

## HUM 3800-0001: RESEARCH METHODS IN HUMANITIES

T&TH: 9:00 – 10:15  
Location: ENG 0427  
Fall 2016

Instructor: Dr. Christian Ravela  
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### COURSE DESCRIPTION:

This course provides students a theoretical and practical guide to researching and writing a cultural studies research paper. To do so, the course is divided into 3 distinct units. First, it will introduce students to the cultural and scholarly norms of cultural studies, laying out its particular social and epistemological concerns, values, and stakes. Second, it will present central cultural studies methodologies—interpretive textual analysis and approaches to cultural archives. Third, and the longest unit, it will lay out some practical steps in the process of research and writing. These include: invention, developing a question, collecting primary and secondary sources, evaluating sources, analyzing primary sources, planning composing drafts, revision, and translating research into presentation forms. Ultimately, I hopes to demystify the creative process that cultural studies scholars rarely discuss by focusing on the assumptions and basic practices necessary for successful research in cultural studies.

### STUDENT LEARNING GOALS

- Understand the norms, values, stakes, and methods that guide and shape cultural studies scholarship.
- Engage in a process of inquiry—identify and explore meaningful questions or problems for cultural studies scholars
- Understand the various stages of research and undergo the process involved in each major stage: including planning a project, developing a question, drafting an argument, and revising one’s writing.
- Understand how cultural studies academics and researchers explore questions and construct knowledge in conversation with one another.
- See texts as inviting response, not as ultimate authority.
- Understand how to find, evaluate, and use sources and data of various kinds in order to explore problems and questions.
- Synthesize ideas and sources purposefully.
- Make defensible cultural studies claims claim/claims that emerge from inquiry and exploration.
- Write about problems and findings in ways that are communicative and transactional.
- Document sources as appropriate for audience, purpose, and genre.

### REQUIRED TEXTS & SUPPLIES:

- Course Readings:
  - Stuart Hall’s “Cultural Studies and Its Theoretical Legacies”
  - Alan McKee’s “What is Textual Analysis”
  - Urpo Kovala’s “Cultural Studies and Cultural Text Analysis”
  - Marlene Manoff’s “Theories of the Archive from Across the Disciplines”
  - Selection from Ann Cvetkovich’s *An Archive of Feelings*

- Selection from Ann Stoler's *Along the Archival Grain*
- Selections from Graff & Berkenstein's *They Say, I Say: The Moves that Matter in Academic Argument*
- Selections from Turabian, Kate L., et al. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed.

- Required Course Supplies:
  - Laptop
  - Paper & Pens

## REQUIRED WORK & GRADING

### University Required Work (0%)

- **Syllabus Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This syllabus quiz serves as that documentation. This quiz will not be graded instead you will just need to complete the quiz on time to receive credit.

### In-Class Participation (10%)

At the most basic level, you should be present in class in order to participate. Not being present means that you cannot engage with the texts, lectures, discussions, group activities, free-writes, and workshops. But showing up every day is certainly not enough; you must be contributing to the overall productive dynamic of the classroom. What this means then is:

- When we have group work days, I will be observing and walking around to see how your general involvement with that activity is while you are working, and what contributions you make in the ensuing discussion or group presentation.
- When we have class discussions, you actively engage in the ensuing discussion. This means that you bring up topics to discuss, attentively listen to others, and thoughtfully respond to other people's comments.

### Reflections on Norms and Methods of Cultural Studies Scholarship (10% total)

In the first two units, we will be reading articles to familiarize ourselves to the scholarly norms and methods of cultural studies. These reflections thus serve as formal opportunities to consolidate your understanding of cultural studies scholarly norms and methods. These reflections will be 500-600 words. It will require that you purposefully integrate quotes from the article to support and elaborate your insights. You will be given formal prompts and guidance for each reflection.

### Research and Writing Process Folder (20%)

This course relies heavily on your on-going engagement with class reading as well as your on-going work with collecting and analyzing sources for your research. Throughout the semester, I will assign smaller tasks, both in and out of class, that aid in the research process. These include things like text annotation, library tutorials, thought documents, research memos, peer review, rough drafts, conferences with me, as well as the smaller tasks that accumulate into the larger researched article. I will let you know when a given assignment falls into this category.

Also, the submission process of these assignments will vary from one another. Some will be submitted electronically while others will be submitted in paper. I will indicate the submission process for each assignment. With that said, you will be responsible for keeping and bringing with you to class all written paper assignments. Throughout the semester, I will randomly ask you to submit these written assignments

to me for assessment. At the end of the semester, you will submit all of these assignments as part of your final research paper.

### **Research Proposal (10%)**

Through a series of three in-class activities, free-writes, and thought document reflections, you will determine possible questions or issues that could lead to more investigation. From this exploration, you will write a 1-2 page proposal that describes your question or problem, explains what you hope to learn by investigating this question or problem, and why this research is important to cultural studies scholars.

