

## Philosophy of Inquiry

This is a required course for doctoral students in the College of Design, Construction, and Planning and addresses the history, theory and philosophy of inquiry into the processes of design, urban development, and building systems. It will explore the philosophy of science and scholarly inquiry with emphasis on factors that affect the process and results of scholarly work. The course seeks to assist students in translating metaphysical, epistemological, and logical factors into the specific issues involved with preparing an actual research proposal or refereed paper in the field of interest of each student.

Students in the Doctoral Program have diverse backgrounds and futures, diverse areas of expertise and, consequently, subscribe to diverse approaches to intellectual inquiry. Nonetheless, all are in the program to become scientists, researchers or educators and the themes for this course intend to provide the basis on which to sustain intellectual activities throughout the program. These themes include:

### Paradigms and ways of seeing

The Ph.D. is a research degree and students need to get acquainted with scientific philosophies as well as develop research skills so they can conduct research in their chosen field, whether it is design, construction, or planning.

### Sharing information and advancing knowledge

The interaction of numerous disciplines at the graduate level demands that students be capable of communicating across disciplinary lines. Disseminating information in a meaningful way allows for the advancement of knowledge.

### Norms, ethics, and responsibility

The academic path is one whose rewards may come less from monetary gain than from intrinsic qualities, a path predictable in offering challenges and unpredictable in the solutions to students' quests. Every decision along the way, however, needs to be made responsibly and in light of various codes of ethics.

### Mentoring and progress toward the Ph.D. degree

Students need to start developing during the course of the semester the competence to focus in some area identified as their own. Mentors are important every step of the way and can be helpful in guiding students along their academic path.

The theoretical parts of the course aim to open the mind to doctoral thinking, providing the foundation to answer questions related to the nature of science and research. The practical parts of the course deal with research processes in various fields of inquiry and are intended to prepare students for the journey that is a doctoral program.

## **Course Objectives**

- To examine varying views of the purposes of science, relate these to approaches that are not “science” and explore criteria for quality in research
- To identify and develop a major focus of study, explore its scientific and social relevance, and learn to discuss it with individuals who do not share in the same knowledge base
- To develop a range of skills that are essential to scientists, researchers, and educators including:
  - Equilibrium: balance between larger picture and proficiency of your area of expertise
  - Communication: speaking, writing, presenting, listening, sharing ideas, offering feedback
  - Working patterns: management of time, information, priorities, expectations and fulfillment

## **Method, Expectations and Evaluation**

This course is taught in a seminar format consisting of, but not limited to, assigned readings, seminar discussions and presentations, viewing of multi-media materials, and student research and writing outside of class. Class format will combine discussions, lectures, presentations, and assignments. Electronic communications will be used throughout the semester.

Each class member should share in the responsibility for how well the course works. Students’ active participation in the course is central to its effectiveness. Students will be called upon to teach and learn from each other. All students are expected to read, think, write, and participate in all the activities planned for the course, including sporadic special events such as occasional lectures and exhibits.

Students should exercise their critical thinking skills throughout the course, analyzing and contrasting the perspective of various authors, considering their diverse opinions, and understanding their assumptions. Students should then develop their own perspective and exercise their communication and presentation skills when presenting it. All students will be required to evaluate the arguments of their classmates and of the authors of the required readings.

Students will also be expected:

- to read the course materials in a timely fashion;
- to turn in assignments by the scheduled deadline;
- to list references in scholarly citation format and to credit all materials used in research and assignments, including images, sounds, and other non-written materials;
- to follow guidelines concerning computer use and web etiquette (netiquette);
- to abide by University of Florida's rules and regulations, including the Student Honor Code.

Grades will be based on evidence that students have completed assigned reading, participated actively in all seminar discussions, completed a series of brief writing assignments, and made several presentations throughout the semester. Attendance is mandatory and participation in seminar discussions will be evaluated at all times. All written assignments should be submitted electronically; for assignments requiring feedback, a hardcopy should be submitted. All completed tasks will be evaluated based on content, pertinence, insightfulness and creativity.

The standard UF grade scale will be used:

<u>Grade Value % Range</u>			<u>Grade Value % Range</u>			<u>Non-Punitive Grades</u>		<u>Failing Grades</u>	
A	4.00	93-100	C	2.00	42-50	W	Withdrew	E	Failure
A-	3.67	85-92	C-	1.67	35-42	U	Unsatisfactory	WF	Withdrew failing
B+	3.33	77-84	D+	1.33	26-34	H	Deferred	NG	No grade reported
B	3.00	69-76	D	1.00	13-25	N*	No grade reported	I	Incomplete
B-	2.67	60-68	D-	0.67	0-12	I*	Incomplete		
C+	2.33	51-59	F	0.00	0				

Grades will be distributed as follows:

Class participation	15%
Leading discussion	10%
Synthesis Essays	45% (15% each)
Mid-term Assignment	10%
Analytical Assignment	5%
Other Assignments	15%

### **Seminar Format & Assignments**

The seminar format requires that students be present, in body and mind, and be active participants of each and every class. Participants should attempt to make meaningful contributions to every class discussion. The seminar format also requires that participants avoid disruptive behavior, such as chronic tardiness, early departures, parallel conversations, and cell phone interruptions. Students should advise instructor prior to class in case of a necessary disruption.

