



# MUSEUM STUDIES FALL 2025

## ARH 6930: Research Methods

### Course Information

**EMAIL** [pmoorea@arts.ufl.edu](mailto:pmoorea@arts.ufl.edu)

**OFFICE** FAC 116

**Course Meeting Time:** Tuesdays 11:45-2:45 pm

**Dr. Porchia Moore** \*Please call me Dr. Moore

#### Textbooks:

- RESEARCH DESIGN: QUALITATIVE, QUANTITATIVE, AND MIXED METHODS APPROACHES by John Creswell (6th Edition)
- RESEARCH IS CEREMONY: INDIGENOUS RESEARCH METHODS by Shawn Wilson

### GUIDING QUESTIONS

- ☐ WHAT IS A RESEARCH QUESTION?
- ☐ WHAT IS THE FUTURE OF RESEARCH IN MUSEOLOGY?
- ☐ HOW DO YOU CHOOSE A VIABLE TOPIC?
- ☐ HOW DO YOU EVALUATE YOUR RESEARCH QUESTIONS?
- ☐ HOW/WHERE DO YOU SEARCH FOR CREDIBLE SOURCES?
- ☐ WHAT IS THE "SO WHAT"?
- ☐ WHAT ROLE MIGHT COMMUNITY-ENGAGED SCHOLARSHIP PLAY IN THE ADVANCEMENT OF NEW CULTURAL PRODUCTION AND NEW KNOWLEDGE AS IT RELATES TO MUSEUM RESEARCH?

Please review the link below to access important newly updated information regarding University Academic Policies and Procedures:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

\*\*\* Please review information from the above link below:

## Academic Policies:

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. **See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. **See the “Get Started With the DRC” webpage on the Disability Resource Center site.** It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Information on current UF grading policies for assigning grade points. This may be achieved by including **a link to the University grades and grading policies.** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

The email they receive from GatorEvals

Their Canvas course menu under GatorEvals

The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

The University's Honesty Policy regarding cheating, plagiarism, etc.:

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Academic Resources:

E-learning technical support: Contact the **UF Computing Help Desk** at **352-392-4357** or via e-mail at **[helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)**.

**Career Connections Center:** Reitz Union Suite 1300, **352-392-1601**. Career assistance and counseling services.

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. Call **866-281-6309** or email **[ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com)** for more information.

**Academic Resources:** 1317 Turlington Hall, Call **352-392-2010**, or to make a private appointment: **352- 392-6420**. Email contact: **[teaching-center@ufl.edu](mailto:teaching-center@ufl.edu)**. General study skills and tutoring.

**Writing Studio:** Daytime (9:30am-3:30pm): 2215 Turlington Hall, **352-846-1138** | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; **[Visit the Complaint Portal webpage for more information.](#)**

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): **[View the Student Complaint Procedure webpage for more information.](#)**

UF Student Success Initiative: Visit **<https://studentsuccess.ufl.edu/>** for resources that support your success as a UF student.

## Campus Health and Wellness Resources:

UF Whole Gator Resources: Visit <https://one.uf.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

## Course Introduction and Description

This course is part of the core curriculum of Museum Studies. The course aims to introduce and familiarize students with the current best practices of 21<sup>st</sup> century research methods within museology and related interdisciplinary fields.

**This course interrogates the 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, textural, or both numerical and textural 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 textural data, and the mixed methods approach for research questions requiring both numerical and textural data.

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

**Does the above excerpt remain accurate or has the notion of research and its inherent value changed in the 2020s? When we consider what constitutes research in museology, how might**

this excerpt hold up?

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 or develop their Project-In-Lieu-of-Thesis (PILOT). The course is organized into three semi-simultaneous sections:

- 1) Foundations of Research and Research Design
- 2) Practicum—Library and research exercises/assignments/workshops
- 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 appropriate 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 are able to frame your thesis research as contributing to the field by determining the best methods: qualitative, quantitative, and mixed-methods approaches.

This course also is constructed around **key questions** that will be considered and debated throughout the semester and the program at-large as follows:

1. What is a museum?
2. What is the role and function of a museum in the Digital and Information Age?
3. What is the purpose of Museum Education?
4. How can museums best support their communities?
5. What is the social relevance of museums?
6. How can we continue to strengthen Public Trust in museums?
7. What is the future of museums? Museum work?

