



ARH 6971 RESEARCH METHODS IN MUSEUM STUDIES

SPRING 2020

GUIDING QUESTIONS

- WHAT IS A RESEARCH QUESTION?
- WHY IS A RESEARCH QUESTION ESSENTIAL TO THE RESEARCH PROCESS?
- HOW DO YOU CHOSE A VIABLE TOPIC?
- HOW DO YOU EVALUATE YOUR RESEARCH QUESTIONS?
- HOW DO YOU SEARCH FOR SOURCES?
- WHAT IS THE SO WHAT?

Dr. Porchia Moore

pmoore@arts.ufl.edu

Course Information

EMAIL pmoorea@arts.ufl.edu

OFFICE FAC 125

OFFICE

HOURS Thursdays 1:45 pm- 2:45 pm

PRONOUNS She/Her

*Please feel free to call me Dr. Moore, Dr. M, Dr. P

ROOM **FAC 0116A**

TIMES **Thursdays, 10:40 AM-1:40 PM**

Important Dates

Please review the link below to access Final Exam dates for Spring 2020

<https://registrar.ufl.edu/soc/202001/finalexamsched>

Please review the link below to access important dates for the Spring Academic Calendar

<https://catalog.ufl.edu/UGRD/dates-deadlines/pdfs/>

Course Introduction and Description

This course is part of the core curriculum of Museum Studies. It aims to introduce and familiarize students with the current best practices of 21st century research methods.

This course is based on the following foundational wisdom offered by research scholar, Carrie Williams:

RESEARCH is at times mistaken for gathering information, documenting facts, and rummaging for information (Leedy & Ormrod, 2001). Research is the process of collecting, analyzing, and interpreting data in order to understand a phenomenon (Leedy & Ormrod). The research process is systematic in that defining the objective, managing the data, and communicating the findings occur within established frameworks and in accordance with existing guidelines. The frameworks and guidelines provide researchers with an indication of what to include in the research,

how to perform the research, and what types of inferences are probable based on the data collected. Research originates with at least one question about one phenomenon of interest. For example, what competencies might inhibit or enhance the accession of women into senior leadership positions (Williams, 2005)? Or, what leadership factors might influence the retention choices of registered nurses? Research questions, such as the two preceding questions, help researchers to focus thoughts, manage efforts, and choose the appropriate approach, or perspective from which to make sense of each phenomenon of interest. The three common approaches to conducting research are quantitative, qualitative, and mixed methods. The researcher anticipates the type of data needed to respond to the research question. For instance, is numerical, textual, or both numerical and textual data needed? Based on this assessment, the researcher selects one of the three aforementioned approaches to conduct research. Researchers typically select the quantitative approach to respond to research questions requiring numerical data, the qualitative approach for research questions requiring textual data, and the mixed methods approach for research questions requiring both numerical and textual data.

Williams, Carrie. "Research Methods". *Journal of Business and Economic Research*. (2007).

This course is designed to help graduate students develop and shape their research strategies as they begin to prepare for writing their Master's Thesis. The course is organized into three semi-simultaneous sections:

- 1) Foundations of Research and Research Design
- 2) Practicum—Library and research exercises
- 3) Writing and Research Action-Planning + Peer Review and Workshop

Think of yourselves as the most critical agents in our field. It is your research that propels the field forward. The overarching course goal is to take your research interests and design them to ask critical questions in and of our field by employing specific research methods. In addition, the course seeks to assist you in situating yourself as part and contributing to the academic literature of museum studies. Therefore, it is imperative that you be able to frame your thesis research as contributing to the qualitative, quantitative, and mixed-methods approaches.

This course also is constructed around **key questions** that will be considered and debated throughout the semester.

These questions pertaining to museums:

- What is a museum?
- How has the history of museums shaped them today?

- What is the social relevance of museum?
- How are/can museums be inclusive to increase social relevance?
- What is the future of museums? Museum work?

