

ARH 4931
Undergraduate Seminar: Research Practicum
Dr. Elizabeth Ross

Fall 2019
University of Florida
College of Fine Arts
School of Art and Art History

Course Meeting Time: Wednesday 12:50–3:50pm
Classroom: FAC 116
Credit Hours: 3
Course fees: \$13.57

Email: elizross@ufl.edu

Office Hours: Wednesday, 4–6pm or by appointment

Office Location: Fine Arts C (FAC) 119a

Office Phone: (352) 273-3067

Outside class and office hours, the fastest way to reach me is through email.

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to you or your friend.

Counseling and Wellness Center: <http://www.counseling.ufl.edu> or (352) 392-1575

University Police Department: (352) 392-1111 or 9-1-1 for emergencies

Sexual Assault Recovery Services (SARS): Student Health Care Center, (352) 392-1161

Course Description

The seminar will focus on developing research skills to culminate in an oral presentation of the project to the class and the writing of a significant research paper. Students will choose a topic of interest to them, and we will workshop each student's project from start to finish together. Readings discussed in class will be chosen to support the research projects.

During the first month, while students are developing their research ideas, we will play a Reacting to the Past historical role-playing game that simulates the controversy over the design for the Vietnam Veterans Memorial in 1981–82. The game explores how the design and discussion of monuments creates historical memory, while offering an opportunity to work with primary sources and to practice critical reading of the scholarly literature.

Course Objectives

The course will strengthen students' ability to

Identify, describe, and interpret works of art and related materials about art's cultural and historical context

Conduct a thorough program of research that identifies and assesses high caliber primary and secondary sources

Understand and survey the state of the scholarly literature on a topic

Use methodological approaches current in the scholarship

Produce written analysis of works of art in their historical or cultural context

Formulate oral analysis of works of art in their historical or cultural context

Course Policies:

Attendance and due dates. Please look at your calendar at the beginning of the semester to see if you have any commitments (for example, religious holidays) that conflict with classes, due dates, or exams. If you do have a conflict, contact Dr. Ross in advance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policy that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

Classroom demeanor. No talking on cell phones, ringing or beeping, texting, Facebooking, tweeting, emailing, noisy or smelly eating, etc., during class. Students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate behavior shall result, minimally, in a request to leave class.

Email. Please check your UF email account regularly for course announcements or replies to any emails you send. The instructors will email you through your UF email account. If your email box is full, her emails will be bounced back, and she will have no way to contact you. Please make sure to clean out your box to prevent this.

Accommodation. 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 Dr. Ross when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course evaluations. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Diversity. It is my intent that we explore the content of this course in a way that is respectful of diversity—gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. It is also my intent to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be both my responsibility and yours. It is my intent that students from all backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated.

Academic Honesty:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by 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.’” The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. *If you have any questions or concerns, please ask me.*

UF’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. This means that cheating and plagiarism will be penalized, and a report will be filed with the Student Conduct and Conflict Resolution office. During exams, personal items must be cleared from desks and chairs and placed in a bag on the floor, and phones must be turned off. For a discussion of how to avoid plagiarism, consult *Misuse of Sources* on the course web site. *If you have any questions, please ask me.* An online plagiarism checker service may be used to screen papers.

Grading Scale:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
% Equivalent	93+	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59-

See the following web page for UF policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Please note: A grade of C- (or below) will not count toward major requirements.

Course Requirements:

Vietnam Veterans Memorial Game

Gameplay — 150 points

Game assignments — 80 points

Analysis of the scholarly literature paper — 100 points

Total — 330 points

Research Paper and Presentation

Preliminary bibliography — 100 points

Revised bibliography — 40 points

Final oral presentation — 80 points

Final written paper — 190 points

Total — 410 points

Class Preparation and Discussion

Response papers — 20 points each for a total of 80 points

Lead discussion of reading(s) on your topic — 40 points each week for a total of 80 points

Class participation (except Game) — 100 points

“Misuse of Sources” quiz — Pass/Fail

Total — 260

TOTAL — 1000 points

The culmination of the class will be a written **research paper** (4500 words, about 15 pages) due on **Wednesday, December 11**. You will **present a preliminary version of your paper** to the class on **December 4**. You will put the paper together step-by-step throughout the semester, starting with **three ideas for a topic**, each formulated as a question, due in class on **September 4**. A **preliminary bibliography** and paper topic will be due before class on **September 25**. We will workshop everyone’s bibliography in class that week and the next, and a **revised bibliography** will be due **October 9**.

From **October 16–November 20**, we will continue to workshop your developing papers in class, discussing 3–4 papers per week (40- to 60-minutes per paper), with everyone’s paper discussed twice. Discussion of each paper will be based around a reading, drawn from the revised bibliography. Everyone in the class will be expected to do the **assigned readings** and come to class prepared to discuss them. You will **lead discussion of the readings on your topic**. Students who are not leading a discussion that week will instead submit a maximum 1-page **response paper** that briefly summarizes the thesis and main issues of that week’s readings.

During the first weeks of class (**August 28–September 19**), while you are developing your research paper topics, we will ‘play’ a game designed according to a teaching concept called [Reacting to the Past](#). You will each be assigned a historically-based role with detailed information about his/her biography, views, and goals,

and in that role you will participate in a simulation of the debate over the design of the Vietnam Veterans Memorial (VVM) in 1982–83. You will read a Gamebook that outlines the historical situation, issues, and rules of the game and provides primary sources. Gameplay will require you to speak persuasively about the issues in short speeches to the class, impromptu public interventions, and private conversations; to use primary sources in framing historically appropriate arguments; to ask pointed questions of speakers; to strategize independently and with allies; and to negotiate deals. On August 28, we will set up the game and the historical background of the Vietnam War and 1980s. **Gameplay** will take place on **August 28** and **September 4**, and on September 11 we will debrief the game and discuss the scholarly literature on the VVM.

