IDS4930:
Advanced Research Experience in the Liberal Arts & Sciences

Instructor: Dr. Jacob T. Watson
Email: jacobwatson@ufl.edu
Zoom Office Hours: Tues 2-3pm

OVERVIEW
In this course, we will be looking at local Florida history from 1918 to 1920, during the period of the first H1N1 pandemic, known in popular culture as the “Spanish Flu.” More precisely, we will be examining digitized print media from this period using UF’s digital collections as our primary means of access. Our initial goal will be to develop an understanding of how to conduct digital archival research and employ textual analysis to investigate the representation of this pandemic in newspapers: the dominant print medium of the time. We will also be looking at accounts of the pandemic and the nation’s and state’s response to it, including the disproportionate impact of the disease and its aftermath on disenfranchised communities. By examining the context surrounding our primary documents, we will then collectively formulate a research question about the representation of the A/H1N1 pandemic in the news: a question that we can answer by analyzing the materials in our archive. As a combined effort, we will try to answer our question through the production of a fully collaborative research paper.

OBJECTIVES
- navigate a digital archive
- practice research methods from fields including cultural studies and history
- contextualize and interpret archival materials
- formulate an original research question
- research, draft, and complete an original, group research paper
ASSIGNMENTS

Participation
Over the course of the semester, student participation will be observed and qualitatively assessed. Quality of participation includes factors like frequency and value of contributions to class discussions, engagement in group and individual activities, evidence of preparation, and general attitude. To do well in participation, students should always participate to the best of their ability in discussion, and refrain from distracting behavior or inattentiveness whenever someone else is addressing the class. In general, student should ALWAYS avoid doing or saying anything hostile or disrespectful toward any person in the class. Overall quality of weekly participation will be evaluated as one quarter of the course grade.

Work Plan and Status Reports
We all come to this class with different strengths, talents, backgrounds, and perspectives. For this reason—and also due to the multifaceted nature of research—it will be wise to have individual students working on different aspects of the research project at the same time. Within the first quarter of the semester, students will develop a detailed work plan to follow for the collaborative class project. The work plan will help to ensure that each student has an equitable workload, while also serving as a time management and accountability tool. Due to the dynamic nature of research projects and the amount of trial-and-error involved, students will submit a status update at the midpoint and three-quarter mark of the semester. These updates will reflect on the work completed thus far, obstacles and challenges encountered, and anticipated changes to the original work plan.

Project Contribution
Each student's approved work plan and status reports will serve as a rubric of sorts for judging their contributions to the class project. The class project itself won't be graded, since it will represent the sum total of all of our efforts, but the quality and level of completeness of its individual elements will be used as evidence to determine and evaluate how well you carried out your work plan over the course of the semester.

Final Reflection
The most important thing about any undergraduate research experience is that you take something away from it that you can use in your future studies and career. You will be learning and practicing a wide range of skills over the course of this semester—skills that don’t just pertain to research but transfer into other areas of life as well. It is essential with any experiential learning opportunity to be able articulate the value of what you did and the growth that it fostered. This is the story you will need to tell in interviews, cover letters, and other evaluative situations in which you are called upon to show what you can do. This final reflection paper will be a space to look deeply into your experience over the course of the semester and examine what you’ve gained from it.
GRADING
Grading percentages are as follows:

- Participation: 25%
- Work Plan: 25%
- Project Contribution: 25%
- Final Reflection: 25%

Grading scale:

A=92.5-100; A-=89.5-92.4; B+=86.5-89.4; B=82.5-86.4; B-=79.5-82.4; C+=76.5-79.4; C=72.5-76.4; C- =69.5-72.4; D+=66.5-69.4; D=62.5-66.4; D-=59.5-62.4; E=<59.5

ATTENDANCE
Students who need to miss class should let me know as far in advance as possible. Absences due to illness and other unavoidable circumstances are usually excused, but still need to be discussed with me on a case-by-case basis. It is the student’s responsibility to make sure any work missed due to an absence gets completed. Unexcused absences will result in the loss of participation points, and more than 7 unexcused absences will result in automatic failure.

LATE WORK
Late work will not be accepted except under extenuating circumstances. Students in need of an extension for medical or other reasons should meet with the instructor prior to the assignment deadline if possible.

EVALUATIONS
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at http://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/. To help improve the course and maximize the benefit for students, additional, informal evaluations will be assigned at the beginning and midpoint of the semester.