These questions pertaining to research and the process for research:

- **WHAT IS A RESEARCH QUESTION?**
- **WHY IS A RESEARCH QUESTION ESSENTIAL TO THE RESEARCH PROCESS?**
- **HOW DO YOU CHOSE A VIABLE TOPIC?**
- **HOW DO YOU EVALUATE YOUR RESEARCH QUESTIONS?**
- **HOW DO YOU SEARCH FOR SOURCES?**
- **WHAT IS THE SO WHAT?**

COURSE POLICIES



Course Attendance

Attendance and participation are critical components of this course and your success. If, for some reason, you are unable to be in class please let me know in advance via email. If a crisis or life-threatening emergency has occurred; please alert me as soon as possible after your absence should advance notice not be feasible. Please note that in many cases accompanying documentation might be required. More than three absences will impact your participation grade. A point will be deducted for each additional absence. Upon noticeable absences; I will call for a one-on-one meeting.

Additionally, I mark attendance by your being fully present physically, cognitively, and intellectually. Showing up, weighing in, and making powerfully creative and significant contributions to course discussion can greatly contribute to the success of your final grade in the course.

A Word on Timeliness

Students are expected to be on time and prepared to begin at 10:40 AM. **When the class is meeting at a site other than the classroom please arrive at least 10 minutes prior. Students should also familiarize themselves with the institutions we are visiting and the biographies or careers of the people that we will be meeting with. Students should also prepare questions for the speakers in advance of these classes.**

Course Objectives

Students will:

- Learn about the three research methodologies of 21st century research
- Develop critical research skills and apply them to thesis projects in museum studies
- Examine special modes, best practices, and points of view associated with researching, documenting, and examining informational content of cultural heritage in digital environments
- Engage with current theoretical debates in the field and consider how they are impacting practice;
- Understand the organization and operation of museums today and their role in society;
- Recognize the relationship between disciplinary and cultural shifts and their resonance in museum practice;
- Engage with current literature in the field;
- Develop professional writing and presentation skills
- Identify the differences between new and old museology and critically assess skillsets needed for 21st century museum praxis and apply a well-designed research question as a contributive means of problem-solving contemporary museum issues

