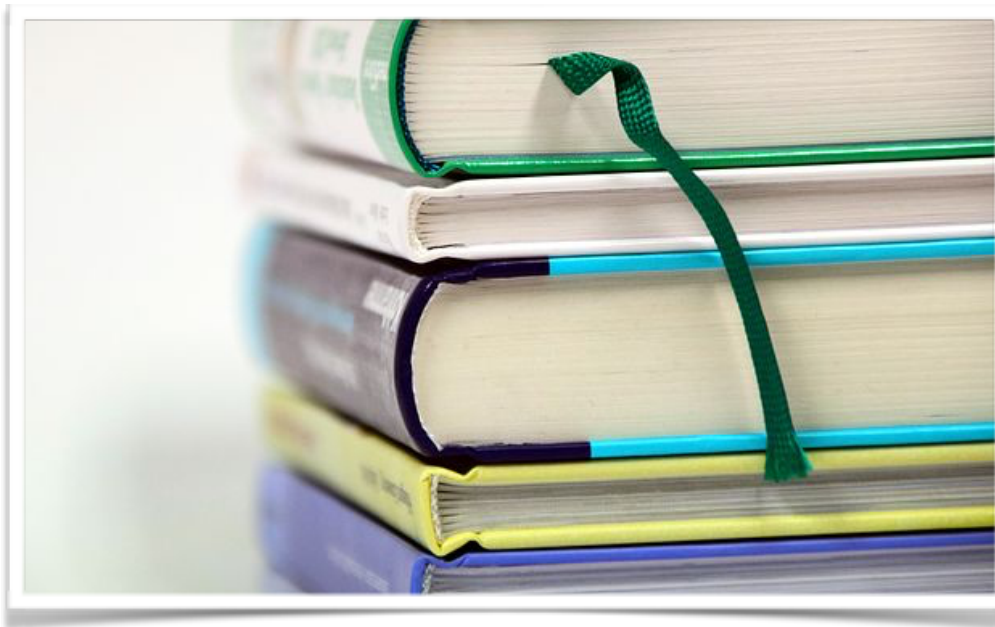


Masters Research

for Museum Studies | ARH 6971 sec 404F



Master Research for Museum Studies

The class will prepare students identify a research question, navigate relevant primary and secondary sources necessary for successful completion of the master's thesis or project-in-lieu-of-thesis. By the end of this semester students will produce a well-written, well-organized introduction and first chapter to their thesis or project-in-lieu-of-thesis that includes a literature review, methodologies, and research questions. In addition, students will work with the professor to identify and secure a committee for their research project, and make a formal defense of their research.

This seminar will also have students work on writing groups to provide peer reviews and support structures for their classmates. This masters research seminar provides students with a collective structure and series of deadlines as they develop individual research projects. Students will be responsible for their own research and writing, as well as thoughtful reading and comments in writing groups.

At the end of the term students will be prepared to continue their research and successfully complete their thesis.

Dr. Briley Rasmussen

Email:

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Office:

FAC 116B

Office Hours:

Wednesday 2:00-3:00 or
by appointment

Required Texts

The Craft of Research,
4th edition.

Wayne Booth, et al.
University of Chicago
Press, 2016.

Recommended Texts

*A Manual for Writers of
Research Papers,
Theses, and
Dissertations,* 8th ed.
Kate Turabian
University of Chicago
Press, 2013

The Elements of Style,
William Strunk, Jr. and
E.B. White, 4th ed.
Allyn and Bacon, 2000.

