

MUSEUM STUDIES FALL 2020



ARH 6971 RESEARCH METHODS IN MUSEUM STUDIES

FALL 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
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Course Information

EMAIL pmoorea@arts.ufl.edu

OFFICE FAC 125

OFFICE

HOURS Tuesdays 1-2 pm via Zoom (See Course Protocol for Zoom link)

PRONOUNS She/Her

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

ROOM Virtual Classroom via Zoom (Additional Information shared via Canvas)

TIMES

Important Dates

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

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

Please review the link below to access important dates for the Fall 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 meetings times are based on individually scheduled meetings with the instructor and between students via Zoom.

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. My course and my teaching pedagogy are human-centered. Your needs and your wellbeing are my first priority.

Additionally, I understand attendance by your being as fully present physically, cognitively, and intellectually vibrant as possible. 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. Given the fact that we are experiencing two pandemics (health and racial); please understand that we are in partnership to define what collaboration, community, connections, and productivity means in this moment. In our first individual meeting we will make our own individualized plan for how to activate this critical aspect of your learning experience.

A Word on Timeliness

The global health pandemic and the global racial pandemic can both be categorized as trauma events. As such, the approach to this course is that we operate from a place of empathy and grace. Please arrive to our scheduled meeting times on time. As we will operate from the digital space there is no obligation to turn on your cameras if you are unable to do so. In the event that you are unable to attend, please let me know in advance. In the event that you need to makeup an assignment; please plan to meet with me so that we can discuss the terms for submitting that assignment in a timely manner.

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

Continuity of Learning

In this critical time of Covid-19 it is critical that we practice the highest precautions for our collective safety. No later than the end of our first week, I am asking that you please email me a plan and procedures for what are the best ways for keeping in contact and community in the event that you or your loved ones all ill. This plan can be as detailed as you would like it to be. It can include anything from your social media platforms, emergency contacts, and more. In the event that I fall ill, someone from the SA+AH history will contact you with a specific plan for how the course will continue. My cell phone and other pertinent information regarding our continuity of learning will be provided in the course Canvas.


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. In the virtual world, I am not concerned with your dress or appearance. Given the moment that we are in, I want you to be safe and as healthy as possible. Please let me know how I can assist you in being so.



Focus Skills	Focus Skill in Action	Key Experiences
 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
 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
 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/>

In addition, Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

Students Needing Accommodations

Please let me know immediately if you require any specific accommodations. For more information on how to access tools for accommodations: <https://disability.ufl.edu/students/get-started/>.

Code of Conduct for Online Courses:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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>)

Textbooks:

There are no required textbooks for this course. All course material will be uploaded through the course Canvas.

GRADING & PARTICIPATION

Participation/Library + Research Exercises

30%

Research Action Plan/Research Thesis First Drafts

20%

Peer Review

30%

Article Critiques + Literature Review

20%

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)

Each Student will schedule bi-weekly Zoom sessions with me beginning August 31, 2020 in the normal course time slot. The dates are based on student availability. These individualized Zoom meetings will take place of the already discussed personalized face-to-face meetings we agreed upon in class. Please text me to schedule your meeting times.

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-20% Due No later than September 30, 2020

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. Drafts are expected to be “very rough”. Drafts will include outlines, drafts of survey and data instruments, etc.

PEER REVIEW 30% DUE NO LATER THAN October 1, 2020

The peer review process is the most important component of the writing and research process. The Peer Review process for the course is designed to strengthen the completion of the thesis project.

Each student will prepare a rough draft of their Literature Review for sharing with their peers.

Rough drafts must be shared by 1) uploading to the UF Course Canvas AND 2) Email by October 1, 2020. I am requesting that ONE of you take initiative to create a single Zoom meeting link and upload to the course Canvas. As a group decide on a SINGLE date and time in which to do a GROUP ZOOM Peer Review. You will need to record the Zoom so that I can view and assess for grading purposes.

Resources for Conducting Peer Reviews (This are not the best that I have seen; but a solid start):

<https://serc.carleton.edu/sp/library/peerreview/tips.html>

<http://wp.auburn.edu/writing/providing-effective-and-efficient-feedback/>

What I will be looking for:

- Deep, constructive criticism
- Not just agreement with student commentary but responding with useful insight and feedback
- Students are present, engaged

You will need to make sure that you use Track Changes and/or The Editing and Comments function in Word. It might also be useful to employ Google Docs. Whatever editing methods that you all decide on must be agreed upon by the collective. Please inform me of your decision. I will need ALL of the edits sent to me via email. Please include ALL of the edited documents in ONE Single email.

The Literature Review Must Contain the following:

Research Questions

Research Statement

Literature Review

Bibliography

ARTICLE CRITIQUES All Article Critiques Have Been Submitted At This Time and have been graded accordingly

Each student will critique a journal article from a peer reviewed/academic journal. Students will select an article based on research and/or intellectual interests. Each student will select the reading, share with the class, and students will evaluate and critique the research methods used. The critiques should be 3-5 pages in length. If you have questions regarding the validity/rigor of the source; please confer with me. Find an article that interests you and that employs one of the research methods and/or techniques we will discuss in class: Qualitative, Quantitative, Mixed-Methods AND surveys, experiments, content analysis, in-depth interviews, focus groups, case studies or participant observation, etc. It is suggested to choose an article employing the methodology you are interested in for your study.