#### Class Discussion Assignment

Each student will be responsible for leading class discussion at least once during the semester. The student leader will prepare a summary of the discussion and submit it to the instructor by 12 noon on the day preceding the assigned class. This discussion summary should be no longer than three double-spaced pages and should explain the main points gleaned from the readings as well as those to be covered during class discussion (see instructions and tips attached to this syllabus). Discussants should make an appointment to meet with the instructor at least one week prior to their assignment.

#### Synthesis Essay Assignment

Following the conclusion of each one of the three main sections in which the course is subdivided, all students will submit a synthesis essay comparing and contrasting authors, schools of thought, and other topics based on assigned readings. These synthesis essays should be no longer than five double-spaced pages and should be turned in on the following dates:

Essay One:	September 21 <sup>st</sup> by 9AM
Essay Two:	October 26 <sup>th</sup> by 9AM
Essay Three:	November 30 <sup>th</sup> by 9AM

The synthesis essays will be evaluated according to the following criteria: use of resources, ability to synthesize while comparing and contrasting authors and their respective schools of thought, ability to draw conclusions from reading materials and seminar discussions. The format for these essays should follow standard scholarly paper format, with parenthetical references for those readings included in the syllabus and footnotes with full citation for additional readings introduced by students.

### Mid-term Assignment

Each student will choose a book to read during the first half of the semester. This can be a book that you have always wanted to read, but never had the time to read in its entirety. It can be a book related directly or indirectly to your research topic. It can also be a book that is not related to your research topic at all, as long as it presents or follows a discernible research process; be it a process of science or a process of philosophy. It should be a text that asks philosophical questions of a fundamental nature in a given field. Edited books are not appropriate for this assignment.

Students will inform the class their book choice by September 1<sup>st</sup>. A short essay (book review) should be submitted electronically through the listserv by 12 noon (12:00) on October 5<sup>th</sup>. On October 6<sup>th</sup>, there will be a brief presentation (5 minutes max.) of each book read followed by class discussion.

### Analytical Assignment

Each student will choose a dissertation completed between 2005 and 2014, preferably related to student's field of interest or sufficiently interesting to be examined closely. Students may want to ask a faculty member to recommend a particularly worthwhile work. There are hardcopies of dissertations in all UF Libraries and most are available on-line (ETD) through the UF Libraries catalog (<http://www.uflib.ufl.edu/etd.html>). This assignment will only be due in late October, but students should choose a dissertation to analyze as soon as possible.

### Additional Instructions for All Assignments

Unless otherwise indicated, all written assignments are due no later than 9AM on the Monday preceding the class indicated for each assignment. The three synthesis essays should be submitted as Word files (.doc or .docx), uploaded to the *turnitin* website ([www.turnitin.com](http://www.turnitin.com)) by the established deadline. Instructions on how to upload assignments, including passwords, will be given to students in class. A hardcopy should be provided to the instructor; double-spaced required, double-sided preferred.

Students should prepare all assignments without collaboration or consultation with peers and in accordance to the Student Honor Code and the Student Code of Conduct (refer to "Academic Honesty" below). Violations will be handled in accordance to University policy.

### Suggested Format for All Assignments

Heading	Sample
[title of assignment]	Assignment: Synthesis Essay – Paradigms and Ways of Seeing
[student's full name]	Name: Joseli Macedo
[assignment's due date]	Date: September 22, 2015

## Other Requests / Recommendations

Please save all attachments as Word files (.doc or .docx) and check all files for viruses before sending them to instructor or listserv as an attachment to e-mail messages.

For Synthesis Essays, save attachments in the following format:

SE[number of essay]\_[student's last name] SE1\_macedo

For Writing Assignments, save attachments in the following format:

WA[number of writing assignment]\_[student's last name] WA1\_macedo

For Discussion Notes, save attachments in the following format:

DN[date of discussion]\_[student's last name] DN\_03Sep\_macedo

For Mid-Term Assignment, save attachment in the following format:

BR\_[student's last name]\_[book author's last name] BR\_macedo\_wilson

For Analytical Assignment, save attachment in the following format:

AA\_[student's last name]\_[dissertation author's last name] AA\_macedo\_harvey

## **Course Materials**

### Required textbooks

Feynman, Richard P. 1998. *The meaning of it all: thoughts of a citizen scientist*. Reading, Mass.: Perseus Books.

Johnson, Steven. 2010. *Where good ideas come from: the natural history of innovation*. New York: Riverhead Books.