During gameplay (**August 28/September 4**), you will produce **short papers or videos specific to your assigned role**. For Week 5, you will compose a **3- to 4-page analysis of the scholarly literature on the Vietnam Veterans Memorial** that considers the question: “What different perspectives have been used to analyze the creation, meaning, and function of the VVM?” Consult the bibliography posted on eLearning for sources to use and discuss at least four sources in your analysis. Your paper should summarize the perspective (main thesis, method of analysis, preoccupations, oversights, strengths, and weaknesses) of each of those sources and integrate that summary into your argument. You can think of each of these summaries as a mini book review embedded in your overarching argument.

In preparation for the written assignments, you will read a brief text on the “Misuse of Sources” in academic writing and take an online quiz.¹ You can find the link to the text on the desktop of the course web site, and you can access the quiz via the <Quizzes> link to the left. You should **complete the quiz before class on August 28**. You may take the quiz as many times as you need until you get all the questions right, but you must get all the questions right to pass the quiz. You must pass the quiz to pass the course.

Readings:

- Livingstone, Rebecca, Kelly McFall, and Abby Perkiss. *Monuments and Memory-Making: The Vietnam Veterans Memorial, 1981–82*. Unpublished PDF distributed via eLearning with permission of the Reacting Consortium. This is the “Gamebook.”
- Other readings will be made available on eLearning and/or put on reserve at the Architecture and Fine Arts Library.

Week 1

August 21—Introduction and Warm-up Game “Bomb the Church”

No Reading

Week 2

August 28—Vietnam Veterans Memorial (VVM) Game: Historical Context and Game Setup

Reading:

- Livingstone, McFall, and Perkiss (aka the “Gamebook,”) pp. 1–71
- Shay, Jonathan. “Learning about Combat Stress from Homer’s *Iliad*.” *Journal of Traumatic Stress* 4, no. 4 (1991): 561–78.

¹ Gordon Harvey, “Misuse of Sources,” Chapter 3 of *Writing with Sources*, 2nd ed. (Indianapolis: Hackett, 2008), 29-31.

Week 3

September 4—VVM Game: Gameplay Sessions 1 and 2

Reading:

- Livingston, McFall, and Perkiss, pp. 71–78
- Vietnam Veterans Memorial Design Competition Call for Proposals

Research Assignment:

Come to class with three ideas for paper topics, formulated as questions to be answered by your research and writing. We will discuss these at the beginning of class before starting the game.

Game assignment:

See your individual role sheet

Week 4

September 11—VVM Game: Gameplay Session 3–5

Reading:

- Livingston, McFall, and Perkiss, pp. 79–102

Game assignment:

See your individual role sheet

Week 5

September 18—VVM Game: Debrief and Discussion of Scholarly Literature

Reading:

See eLearning for a bibliography of sources on the VVM. You will read and integrate 4 of these into your paper, and class discussion will be based around the sources used in the papers.

Assignment:

3- to 4-page paper analyzing the scholarly literature on the VVM

Week 6

September 25— Preliminary Bibliographies: Workshop I

No Reading

Assignment:

Preliminary Bibliography due before class

Week 7

October 2— Preliminary Bibliographies: Workshop II

No Reading or assignment

Week 8

October 9—No Class (Yom Kippur)

Assignment:

Revised bibliography due at 5pm

Week 9

October 16—Research Paper: Workshop I

Reading:

TBA, assigned after submission of revised bibliographies on October 9

Assignment:

3 students will lead discussion of a reading taken from their revised bibliography

Other students will submit a maximum 1-page response paper by noon.

Week 10

October 23— Research Paper: Workshop II

Reading:

TBA, assigned after submission of revised bibliographies on October 9

Assignment:

3–4 students will lead discussion of a reading taken from their revised bibliography

Other students will submit a maximum 1-page response paper by noon.

Week 11

October 30— Research Paper: Workshop III

Reading:

TBA, assigned after submission of revised bibliographies on October 9

Assignment:

3–4 students will lead discussion of a reading taken from their revised bibliography

Other students will submit a maximum 1-page response paper by noon.

Week 12

November 6— Research Paper: Workshop IV

Reading:

TBA, assigned after submission of revised bibliographies on October 9

Assignment:

3–4 students will lead discussion of a reading taken from their revised bibliography

Other students will submit a maximum 1-page response paper by noon.

Week 13

November 13— Research Paper: Workshop V

Reading:

TBA, assigned after submission of revised bibliographies on October 9

Assignment:

3–4 students will lead discussion of a reading taken from their revised bibliography

Other students will submit a maximum 1-page response paper by noon.

Week 14

November 20— Research Paper: Workshop VI

Reading:

TBA, assigned after submission of revised bibliographies on October 9

Assignment:

3–4 students will lead discussion of a reading taken from their revised bibliography

Other students will submit a maximum 1-page response paper by noon.

Week 15

November 27—No Class (Thanksgiving)

Week 16

December 4—Oral Presentation of Papers

****Final Paper due Wednesday, December 11****

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2), e-mail to Learningsupport@ufl.edu, or <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601, <https://career.ufl.edu/>. Career assistance and counseling.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420, <http://teachingcenter.ufl.edu>. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. <http://writing.ufl.edu/writing-studio/>. Help brainstorming, formatting, and writing papers.

Student Complaints Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process/>