# 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. 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. We are in partnership to create a research community and to define what collaboration, community, connections, and productivity means at this moment in time. We will access, assess, evaluate and interface with tools and experts to help guide you in your research journey.

## A Word on Timeliness

We are living in the time of polycrisis. As such, the approach to this course is that we operate from a place of empathy and grace. Please arrive at our scheduled meeting times in a timely manner. Please practice self-care at all times. In the event that you need to inquire about an assignment extension or need personal support; please plan to meet with me so that we can discuss the terms for submitting that assignment in a timely manner and/or helping to facilitate any support that you need to thrive in and outside of class.

Use of AI:

One important thing to note is that the [UF Honor Code](#) explicitly designates the use of generative AI without instructor consent as an Honor Code violation.

## Course Objectives

### Students will:

- ❖ Learn about the three research methodologies of 21<sup>st</sup> 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 21<sup>st</sup> century museum praxis and apply a well-designed research question(s) 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. 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 fall 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 SAAH 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 intellectual and energetic landscape is to practice empathy. There are a myriad of definitions for “empathy”. I offer that empathy in the university classroom has two goals:

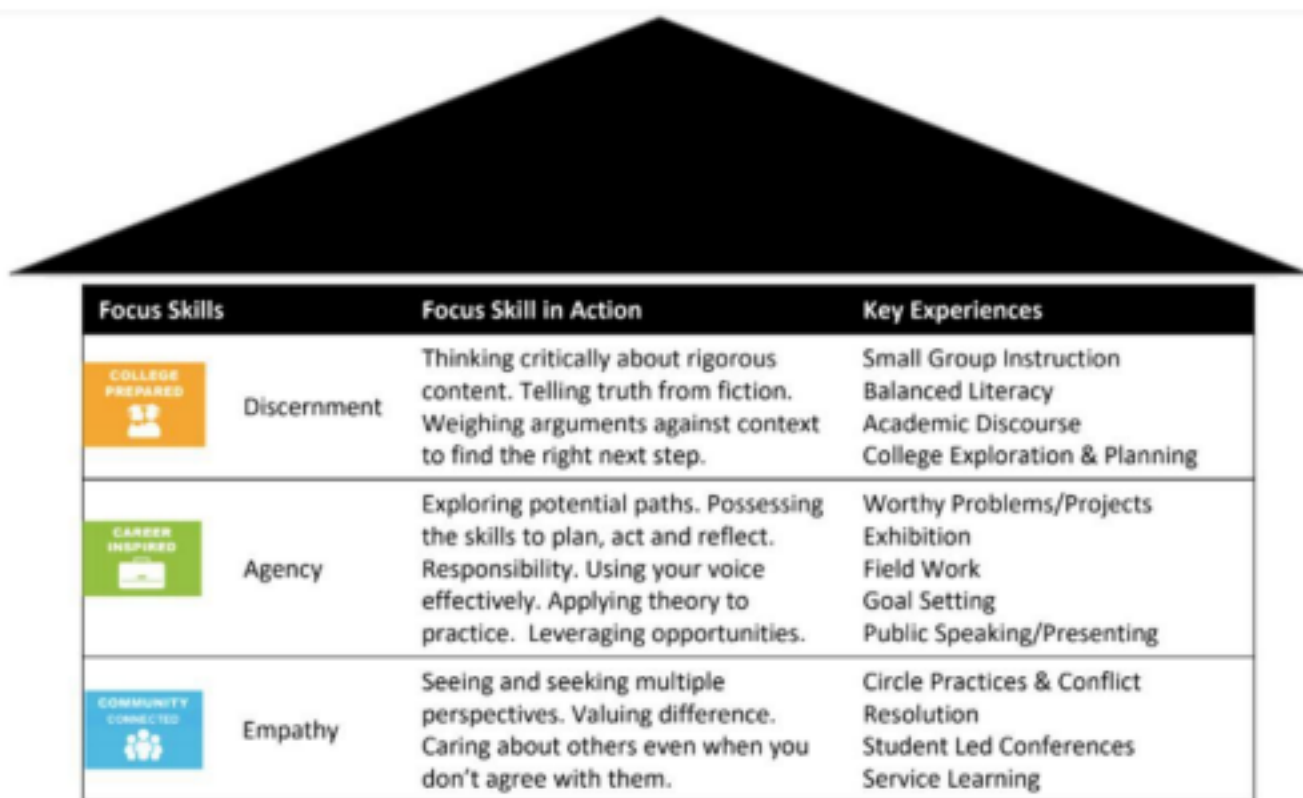
1. Helping students understand how seeking to make connections with the unfamiliar/their own information gaps can transform their learning experience
2. Helping students navigate information and digital rich environments to create






dynamic theses/projects

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
 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