DISABILITY NOTICE
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.
SCHEDULE

Weeks 1-3: Getting Started (No Class MLK Day: 01/18/21)

1: syllabus; course overview; research methods; working with primary sources
2/3: research questions; making academic arguments; exploring the archives

Readings: Digital Newspaper Project Blog; selected articles (see reading list)

Weeks 4-5: Preliminary Research Phase

4: establishing a workplan; refining questions; brainstorming sessions
5: collecting and organizing sources; citation management; idea workshops

Readings: selected articles on health disparities and the 1918 Influenza Pandemic

Weeks 6-7: Constructing an Argument with Research

6: composing a literature review; assembling evidence; establishing context
7: using logic; qualifying claims; addressing limitations; audience awareness

Weeks 8-9: Prewriting

8: starting the class blog; outlining; drafting workshops
9: first status reports; revising the outline; drafting workshops

Weeks 10-11: Creating a Research Article

10: professional scholarly writing tips; drafting workshops
11: structure, style and prose; drafting workshops

Weeks 12-13: Revisions and Copy Edits

12: reverse outlining; draft review; revision workshops
13: final status reports; conforming to a style guide; proofing and editing

Weeks 14-15: Preparing an Article for Submission

14: journal selection; formatting for submission requirements
15: final revisions workshop; final copy editing; reflection papers
COVID-19 Safety Protocols

For students receiving face-to-face instruction this semester, certain protocols for health and safety must be followed strictly and conscientiously. The following classroom policies regarding Covid-19 safety have been established to ensure that all face-to-face interactions conform to CDC guidelines and university policy.

**University Behavior Policies**

Remember that there are strict and crucial policies regarding behavioral expectations during this time. During the semester, you may find yourself in a circumstance that requires you to abstain from physical class attendance, quarantine, or otherwise alter your behavior. **You may NOT attend physical class if you are feeling ill.** Review the university policies regarding behavioral requirements: [https://policy.ufl.edu/policy/student-behavioral-expectations-in-response-to-covid-19/](https://policy.ufl.edu/policy/student-behavioral-expectations-in-response-to-covid-19/). These policies are strictly enforced and failure to adhere to these expectations will result in a report to the Dean of Students and a possible conduct code violation.

**Seating Capacity**

In order to maintain social distancing, the seating capacity of all UF classrooms is being held at around twenty percent of normal capacity. Our classroom this semester—Farrior Hall 2000—has a maximum capacity of 6 students. Only students who are registered for a face-to-face section will be allowed to enter the classroom. Students who register for online sections are expected to attend online and will not be able to switch during the term. However, students registered for the face-to-face section may attend online if they wish.

**Mask-Wearing Policy**

In keeping with UF Health guidelines, students in face-to-face sections will be expected to maintain physical distancing in the classroom *and* to remain masked during the class meeting. This applies to the instructors as well. **Students are required to wear masks in the classroom at all times without exception.**

**Social-Distancing Policy**

Students may only sit in certain seats, which will be marked accordingly. On the first day of face-to-face instruction, seats will be assigned. Students will only sit in their assigned seat.

Students are encouraged not to enter the building until a few minutes before class begins. While waiting to enter the classroom, students must stand on specially marked spaces on the second floor lobby of Farrior Hall to ensure appropriate distancing.

When entering or exiting the room, students should do so one at a time, maintaining the six-foot distancing rule. Students should only enter or exit via the door nearest their assigned seat. At the end of each class, students will exit the room in order of distance from their seat to the exit, with students seated nearest the exit leaving first.
The front of the room will be marked off for the instructor only. **Do not approach the instructor or step into the instructor area of the room at any time.**

**Disinfecting Policy**

Before leaving the classroom, students are required to sanitize the area around their seat by wiping the armrests and spraying down the chair and desk with disinfectant. Cleaning supplies will be provided for this purpose.

Hand sanitizer will be provided in a dispenser located in the second-floor lobby. Students are encouraged to carry their own sanitizer as well. Students should sanitize their hands before and after touching common surfaces such as doors.

**Weekly Schedule Note**

Some class sessions will be conducted entirely via Zoom. These have been notated in yellow on the course schedule. While currently these are the only planned “all-zoom” days, circumstances throughout the term may require us to conduct additional class sessions entirely remotely.