been produced as part of the grant effort. The data we have collected to capture dimensions of students’ experience with PSPs include two open-ended survey items in which we ask students to identify the benefits and drawbacks of learning mathematics by reading the primary historical sources in a given PSP. We have used multiple lenses to analyze student responses to these questions, and in this talk we share a summary of one such view, using the notion of transgressive actions. Thus far, we have begun to examine students’ responses for evidence of transgressive actions. We pay particular attention to affective transgressions, which entail an intentional process of overcoming personal affective barriers that preclude one’s mathematical growth and development. We are especially interested in determining a way to detect how students can overcome such barriers, as well as the ways in which PSPs have the potential to promote affective transgressive actions. (Received July 13, 2019)