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# MUSEUM STUDIES

## Research Methods for Museum Studies

ARH 6930 — Fall 2023

Professor:

**Dr. Jacque Micieli-Voutsinas**

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**Office hours:** Wednesday 2:00pm-4:00pm, or by appointment. Office hours will be held remotely via Zoom

This course is part of the core curriculum of Museum Studies. It aims to introduce and familiarize students with current and emerging research practices and methods to inform in designing their own research projects and establishing collaborative partnerships that generate and execute community-focused heritage projects.

**Course description:** This course is designed to train graduate students in conceptualizing, building, and implementing an original research project. From conceptualization, through research design and data collection, students will be introduced to the latest research methodologies, beginning with research problems, questions, and ethical considerations. The course also includes a thorough discussion of research design and the role of theory in guiding and informing research design. What, for instance, do feminist, indigenous, and queer scholars have to say about research methods, design, and ethics?

Through a mixture of classroom discussions, group work, and hands-on activities, the course introduces students to the latest qualitative, quantitative, mixed, and digital methodologies used in current research practice—participant observation, semi-structured interviews, focus groups, surveys, documents and archival data, etc., as a means of conceptualizing and implementing data collection skills in order to successfully conduct their own future research projects. Assigned course readings and exercises are thus intended to develop the mindset required to think through, design, and execute independent original research.

**Course objectives:**

This course is an introduction to research methods—conceptualization, design and data collection procedures—with a special focus on qualitative study. Through this course, students will:

- (1) learn about the nature and application of research methods in social and organizational research
- (2) learn to conceptualize research methods and to formulate problem statements and research questions
- (3) learn how to design a research study
- (4) learn about data collection procedures--observation, interviews, focus group interviews, and collection and use of documents and archival sources and data
- (5) apply these research design and data collection skills by undertaking their own research proposal.

### Course texts:

There are three assigned textbooks for the course:

- 1) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th Edition*. Creswell, J., and D. Creswell. California: Sage, 2018.
- 2) *Introduction to Intersectional Qualitative Research, 1<sup>st</sup> Edition*. Esposito, J., and Evans-Winters, V. Los Angeles, Sage, 2022.
- 3) *Decol. Methodologies: Research and Indigenous Peoples, 3<sup>rd</sup> Edition*. Tuhiwai Smith, L. London and New York, Zed Books, 2021.

Additional journal articles, book chapters, and/or newspaper articles will be assigned throughout the semester. All additional readings will be available electronically through Canvas on our course site under “Weekly Readings.” To access the course site, go to: [elearning.ufl.edu](https://elearning.ufl.edu)

Some supplemental texts will also include:

- *Affective Architectures: More-Than-Representational Geographies of Heritage*. Micieli-Voutsinas, J. and A. Person, eds. London: Routledge, 2020.
- *Doing Memory Research: New Methods and Approaches*. Drozdowski, D. and Birdsall, C., eds. Singapore: Palgrave Macmillan, 2019.
- *Doing Qualitative Research in a Digital World, 1<sup>st</sup> Edition*. Paulus, T., and Lester, J. N. Los Angeles and London, Sage, 2021.
- *Fostering...Through Qualitative Inquiry: A Methodological Guide, 1<sup>st</sup> Edition*. Johnson, C., and Parry, D., eds. London, Routledge, 2016.

**Course evaluation:** ARH 6930 is designed to introduce you to conceptual frameworks that guide contemporary research methods, research theories, design processes, and implementation skills in order to help students successfully study and transform museums, archives, libraries, and other heritage and art-related spaces and institutions. Course evaluation will reflect this focus and will

include a mixture of written assignments/research design prompt activities, participation in in-class discussions, and site visits to local GLAM sites (in-person or online), when permitted. A plus/minus grading system will be used. I will make every effort to grade and return all written assignments within two weeks.

Attendance & Class participation	20%
Discussion Leading (2)	20%
Weekly Reading Notes	15%
Weekly Research Project Design Prompts	25%
Final Research Proposal	20%

**Grading Scale:**

A	93.4 – 100	B+	86.7 – 89.9	C+	76.7 – 79.9	D+	66.7 – 69.9
A-	90 – 93.3	B	83.4 – 86.6	C	73.4 – 76.6	D	63.4 – 66.6
		B-	80.0 – 83.3	C-	70.0 – 73.3	D-	60.0 – 63.3

- an ‘**A**’ denotes work that is exceptional, as represented by thorough and detailed engagement with ideas from course readings and lectures; careful integration of materials or concepts across themes or topics; logical reasoning; sincere reflection; and precise writing.
- a ‘**B**’ denotes work that is above average in relationship to your peers’ work and in relationship to the expectations of the assignment.
- a ‘**C**’ denotes work that fulfills course requirements in every way, but only adequately.
- a ‘**D**’ denotes work that does not adequately fulfill course requirements, but still deserves credit.
- an ‘**F**’ denotes work that does not deserve passing credit.
- a **ZERO** will be assigned to work not turned in. No late assignments, and, as stated previously, plagiarism will result in an “F” for the entire course, and you will be reported to the Academic Integrity office for violating university and course policy.