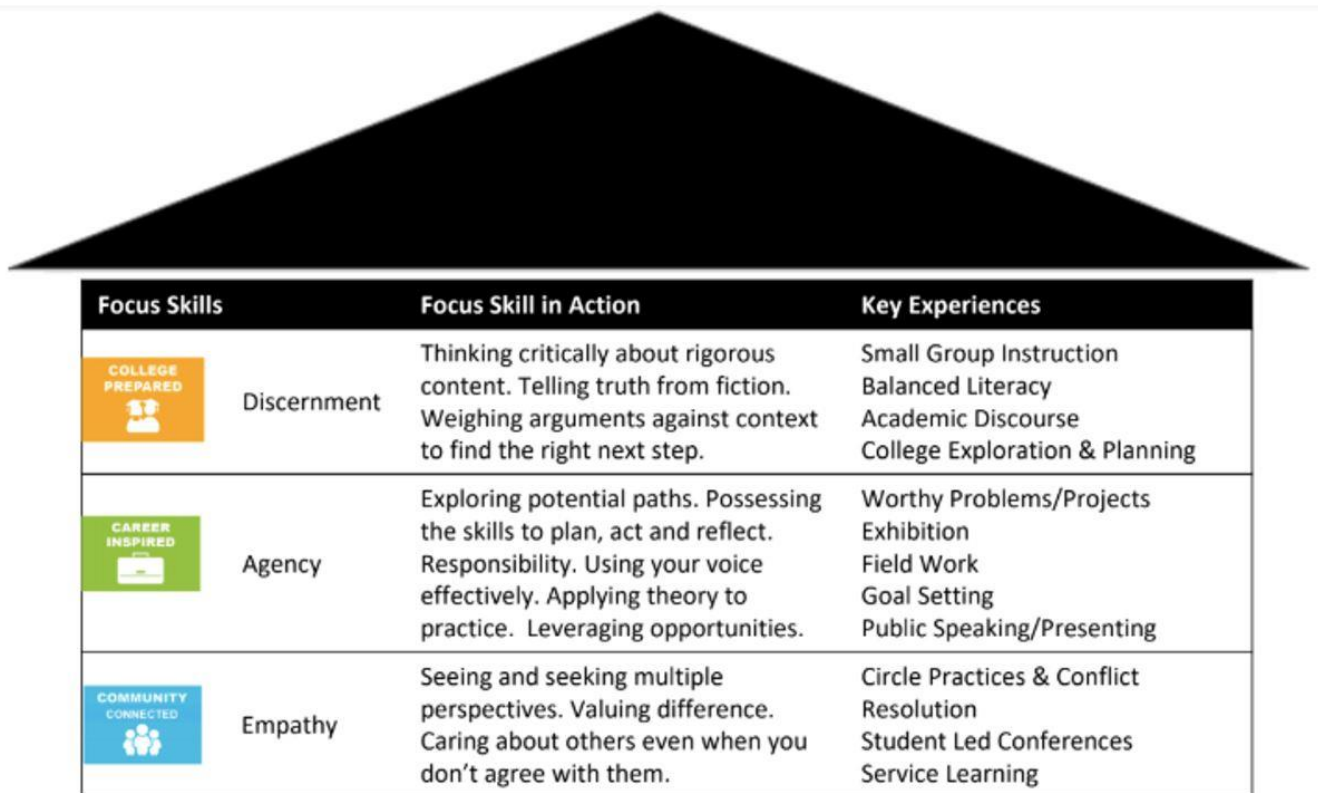
Classroom Conduct




The relational landscape of a classroom is an important factor in creating an **energetic learning environment**. I want us to be energized; always. The most conducive way to achieve this landscape is to practice empathy. There are a myriad of definitions for “empathy”. I offer that empathy in the university classroom has two goals:

1. Helping students understand how seeking to make connections with the unfamiliar/their own information gaps can transform their learning experience
2. Helping students navigate modalities of Discernment, Agency, and Empathy.

I believe that museums can change the world; but we need empathetic, inspired museum workers to do so. Empathy is a way for us to understand how others are feeling even when it does not make sense to us. There are three types of empathy: 1) Cognitive, 2) Emotional, and 3) Compassionate. As such, I ask that you maintain these basic classroom behavior for our greatest possible learning experience:

Students should dress, behave, and treat their fellow students and instructor with professionalism. This includes giving them your full attention, not speaking over others, and respectfully responding to others’ ideas or comments.



Focus Skills	Focus Skill in Action	Key Experiences
 COLLEGE PREPARED Discernment	Thinking critically about rigorous content. Telling truth from fiction. Weighing arguments against context to find the right next step.	Small Group Instruction Balanced Literacy Academic Discourse College Exploration & Planning
 CAREER INSPIRED Agency	Exploring potential paths. Possessing the skills to plan, act and reflect. Responsibility. Using your voice effectively. Applying theory to practice. Leveraging opportunities.	Worthy Problems/Projects Exhibition Field Work Goal Setting Public Speaking/Presenting
 COMMUNITY CONNECTED Empathy	Seeing and seeking multiple perspectives. Valuing difference. Caring about others even when you don't agree with them.	Circle Practices & Conflict Resolution Student Led Conferences Service Learning

Credit: “Helping Students Develop Discernment, Agency, and Empathy” *By Sherre Vernon, Shelli Kurth and Joe Acker*

Pronouns

My pronouns are She/Her. I recognize the fact that pronouns are not preferences; they just are. Please feel free to alert us what your pronouns are. There is the full expectation that as a class group we are respectful of all pronouns that we have been directed to use as a collective. In return, there is the expectation that allowing for proper/correct use of directed pronouns come with possible learning curves for some as they adjust to that notion grammatically.

Canvas

The (printed) syllabus is highly subject to change. More detailed information on assignments, weekly readings, and schedules, along with the complete syllabus will be posted on the Canvas site for this class. Canvas will serve as the most current resource for the class. However, as a rule, email correspondence is also a primary means of correspondence and information-gathering.

Students are responsible for consulting the site and UF email for the latest information regularly.