### **Annotated Bibliography (15%)**

An annotated bibliography is a list of sources for your research project. Its purpose is to give you a bird's-eye view of who said what on your topic, and to keep your sources organized so that you can better understand the academic conversation that you will be entering through your research. You should have **no less** than 6 sources in your annotated bibliography.

### **Final Research Article (30%)**

This researched article will develop a claim that emerges from and is supported by substantive primary and secondary research. This article will be written for and thus contribute knowledge to the discipline of Cultural Studies. The final article should be 3,000-3,5000 words in length (not including title page, abstract, and work cited page), written in MLA style, and appropriate for the discourse community of either *Critical Theory and Social Justice Journal of Undergraduate Research* or *UCF Undergraduate Research Journal*.

### **Final Research Presentation (5%)**

Besides presenting your research in a journal article form, you will also need to present in formal presentation setting. This provides you an opportunity to disseminate your insights more directly with an audience and engage in a more immediate dialogue. You will need to create either a Powerpoint presentation or a poster board. Ideally, this material will allow you to submit your research for UCF's *Showcase of Undergraduate Research*.

## **GRADING SCALE**

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

## **ASSIGNMENT POLICIES**

### **Paper Format:**

All submitted papers, except for the final research paper, must be written in a .docx or .pdf format. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type in the upper right-hand corner of the first page (single spaced, please).

### **Late Work and Commenting Policy:**

Only formal assignments like the reflection on scholarly norms and methods of cultural studies, research proposal, annotated bibliography, and final research paper may be submitted late. All other assignments cannot. All late assignments will be docked a full letter grade for every day it is late, which, after the fifth day (including weekends), the assignment will no longer be accepted. Also, I will not provide written comments on any late assignments or severely underdeveloped assignments. However, you may come to my office hours for verbal feedback.

### **Academic Integrity:**

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct (<http://osc.sdes.ucf.edu>) for further action. See the UCF Golden Rule (<http://goldenrule.sdes.ucf.edu>) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

### **Turnitin:**

In this course we will utilize [turnitin.com](http://turnitin.com), an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as an instructor I receive a report from [turnitin.com](http://turnitin.com) that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit [www.turnitin.com](http://www.turnitin.com).

## **COURSE POLICIES**

### **Communication:**

In this class, our official mode of communication is through email. Please include the course and section number in the subject line of all email communications. All communication between student and instructor and between student and student should be respectful and professional. At minimum, this means that you need some sort of salutation with my name (e.g. Dear Dr. Ravela) and a valediction with your name (e.g. Sincerely, Dr. Ravela). As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly

### **Email:**

I check my email only once a day and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond. If you have a question that needs to be addressed immediately, I recommend that you speak to me during office hours or right before or after class.

### **Being Prepared for Class:**

You need to have the assigned readings done before class so that you are prepared to participate in discussions and activities. Also, you will need to bring printed copies of the reading and other materials (i.e. homework, laptops, past writing, etc) to class. I will make sure to provide reminders of what and when you will need these other materials.

### **Punctuality and Attendance:**

Even though I do not take attendance, I do believe it is essential to your success in the course, especially in processing the information from each chapter. It may not directly impact your participation grade but it does so indirectly as a necessary prerequisite to both class engagement and completing the in-class Free-Write journal. Along the same lines, punctuality will be equally important to your success. I understand that arriving on time can be difficult with such a large campus and short break in-between each session. Therefore, I provide a 10 minute grace period after the class has begun. However, if you arrive after this grace period, I will politely ask you to leave the class for that day.

### **Cell Phones and the Use of Other Technologies:**

You MUST turn off your cell phone BEFORE you enter the classroom. Failing to turn off your cell phone is a sign of disrespect to your fellow students and myself. Other signs of disrespect include: text-messaging, wearing headphones, or using any type of disruptive electronic devices during class time. This policy is enforced at all times unless I instruct otherwise. If you continually text or sleep or talk inappropriately, etc. it will negatively impact your participation in the class.

### **Classroom Culture:**

I want all of you to feel welcomed *and* challenged in this class – by me and by each other. This necessitates that you enter the classroom with an understanding that all of us bring something different to discussion (backgrounds, viewpoints, experiences and identities) and that those “somethings” can potentially rub other people the wrong way. While I encourage academic debate, it can only occur productively in an environment that not only puts respect for all viewpoints first and foremost rather than relying on rudeness or antagonism. We are here to learn from each other. As I have iterated elsewhere in this syllabus, open communication will be an important part of this class and if at any time you feel uncomfortable, I encourage you to speak to me about it so that the issue can be addressed appropriately.

## **ACCOMMODATIONS, RESOURCES, AND OPPORTUNITIES**

### **Accessibility Accommodations,** Ferrell Commons 185, 407-823-2371

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

### **University Writing Center,** Colbourn Hall 105, 407-823-2197

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

### **Student Academic Resource Center,** Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by

providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

## CALENDAR

This calendar is subject to revisions, additions, and removal at my discretion, which is based on my assessment of the class throughout the semester.