*Attendance, in-class participation, discussion leading, and discussion questions (40%):* Your participation grade will be based on the following criteria:

1. This course is a seminar, or discussion-based and attendance is **MANDATORY**. You will be expected to participate fully in classroom discussions. In a seminar, course students do assigned reading and then, under your own guidance and direction—as well as the guidance of the Professor—we will grapple aloud with the ideas we’ve read, collectively. Our seminar will be a mixture of discussion, mini-lectures, large and small group activities, with an emphasis on understanding and applying course readings to our own research projects. Any lectures will not be posted, and discussions and activities completed in class will not be recreated, so attending class is the only place to learn key material on which you will be evaluated. If you miss a class, you are responsible for getting notes from a classmate, including any assignments or announcements that were made. The course may also require mandatory attendance at local museum or public

heritage sites, in-person when permitted, or online, if not permissible. All course handouts and materials are available on the course's elearning page.

**Only 1 absence will be excused** over the course of the term unless you can provide documentation for a health emergency. However, more than two absences may result in failing the course in addition to lowering your overall course grade. Excessive tardiness will also impact final class averages. Attendance is worth 10 percent of your course grade.

2. **Participation in class.** Participation includes contributing to in-class discussions by *SPEAKING* and being intellectually present for each meeting of ARH 6930. When you are not speaking or asking a question, you should be actively *LISTENING*, which may even include note taking. Meaningful contributions to class discussion should reflect *your engagement with the assigned course readings and in-class peer conversation*. Not participating in classroom discussions will result in a lower course grade. Participation is worth 10 percent of the course grade.
3. **Performance on in-class Discussion Leading.** You will be asked to facilitate in-class discussion for **two** assigned class session (see Discussion Leading handout for more information). Your responsibilities will be to: 1.) meet with me at least once prior to class and come to that meeting having already read the materials in order to discuss your (nearly formed) ideas for facilitation, which will include: 2.) discuss **one** assigned case study to help illuminate a critical examination of the methodologies, research design, and ideas presented in the remaining assigned class readings): 3.) As a facilitator, you are also expected to bring **four** reading-informed, discussion questions that support discussion of the course readings. Discussion questions should not simply summarize the topic of the day, but rather support your selected case study in generating nuanced classroom discussion of research methods and other reading themes. Remember, this assignment is **NOT** a lecture, it is a discussion facilitation and should be interactive. 4.) You are also responsible for emailing me your final list of discussion questions and facilitation outline by **11pm**, two days prior to class. Student preparedness and performance on this assignment is worth 20 percent of the course grade.
4. **General in-class preparedness.** Students are expected to bring the assigned readings to class and to complete all assigned readings prior to attending class. TV, cell phones, music, and other electronic distractions, are not permitted to be out during class time.

**Weekly Reading Notes (15%)** Students will be expected to submit reading notes for 5 weeks of their choosing over the course of the semester. Reading notes will not be collected on the weeks that you are assigned to lead discussion. Your reading notes should identify main themes in the assigned course readings, include key points, key terms/definitions under discussion, and any general questions that the student has about the readings. Weekly readings notes are due prior to the start of class, via email, and can be written in list form, include bullet points, key quotes, and pages numbers of key passages.

**Weekly Research Design Prompts (25%):** Written assignments will be due before the start of class on assigned dates. Please email me your assignment prior to the start of class time, and please note that ABSOLUTELY NO LATE ASSIGNMENTS will be accepted. Each assignment should be double-

spaced with 12-point font, 1” margins. Please follow APA, MLA, or Chicago for any citations. Full Each assignment is worth 5% of your total course grade.

**Final Research Proposal (20%):** The final research proposal will be an opportunity for students to develop and design their own preliminary research project.