Course Objectives: *Students will ...*



PLAN

Develop a research question

Determine the scope of their research project

Create a plan to conduct their research that is appropriate to the scope and timeframe of their research

Present their research proposal and plan to a faculty committee



RESEARCH

Engage with existing research in the field that is relevant to and impacts their research question

Determine how their research will make a contribution to the field

Be familiar with the library resources and how to integrate primary and secondary sources

Prepare to conduct their own original research



WRITE

Write responses to current literature pertaining to their area of research

Prepare a review of the literature that pertains to their research project

Write an Introduction and first chapter for their thesis that outlines the significance of the project, the research methods, and theories

PLAGIARISM AND THE HONOR CODE

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

This includes plagiarism, which includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

For more on plagiarism and the honor code see: <https://www.dso.ufl.edu/sccr/process/>

How will you be graded?

Participation
20%

Resources/Research
30%

Writing/Proposal
50%

Grade Scale

93.4-100=**A**; 90.0-93.3=**A-**; 86.7-89.9=**B+**; 83.4-86.6=**B**; 80.0-83.3=**B-**; 76.7-79.9=**C+**; 73.4-76.6=**C**;
70.0-73.3=**C-**; 66.7-69.9=**D+**; 63.4-66.6=**D**; 60.0-63.3=**D-**; 0-59.9=**E**

Grade Rubric

A	<ul style="list-style-type: none"> • Directly addresses the question, makes a compelling and original argument, and presents a nuanced understanding of the key issues and texts. • Demonstrates excellent understanding of secondary sources and creatively forges relationships between different texts. • Synthesizes sources' most important ideas, and makes judicious use of examples, references, and primary source quotations to develop and support the argument. • Clearly organized, with graceful, lucid prose.
A-	<ul style="list-style-type: none"> • Directly addresses the question, makes a compelling argument, and makes reference to a wide range of references and material. • Synthesizes readings, extrapolates key arguments and provides examples, references, and primary source quotations to develop and support the argument. • Clearly organized and well written.
B+	<ul style="list-style-type: none"> • Directly addresses and answers the question, making use of a range of references and source material. • Demonstrates understanding of relevant readings and key issues, and uses both to support the argument. • Clearly organized and well written.
B	<ul style="list-style-type: none"> • Sufficiently addresses and answers the question, making use of an adequate range of references and source material. • Demonstrates understanding of the key issues and ties them clearly to the examples used.
B-	<ul style="list-style-type: none"> • Shows basic understanding of the literature, focuses on a narrow group of readings in order to address the question. • Does not develop a strong argument. • Writing style and organization could use improvement.
C	<ul style="list-style-type: none"> • Demonstrates poor understanding of key ideas in the literature. • Is unable to clearly synthesize readings or use examples to substantiate points made. • Does not clearly answer the question or develop an argument.
D	<ul style="list-style-type: none"> • The frame and requirements of the assignment have not been met.

Course Pedagogy

This course is designed to guide students through the process of researching and writing their masters thesis. Each student will have their own research interests and focus. The class will therefore be emphasize the process of research and writing. This means that students will be responsible for conducting their own research and writing, maintaining their work along the schedule of the class, reflecting upon their process, and being prepared to discuss this in class.

Students will also be responsible to their own inquiry and learning through exploring topics and questions that interest them and sharing their research and ideas with the class. Student led discussions and participation in writing groups are a critical part of this course.

Students are responsible for raising questions or concerns as they arise.

Dr. Rasmussen is here to support and guide you through this process, but not to do it for you.

'Learning results from what the student does and thinks and only what the student does and thinks. The teacher can advance learning only by influencing what the student does learn.'

—S. Ambrose et al., *How Learning Works*, p.1.

Assignments

Participation 20%

This course includes weekly assignments, discussions, and work in writing groups. For each class you should prepare questions and comments and be prepared to contribute to class discussion, respond to questions posed to the class, and demonstrate engagement with the material through active class participation. Writing group will be an important part of this course. You will benefit from the support and feedback of your classmates. Therefore, your full participation and contributions to your writing group are an important part of your participation grade. Your final presentation of your research proposal is also part of your participation grade.

Research and Resources 30%

Much of the work in this course will require students to find resources, read and analyze them, and integrate them into their research project. This portion of the grade will assess effort and skill in developing a topic and compiling resources for research, as indicated by the proposal, abstract, annotated bibliography, and outline.