Kuhn, Thomas S. 1970. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

### Optional textbooks

Schick, Jr., Theodore. 2000. *Readings in the Philosophy of Science: From Positivism to Postmodernism*. Mountain View, CA: Mayfield Publishing Company.

Stumpf, Samuel E. & James Fieser. 2003. *Socrates to Sartre and Beyond: A History of Philosophy*. 7th edition. Boston: McGraw Hill.

Wilson, Edward O. 1998. *Consilience: the unity of knowledge*. New York: Knopf.

### Recommended Style Guides

- A Manual for Writers of Research Papers, Theses, and Dissertations by Kate L. Turabian (7th edition).
- The Chicago Manual of Style (15th edition) [<http://www.chicagomanualofstyle.org>]
- Publication Manual of the American Psychological Association (5th edition) [<http://www.apastyle.org>]
- The Elements of Style by William Strunk Jr. and E.B. White. [<http://www.bartleby.com/141/>]
- Style: Lessons in Clarity and Grace by Joseph M. Williams.

Additional assigned readings and other materials will be available in the following formats:

- books on reserve at the Circulation Desk of the Architecture and Fine Arts Library (AFA).
- through UF Libraries subscription services (e-Journals).
- via automated reserves (ARES), listed under either this course number or the instructor's name.
- other class materials, such as video tapes and other media, also on reserve at AFA or made available electronically through UF Libraries' digital resources.
- hand-outs distributed by instructor, in case readings are not from books on reserve nor available electronically.

Please check course program and reading lists for appropriate location of all materials and call numbers. Any difficulty accessing materials should be reported to instructor or UF Libraries staff. Inability to access course materials will not constitute a justification for not completing assignments. Here are just a few of the many links and web addresses to facilitate your access to UF Libraries:

Library Homepage	<a href="http://www.uflib.ufl.edu">http://www.uflib.ufl.edu</a> (for all library services and collections, including Course Reserves)
Ask-A-Librarian	<a href="http://www.uflib.ufl.edu/ask">http://www.uflib.ufl.edu/ask</a> (direct email or online chat for assistance)
IR @ UF	<a href="http://ufdcweb1.uflib.ufl.edu/ufdc/?g=ufirg">http://ufdcweb1.uflib.ufl.edu/ufdc/?g=ufirg</a> (to access the UF digital Institutional Repository)
Theses & Dissertations	<a href="http://www.uflib.ufl.edu.lp.hscl.ufl.edu/etd.html">http://www.uflib.ufl.edu.lp.hscl.ufl.edu/etd.html</a>
Library Tools and Mobile Apps	<a href="http://www.uflib.ufl.edu/tools">http://www.uflib.ufl.edu/tools</a> (smart phone apps, RSS feeds, etc.)
Subject Guides/Specialists	<a href="http://apps.uflib.ufl.edu/staffdir/SubjectSpecialist.aspx">http://apps.uflib.ufl.edu/staffdir/SubjectSpecialist.aspx</a> (by discipline and/or course)

## General Information

Class meeting times: Tuesdays 3<sup>rd</sup> - 5<sup>th</sup> periods (9:35 AM – 12:35 PM)

Classroom: ARC 411

Credits: 3 credit/hours

Faculty: Joseli Macedo, Ph.D., AICP

Office: ARC 458

294-1490

joseli@ufl.edu

Office Hours: Tuesdays 7<sup>th</sup> & 8<sup>th</sup> periods (1:55 PM – 3:50 PM) – sign-up sheet or

Thursdays 7<sup>th</sup> & 8<sup>th</sup> periods (1:55 PM – 3:50 PM) – by appointment only

Please try to communicate with the instructor in class or during office hours. Electronic communication may be used if necessary; however, the instructor reserves the right to respond to e-mails/texts at his/her discretion. E-mail attachments will not be accepted as assignments submissions. Class assignments should be uploaded to the *turnitin* website as explained above. If a student has an urgent issue, s/he should call the instructor's office; students should not assume that instructors check (and respond to) e-mails 24/7.

## Academic Honesty

Students must follow University of Florida's policy regarding plagiarism, cheating and the use of copyrighted materials. Students are responsible for reading and abiding by the University's Student Code of Conduct (<http://www.dso.ufl.edu/scr/honorcodes/conductcode.php>) and the University Honor Code. Under the Student Honor Code (<http://www.dso.ufl.edu/judicial/honorcode.php>), "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'."

Failure to follow the rules in the Student Honor Code will result in a failing grade on the assignment in question and consequently may result in a failing grade in the course. In addition, disciplinary action will be brought under the Judicial Process for Academic Honesty Violations. Students who are unclear about what constitutes academic dishonesty, academic misconduct, plagiarism, or other violations should consult UF resources (<http://www.dso.ufl.edu/publications/>) or make an appointment with the instructor to clarify any questions. In addition, all should consult the above websites and the graduate catalog for further information.

## Special Accommodations

The instructor will respect the needs for accommodations of students with disabilities consistent with the University's policy. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting special accommodations.