**In general about written assignments:** Because improving your writing skills is an important goal of a research course, your grades for these assignments will also emphasize this objective. I encourage you to utilize the services of the <https://writing.ufl.edu/writing-studio/>, if needed. For your own protection, please make certain that you continuously save your written work as you write and back up those documents on a flash drive or external hard drive. You should also save all graded work until you receive your final grade in the course. In the event that work goes missing or a grade gets miscalculated, this will provide the *only acceptable* evidence that you turned in a particular assignment or received a particular grade.

**Policy on late submissions:** Unless you have provided substantial, documented evidence for need of an extension, and have discussed the situation with me well in advance of the impending deadline, late assignments will receive a 10% reduction in your grade for **each day** that exceeds the stated assignment deadline. Extensions will be given only under the most extraordinary circumstances and I do not except late work after one week past the original deadline. Malfunctioning computers, printers and so on are not reasonable grounds for an extension. Save your work regularly and in multiple locations and be prepared to print your work in a computer lab if necessary. Please note that I will be the sole judge of what constitutes an extraordinary circumstance, that in most cases my granting of an extension will require that you submit a note from a doctor or other appropriate official, and that extensions must be negotiated in advance. Please also note that sending me an email does not constitute negotiating an extension. Unless we have spoken and agreed on a new date, the original date stands.

**How to reach the Instructor:** E-mail is the best way to reach me, [jmicielivoutsina@ufl.edu](mailto:jmicielivoutsina@ufl.edu)

In communicating with me, please note the following tips:

1. I will make every effort to respond to your email within 24-48 hours, 9:00 am—4:00 pm, Monday—Friday. Outside of those times, I am unavailable. Please think ahead when working on assignments.
2. **Letters of Recommendation:** If you would like a letter of recommendation you should work throughout the semester to distinguish yourself so that there is evidence of your excellence. In addition, help me help you.
  - Ask for the letter a minimum of ONE MONTH in advance of the deadline
  - Include information on the job, internship, academic opportunity, etc. that you are applying for
  - Include your CV and achievements that you would like highlighted in the letter

- Clearly state the deadline and how the letter should be submitted
- Gentle reminders leading up to the deadline are greatly appreciated

**Student Accommodations:** Students with diverse abilities and learning needs requesting accommodations should first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with diverse abilities and learning needs should follow this procedure as early as possible in the semester.

**Course evaluations:** Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online 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>.

**Academic Dishonesty:** Academic dishonesty includes plagiarizing, cheating, turning in counterfeit papers, stealing academic materials, knowingly falsifying academic documents, accessing confidential academic records without authorization, disclosing confidential academic information without authorization, and turning in the same work to more than one class without the expressed permission of the instructors involved. An online plagiarism checker service may be used to screen papers. Please note that recording class discussions will not be permitted under any circumstances. Students are, however, allowed to record video or audio of class *lectures only*, but please note that the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational 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. In ARH 6930, all of the above are prohibited. Any student deemed to have engaged in academic dishonesty will be subject to disciplinary action from the University and will also receive a “no credit” (i.e., a zero) for the assignment.

**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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 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. For information on what constitutes plagiarism, consult the UF Plagiarism Guide at

<http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html> and “Misuse of Sources” on the course web site. If you have any questions, please ask me.

### **Software Use**

All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

### **Additional 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: <https://career.ufl.edu/>, Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

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

Teaching Center: <https://teachingcenter.ufl.edu/>, Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: <https://writing.ufl.edu/writing-studio/> 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

### **Health and Wellness:**

**UF COVID-19 policies:** In response to COVID-19, the following University-wide practices are in place to maintain your learning environment, to enhance the safety of in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Vaccines against the COVID-19 virus are readily available to all UF students at no cost and have been demonstrated to be safe and effective. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

**U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 or visit the U Matter, We Care website to refer or report a concern, and a team member will reach out to the student in distress.

**Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**Basic Security Needs:** Any student who is facing challenges securing food or housing is urged to contact the Dean of Students for support. Please do not hesitate to contact me directly for additional assistance in the event that these external stressors are also affecting your performance in the course.