Writing 50%

The majority of your grade will be based on the quality of your final writing assignment. Please see the grading rubric above for details of how this will be assessed.

E-Learning aka Canvas

The printed syllabus is subject to change. More detailed information on assignments, weekly readings, and schedules, along with the complete syllabus are posted on the Canvas site for this class. Canvas is the most current resource for the class. Students are responsible for consulting the site for the latest information.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

How do I get in touch with Dr. Rasmussen?

Dr. Rasmussen is a teacher, a researcher, and the Director of the Museum Studies program. This means that she isn't in her office all day or every day.

First, check the syllabus before asking Dr. Rasmussen. Then, It is most effective to:

Come to office hours—If you have questions about the course, your assignments, or grades you **MUST** come to office hours. These hours are set aside explicitly to meet with students. It is the best way to speak with Dr. Rasmussen anything, but it is the only way to address questions about the course.

Email or Canvas—You can reach out to Dr. Rasmussen via email or through Canvas email. Dr. Rasmussen checks email a few times each day Monday through Friday, 9am-5pm. She will do her best to respond in a timely manner. If you email at night or over the weekend you should not anticipate a response until regular business hours.

Make an Appointment—If you are unable to meet with Dr. Rasmussen during office hours you can make an appointment. The best times to meet with Dr. Rasmussen are during the afternoon Tuesday-Thursday.

Talk to her after class—this is effective, but best for quick questions or to make appointments to speak in more depth at a later time.

Letters of Recommendation

If you would like a letter of recommendation you should work throughout the semester to distinguish yourself so that there is evidence of your excellence. In addition, help me, help you.

- Ask for the letter a minimum of ONE MONTH in advance of the deadline
- Include information on the job, internship, academic opportunity, etc that you are applying for
- Include your CV and achievement you would like highlighted in the letter
- Clearly state the deadline and how the letter should be submitted
- Gentle reminders leading up to the deadline are greatly appreciated
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Resources for Students

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Writing Studio

The writing studio is committed to helping University of Florida students

meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in this course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Counseling and Wellness Center

Take care of yourself! The stresses of graduate school can take a toll on our mental and physical health. The Counseling and Wellness Center (CWC) is dedicated to caring for students' wellbeing. If you are feeling unwell in anyway, including anxious or panicked, you can reach out to the

CWC: <http://www.counseling.ufl.edu>, 392-1575;

For concerns about physical safety or to report crimes or incidents you can contact the

University Police Department: 392-1111 or 9-1-1 for emergencies.



Course Schedule

Week One	January 9 Introduction to Masters Research	SPRING BREAK—No Class	
Week Two	January 16	Week Nine	March 13 Museum Studies Study Trip to NYC—No class meeting
Week Three	January 23 Introduction to Library Resources	Week Ten	March 20
Week Four	January 30	Week Eleven	March 27
Week Five	February 6 Research Topics due No Class—Meet individually with Dr. Rasmussen	Week Twelve	April 3 Dr. Rasmussen at Conference in UK—No class meeting
Week Six	February 13 Preliminary Annotated Bibliography Due	Week Thirteen	April 10 No class meeting—individual meeting with Dr. Rasmussen
Week Seven	February 20 Working with Your Committee Meet individually with with Dr. Rasmussen	Week Fourteen	April 17 Research Proposal Defense Presentations
Week Eight	February 27 Committee Paperwork Due	Week Fifteen	April 24 SYMPOSIUM Revised Papers Due

PLEASE NOTE:

When there are class meetings scheduled during a particular week or class meets for a shorter period of time than allocated it is to enable you to use this time to research, write, and work in your writing groups, and/or meet with Dr. Rasmussen. You should be spending a equivalent amount of time working on your research. It is expected that you will work 9-10 hours a week for this class.