Museums are places for debate and conversations about important issues facing us today and in the past. Current issues that are near-crisis point in museums include: structural racism, repatriation, single-use plastics/environmental stewardship, pay wages, and more. While this course is primarily focused on research; there will be times when we will engage with museum studies literature and/or current topics in museum studies in order to flesh out ideas. Therefore, there is a possibility that the class will also serve as a place for debate and discussion. At times we might discuss sensitive topics. It is essential that students are respectful of each other’s viewpoints and comments. We will also be learning what might be new language and frameworks. I encourage you to be comfortable with being uncomfortable. Similarly, I encourage students to speak with me if they feel upset, unsafe, and unheard based on the discussions or atmosphere in class. I welcome the opportunity to shore up any issues of safety, inclusion, empathy, etc

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/>

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/student-conduct-honor-code/>



(*Image taken from: <https://www.prepostseo.com/p/4-types-of-plagiarism>)

GRADING & PARTICIPATION

Participation/Library + Research Exercises

30%

Research Action Plan/First Drafts

30%

Peer Review

20%

Annotated Bibliography

10%

Presentations

10%

Grading Scale

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-;

PARTICIPATION/LIBRARY + RESEARCH EXERCISES-30% DUE (Ongoing)

Students are expected to attend each class and participate fully. Participation constitutes insightful, relevant, and connected contributions to class discussion each week. It is the expectation that you come to class well-read, with critical questions, with a mindset of inquiry, and able to make meaningful connections between readings each week. In addition, specialized course exercises will be given to develop student research skills. Each exercise is library/research-based and will have varying due dates.

RESEARCH ACTION PLAN/FIRST DRAFTS-30% DUE (Final Action Plan Due April 23/First Draft Due February 27)

Each student (with the help of the professor and peer feedback) will develop a research action plan. The action plan will include rough drafts, resource mapping, a research statement, and all critical components for conducting research at the graduate level. The Research Action Plan will include varying rough drafts.

PEER REVIEW-20% DUE March 19 & April 16

The peer review process is the most important component of the writing and research process. There will be two scheduled peer reviews during the course of the semester. The Peer Review process for the course is designed to strengthen the completion of the thesis project. Additional documents regarding the peer review will be uploaded to Canvas.

ANNOTATED BIBLIOGRAPHY-10%

Annotated Bibliography—10% DUE LAST DAY OF CLASS/Reading Day (APRIL 23)

In preparation for class each week student will prepare an annotated bibliography of EACH and ALL readings and videos assigned (see In Class Participation). The compiled annotated bibliography will be turned in at the end of the semester. Yet, the preparation of annotations each week will be essential to successful class participation each week and will make your life significantly easier come end of term.

Annotations will have a complete citation for each source. Each annotation begins with an overview of the article, essay or chapter's main argument, outlining the author's main points. Then it summarizes how the author's main points are argued and/or proved. Annotations can be summarized by identifying how the argument is successful or lacking. This is not the place for opinions about the author's writing style. An excellent online resource for writing stellar annotations can be found here:

1. OWL at Perdue:

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

2. CHICAGO Citation Style Guide:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_for_matting_and_style_guide/chicago_manual_of_style_17th_edition.html

PRESENTATIONS-10% DUE April 9

Students will prepare a detailed presentation outlining their research journey. The presentation will carefully out their thesis project, research questions, research statements, resources, and total research design. Each presentation is 20-30 minutes.

How to Submit Deliverables

The submission process for the course is fairly simple:

Written assignments should use 1.5 spacing, 12 point font in Times New Roman, edited for proper grammar and spelling and stylized for Chicago OR APA. All assignments should include pagination.

Submitting Assignment--Written assignments and presentation PowerPoints should be uploaded to Canvas by 11:59pm the day they are due. They **MUST** also be submitted by hardcopy in class.

Student Resources & 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.

The 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/](http://writing.ufl.edu/writing-studio/) or in 302 Tigert Hall for one-on-one consultations and workshops.

Basic Needs Security

Any student who facing 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. But also, please do not hesitate to contact me directly as well.

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>.