**Course Outline (\*subject to revision\*)**

Date	Lecture	Discussion
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Week 1	<b>Introduction to Course:</b>	<b>(1)</b>
Thurs. 8/26	<ul style="list-style-type: none"> <li>~ Introductions</li> <li>~ Review Course Syllabus</li> <li>~ Undergoing Your Master's Thesis Research</li> </ul>	
Week 2	<b>Research Formations and Becomings</b>	<b>(2)</b>
Thurs. 9/2	<ul style="list-style-type: none"> <li>~ Creswell and Creswell, Chapter 1</li> <li>~ Esposito and Evans-Winters, Chapter 1</li> <li>~ Tuhiwai Smith, Chapter 1</li> </ul> <p>Case Study 1:</p>	
Week 3	<b>Reconsidering Theories of Knowing</b>	<b>(3)</b>
Thurs. 9/9	<ul style="list-style-type: none"> <li>~ Creswell and Creswell, Chapter 3</li> <li>~ Esposito and Evans-Winters, Chapter 2</li> <li>~ Tuhiwai Smith, Chapter 2</li> </ul> <p>Case Study 2:</p>	
Week 4	<b>Reconsidering Methods</b>	<b>(4)</b>
Thurs. 9/16	<ul style="list-style-type: none"> <li>~ Creswell and Creswell, Chapter 4</li> <li>~ Esposito and Evans-Winters, Chapter 3</li> <li>~ Tuhiwai Smith, Chapter 3</li> </ul> <p>Case Study 3:</p>	
Week 5	<b>Researcher Ethics</b>	<b>(5)</b>
Thurs. 9/23	<ul style="list-style-type: none"> <li>~ Creswell and Creswell, Chapter 4</li> <li>~ Esposito and Evans-Winters, Chapter 3</li> <li>~ Tuhiwai Smith, Chapter 4</li> </ul>	

	Case Study 4:	
Week 6	<b>Reimagining Research Design</b>	<b>(6)</b>
Thurs. 9/30	~ Creswell and Creswell, Chapter 5 ~ Esposito and Evans-Winters, Chapter 4 ~ Tuhiwai Smith, Chapter 5  Case Study 5:	
Week 7	<b>Reclaiming Research Agendas</b>	<b>(7)</b>
Thurs. 10/7	~ Creswell and Creswell, Chapter 6 ~ Esposito and Evans-Winters, Chapter 5 ~ Tuhiwai Smith, Chapter 6  Case Study 6:	
Week 8	<b>Reclaiming Research Agendas (cont'd)</b>	<b>(8)</b>
Thurs. 10/14	~ Creswell and Creswell, Chapter 7 ~ Esposito and Evans-Winters, Chapter 6 ~ Tuhiwai Smith, Chapter 7  Case Study 7:	
Week 9	<b>Reclaiming Research Agendas (cont'd)</b>	<b>(9)</b>
Thurs. 10/21	~ Creswell and Creswell, Chapter 8 ~ Esposito and Evans-Winters, Chapter 7 ~ Tuhiwai Smith, Chapter 10  Case Study 8:	

Week 10	<b>Reclaiming Research Agendas (cont'd)</b>	<b>(10)</b>
Thurs. 10/28	<p>~ Creswell and Creswell, Chapter 9  ~ Esposito and Evans-Winters, Chapter 9  ~ Tuhiwai Smith, Chapter 13</p> <p>Case Study 9:</p>	
Week 11		<b>(11)</b>
Thurs. 11/4	<p>~ Instructor away for research  ~ Engage in peer review activity</p>	
Week 12	<b>Reimagining Research Frontiers</b>	<b>(12)</b>
Thurs. 11/11	<p>~ Creswell and Creswell, Chapter 10  ~ Esposito and Evans-Winters, Chapter 8  ~ Tuhiwai Smith, Chapter 12</p> <p>Case Study 10:</p>	
Week 13	<b>Reimagining Community Research</b>	<b>(13)</b>
Thurs. 11/18	<p>~ Decol. Methodologies in Qualitative Research: Creating Spaces for Transformative Praxis  ~ Tuhiwai Smith, Chapter 11  ~ Contextualizing Qualitative Research for...  ~ Participatory Action Research: Democratizing Knowledge for...</p>	

Week 14  Thurs. 11/25	~ No classes, Thanksgiving Holiday	<b>(14)</b>
Week 15  Thurs. 12/2	<p style="text-align: center;"><b>Reimagining Future Research</b></p> ~ Qualitative Research Design in a Digital World ~ Generating Data from Preexisting (Digital) Space ~ Generating Data with Researcher Use of (Digital) Tools ~ Geographies of Commemoration in a Digital World, excerpt	<b>(15)</b>
Week 16  Thurs. 12/9	<p style="text-align: center;"><b>Research Project Presentations</b></p> ~ Final Research Project Presentations	<b>(16)</b>
12/15	<p style="text-align: center;"><b>Final Research Proposals Due</b></p> ~ Research Project Proposals Due to Professor via email by 9:30am	