	Date	Reading & Work Due
Week 1	Tuesday – 08/23	Introduction to the Course What is Research?
	<b>Unit 1: Scholarly Ethos of Cultural Studies</b>	
	Thursday – 08/25	<b>Read:</b> Kate Turabian’s <i>Manual for Writers</i> : 5-12, 129; Stuart Greene’s “Argument as Conversation,” Stuart Hall’s “Cultural Studies and Its Theoretical Legacies”
Week 2	Tuesday – 08/30	Continue discussion of Hall’s “Cultural Studies and Its Theoretical Legacies”
	<b>Unit 2: Cultural Studies Methodology</b>	
	Thursday – 09/01	<b>Read:</b> Alan McKee’s “What is Textual Analysis,” Urpo Kovala’s “Cultural Studies and Cultural Text Analysis”
	Friday – 09/02	<b>Submit Reflection #1 onto Webcourses</b>
Week 3	Tuesday – 09/06	<b>Read:</b> Marlene Manoff’s “Theories of the Archive from Across the Disciplines,” Ann Stoler’s <i>Along the Archive Grain</i> , Ann Cvetkovich’s <i>An Archive of Feelings</i>
	Thursday – 09/08	Continue Discussion
	Friday – 09/09	<b>Submit Reflection #2 onto Webcourses</b>
<b>Unit 3: Research and Writing Process</b>		
Week 4	Research Phase #1: Inspiration and Invention Phase	
	Tuesday – 09/13	Introduction of the Research Proposal Finding Inspiration or Inventing from Journals Bring: Labtops to Class Submit: Thought Document #1
	Thursday – 09/15	Finding Inspiration or Inventing from Existing Archives <b>Class will be held at Library Special Collection</b> Submit: Thought Document #2

Week 5	Tuesday – 09/20	Finding Inspiration or Inventing from Prior Classes Bring: Term Papers from Previous Course in the Humanities/Cultural Studies Course Submit: Thought Document #3
	Thursday – 09/22	Moving from a Topic to a Question to a Working Hypothesis Read: Kate Turabian's <i>Manual for Writers</i> : Pg. 12-24 Bring: All Thought Documents
Week 6	Research Phase #2: Finding and Reading Secondary and Primary Sources	
Week 7	Tuesday – 09/27	Determining What to Research from Your Proposal Introduce Annotated Bibliography Bring and <b>Submit</b> : Research Proposal
	Thursday – 09/29	<b>Class will be held at Library for Researching on Secondary Sources</b>
Week 8	Tuesday – 10/04	Engaging with Secondary Sources Annotating and Note Taking Read: Kate Turabian's <i>Manual for Writers</i> : Pg. 36-48
	Thursday – 10/06	<b>No Class – Individual Conferences with Faculty</b>
Week 8	Tuesday – 10/11	Writing Day – Working on Annotated Bibliography Bring: Laptop
	Friday – 10/14	<b>Submit</b> : Annotated Bibliography
	Research Phase #3: Textual Analysis of Primary Sources	
	Thursday – 10/13	Analyzing Primary Sources Read: Primary Sources Bring: Primary Sources and Laptop Write Analytical Memo #1
Week 9	Tuesday – 10/18	Analyzing Primary Sources Read: Primary Sources Bring: Primary Sources and Laptop Write Analytical Memo #2
	Thursday – 10/20	Analyzing Primary Sources Read: Primary Sources Bring: Primary Sources and Laptop Write Analytical Memo #3
Week 10	Research Phase 3: Composing Phase	
Week 11	Tuesday – 10/25	Introduce Research Paper Prompt Claims & Evidence
	Thursday – 10/27	Planning Your Argument and Planning First Draft Bring: Tentative Claim and Subclaims Read: Kate Turabian's <i>Manual for Writers</i> : Pg. 48-71
Week 11	Tuesday – 11/01	Using sources rhetorically
	Thursday – 11/03	Introductions & Conclusions Writing Abstracts
Week 12	Tuesday – 11/08	Titles, Citational Practices, Copy-Editing
	Thursday – 11/10	Peer Review Bring and Submit: Rough Draft of Final Paper

Week 13	Tuesday – 11/15	Introduction to Research Presentations Presenting Research in Alternative Forums Read: Kate Turabian's <i>Manual for Writers</i> : Pg. 122-129
	Thursday – 11/17	<b>NO CLASS – Work on Research Presentations</b>
Week 14	Tuesday – 11/22	Student Research Presentation
	Thursday – 11/24	<b>NO CLASS – Thanksgiving Break</b>
Week 15	Tuesday – 11/29	Student Research Presentation
	Thursday – 12/01	Student Research Presentation
Finals Week	Thursday – 12/08	<b>Submit Final Research Paper and Research &amp; Writing Process Folder 7:00am-9:50am in our classroom—ENG1 0427</b>