## 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 Canvas 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. Examples of current issues that are near-crisis points in museums include: censorship, narrative and interpretive authority, decolonization, 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 and shape ideas for your research. Therefore, there is the expectation 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 new vocabulary 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.

### **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/getstarted/>.

## Plagiarism and the Honor Code

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-plagi>)

## GRADING & PARTICIPATION

### Participation/Library + Research Exercises

30%

### Research Action Plan/Research Thesis First Drafts

20%

**Peer Review**

20%

**Article Critiques + Literature Review**

20%

**Presentations**

20%

**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. Students will complete library and research exercises and workshops as assigned. Details available on Canvas.

## **RESEARCH ACTION PLAN/FIRST DRAFTS-20% Due No later than September 30, 2025**

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. Details available on Canvas.

## **PEER REVIEW 20% DUE NO LATER THAN October 1, 2025**

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. Details on Canvas.

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 each peer pair.

### The Literature Review Must Contain the following:

Research Questions

Research Statement

Literature Review

Bibliography

**ARTICLE CRITIQUES** 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.

### **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. You will create an annotated bibliography for your research topic and use a citation software management system to assist you as you organize your bibliographies. 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](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\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_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 Last two weeks of class**

Students will prepare a detailed presentation outlining their research journey. The presentation will carefully outline their thesis project, research questions, research statements, resources, and total research design. Each presentation is 20 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/](http://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 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)**

<b>WEEK 1</b>	Introduction to Research Methods In-Class Discussions Syllabus Review
<b>WEEK 2</b>	Introduction to Research Methods In-Class Discussions Assigned Readings
<b>WEEK 3</b>	<b>Qualitative Methods</b> Discussions Assigned Readings <b>Research Exercise</b> <b>Annotated Bibliographies</b>
<b>WEEK 4</b>	<b>Qualitative Methods</b> In-Class Discussions Assigned Readings  <b>ARTICLE CRITIQUE 1</b>



<b>WEEK 5</b>	<b>Quantitative Methods</b> In-Class Discussions Assigned Readings
<b>WEEK 6</b>	<b>Quantitative Methods</b> In-Class Discussions

	Assigned Readings
	<b>Mixed-Methods</b> In-Class Discussions Assigned Readings <b>Research Exercise</b> <b>ARTICLE CRITIQUE 2</b>
<b>WEEK 8</b>	<b>Mixed-Methods</b> In-Class Discussions Assigned Readings <b>First Draft Due</b>
<b>WEEK 9</b>	<b>Personalized Research</b>
<b>WEEK 10</b>	<b>Literature Review</b> In-Class Discussions Assigned Readings
<b>WEEK 11</b>	<b>First Drafts</b> <b>Peer Review</b> In-Class Discussions Assigned Readings
<b>WEEK 12</b>	<b>Research Action Plan</b> In-Class Discussions Assigned Readings

<b>WEEK 13</b>	<b>Research Action Plan</b> In-Class Discussions Assigned Readings <b>ARTICLE CRITIQUE 3</b>
<b>WEEK 14</b>	<b>Library/Writing Day</b> In-Class Discussions Assigned Readings <b>Research Exercise</b>

<b>WEEK 15</b>	<b>Presentations</b>
<b>WEEK 16</b>	Presentations Peer Review In-Class Discussions Assigned Readings FINAL ITEMS LAST DAY OF CLASS <b>Second Draft Due</b>
<b>WEEK 17</b>	<b>READING DAYS/ Final Readings</b> *Possible class exercise <b>Annotated Bibliography/Literature Review Due</b>

### 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. We can meet directly after class and by appointment
4. Email me. Please allow 24-48 hours for a response. Please do NOT use the Canvas email; just my [pmoore@arts@ufl.edu](mailto: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 the 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



**We Believe Museums  
Can Change The World.  
That change is YOU!**