Your critique should contain the following elements:

1. Provide a complete citation of the article (Title, authors, journal, volume, year and pages).
2. What are the research questions/hypotheses?
3. What are the major theories that it examines (be sure to briefly explain the theory)?

4. What is the research methodology (sample size, independent variables, dependent variables and how were they measured)?
5. Summarize the major results
6. What does the author say is the major contribution of the study?
7. What would you say are the strengths and weaknesses of the study with a focus on its methodology?
8. Identify any additional considerations for the class to analyze given your interest in the research topic.
9. Provide your insights, perspectives, and thoughts as someone poised to be an “expert” in this subject.

* 8-9 are for the student lead who selected this week’s article

Annotated Bibliography

I highly recommend getting in the habit of reading articles, etc. and creating annotated bibliographies. Each week students are encouraged to prepare an annotated bibliography of EACH and ALL readings and videos assigned. As a reminder, 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_mattng_and_style_guide/chicago_manual_of_style_17th_edition.html

All students will prepare a Literature Review for their thesis projects. The Literature Review is an imperative portion of the research process. The Literature Review helps the researcher identify what information and knowledge surrounding a specific subject is known (and to what extent) and what is unknown or not included in the collective body of knowledge.

THESIS PRESENTATION RUNS 10% No Later than October 30, 2020.

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	Introduction to Research Methods In-Class Discussions Syllabus Review
WEEK 2	Introduction to Research Methods In-Class Discussions Assigned Readings
WEEK 3	Qualitative Methods Discussions Assigned Readings Research Exercise Annotated Bibliographies
WEEK 4	Qualitative Methods In-Class Discussions Assigned Readings ARTICLE CRITIQUE 1
WEEK 5 Thursday	Quantitative Methods In-Class Discussions Assigned Readings
WEEK 6 Thursday	Quantitative Methods In-Class Discussions

	Assigned Readings
WEEK 7 Thursday	Mixed-Methods In-Class Discussions Assigned Readings Research Exercise ARTICLE CRITIQUE 2
WEEK 8 Thursday	Mixed-Methods In-Class Discussions Assigned Readings First Draft Due
WEEK 9 Thursday	Personalized Research SPRING BREAK
WEEK 10 Thursday	Literature Review In-Class Discussions Assigned Readings
WEEK 11 Thursday	First Drafts Peer Review In-Class Discussions Assigned Readings
WEEK 12 Thursday	Research Action Plan In-Class Discussions Assigned Readings
WEEK 13 Thursday	Research Action Plan In-Class Discussions Assigned Readings ARTICLE CRITIQUE 3
WEEK 14 Thursday	Library/Writing Day In-Class Discussions Assigned Readings Research Exercise

WEEK 15 Thursday	Presentations
WEEK 16	Peer Review In-Class Discussions Assigned Readings FINAL ITEMS LAST DAY OF CLASS Second Draft Due
WEEK 17	READING DAYS/ Final Readings *Possible class exercise Annotated Bibliography/Literature Review 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; Given that I am still practicing quarantine guidelines I will be working from home with some occasional time 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.

Positionality

I am a Critical Race Theorist. As a researcher, this means that I wholly accept that a fundamental responsibility in my works is that as an activist-scholar. At the personal level, this means that my work and research is concerned with intentionally being in tension with academia while joyfully working within it. In addition, this activist scholarship means that I am executing research, education and learning as a teacher, and disrupting best practices for the benefit of communities; specifically, museum visitors. Furthermore, activist-scholarship means that I am working to take what we learn as researchers, students, practitioners, and have it applied for the acquisition of knowledge in the field *and for* the benefit of communities. With that made clear; race matters. Not because of my lived experiences as a black woman; but more importantly, because race is the primary lens (not only) with which I make meaning of what I learn and the content I create as part of my pedagogy of critical praxis. We will be discussing the function of race, structural racism, and institutional racism in the museum field. The goal is for transformation and change as we evolve as museum practitioners—it is not about bashing individuals or groups. My focus on race is not bias (although bias exists in us all) or part of an agenda. As Critical Race Theorist it is a function of my learning process and research. Therefore, it is my deepest desire that you see and recognize my blackness. I also want you to understand that this is only one aspect of my lived experiences. We all live at the cross-sections and intersections of life in a multitude of identities. Our collective goal, then, is to honor and celebrate all of these multifaceted aspects of our lives. Understand that if we agree and believe that museums can change the world; we must begin by recognizing the ways in which –isms of all forms hinder or impact the good work that we are all doing to make museums vital, healthy systems in our world. Therefore, please expect that we will confront our biases with love, empathy, and compassion throughout the semester. We are all learning all the time. We will be uncomfortable. We will explore. Examine. Interrogate. Grow. Transform. LAUGH! Therefore, I view race as neither a Republican, Democrat, or Independent issue. It is not a black and white binary. It is neither Southern nor Northern. The work that I do is about cultural competence, relevance, and responsiveness. This is where I sit. With an ever-present desire to continue my learning. That's my positionality.

The logo for the University of Florida Museum Studies is contained within a maroon square. It features the letters 'UF' in a white, serif font, with a horizontal line above the 'U'. Below 'UF', the words 'MUSEUM' and 'STUDIES' are stacked in a bold, white, sans-serif font.

UF
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School of **ART + ART HISTORY**
UNIVERSITY OF FLORIDA

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

That change is YOU!