Telephone: 392-1575

PROPOSED COURSE OUTLINE (Highly Subject to change)

WEEK 1 Thursday JANUARY 9, 2020	Introduction to Research Methods In-Class Discussions Syllabus Review
WEEK 2 Thursday JANUARY 16 2020	Introduction to Research Methods In-Class Discussions Assigned Readings
WEEK 3 Thursday JANUARY 23, 2020	Qualitative Methods In-Class Discussions Assigned Readings Research Exercise
WEEK 4	Qualitative Methods In-Class Discussions

Thursday JANUARY 30, 2020	Assigned Readings
WEEK 5 Thursday FEBRUARY 6, 2020	Quantitative Methods In-Class Discussions Assigned Readings
WEEK 6 Thursday FEBRUARY 13, 2020	Quantitative Methods In-Class Discussions Assigned Readings
WEEK 7 Thursday FEBRUARY 20, 2020	Mixed-Methods In-Class Discussions Assigned Readings Research Exercise
WEEK 8 Thursday FEBRUARY 27, 2020	Mixed-Methods In-Class Discussions Assigned Readings First Draft Due
WEEK 9 Thursday MARCH 5, 2020	Personalized Research SPRING BREAK
WEEK 10 Thursday MARCH 12, 2020	Personalized Research In-Class Discussions Assigned Readings
WEEK 11 Thursday MARCH 19, 2020	First Drafts Peer Review In-Class Discussions Assigned Readings
WEEK 12 Thursday MARCH 26, 2020	Research Action Plan In-Class Discussions Assigned Readings
WEEK 13 Thursday APRIL 2, 2020	Research Action Plan In-Class Discussions Assigned Readings
WEEK 14	Library/Writing Day

Thursday APRIL 2, 2020	In-Class Discussions Assigned Readings Research Exercise
WEEK 15 Thursday APRIL 9	Presentations
WEEK 16 Thursday APRIL 16, 2020	Peer Review In-Class Discussions Assigned Readings FINAL ITEMS LAST DAY OF CLASS Second Draft Due
WEEK 17 Thursday APRIL 23, 2020	READING DAYS/ Final Readings *Possible class exercise Annotated Bibliography Due

Connecting with Dr. Moore

I am new to Florida so my intention in my inaugural semesters is to meet strategically with the arts, cultural, and museum community to better identify partners, allies, accomplices, and opportunities for you, myself, and the program. The large implications of this means that I am likely to be in and around campus; but not always in my office. But never fear!

Here are some easy, effective ways that we can remain connected and partnered for you success:

1. Check the syllabus and check it twice
2. Identify a peer partner in class to ask any additional questions, collaborate, etc.
3. Come to my office hours. Seriously, come! These hours are set aside explicitly to meet with students. It is the best way to speak with me.
4. Email me. Please allow 24-48 hours for a response. Please do NOT use the Canvas email; just my pmoore@arts@ufl.edu . I am likely not going to respond to email over the course of the weekend but please expect responses over the course of the week.

5. Make an appointment with me. I am a hiker. I love nature and outdoors. I am game to



walk the campus with you. Meet you at the library or some other fave spot on campus. Or, here in my office. It is your choice and a great option for fresh, engaging places to talk.

6. Meeting with me after class works well as long as the questions do not require serious research or timely explanation on my end or I do not have prior commitments or engagements.



Tidbits of Miscellany

I love writing letters of recommendations for my students. Love! However, I have some hard and fast rules for this privileged action.

Here they are:

1. Be outstanding. Demonstrate your intellectual and professional acumen in and outside of class.
2. Ask for the letter a minimum of ONE MONTH in advance of the deadline
3. Include information about the position, internship, academic opportunity, etc. that you are applying for. If there are specific highlights that you want me to include please clearly identify those things and make your case for how they are apropos in my letter.
4. Include your CV and any additional sparks of interest that are suitable for the letter. Be specific.
5. Clearly state the deadline and how the letter should be submitted

6. Gentle reminders leading up to the deadline are critical!
7. Thank you for allowing me to be a part of your academic and professional journey.



**We Believe Museums
Can Change The World.**

That change is YOU!