

DCP 7790 (Doctoral Core 1)
Fall Semester, 2016
3 Credit Hours

Instructor: Richard H. Schneider, Ph.D., AICP (ret)

Hours: Tuesday 3-5th periods: 9:35 – 12:35

Location: Room 411, Architecture Building

Office hours Tuesdays, 1:30 PM – 2:30 (or by appointment)

Office: 431B Architecture Bldg.
email me 24/7 at rschnei@ufl.edu

FRANCIS OF VERULAM (Sir Francis Bacon)
Reasoned thus with himself
and judged it to be for the interest of the present and future
generations that they should be made acquainted
with his thoughts. (p. 30, Consilience)

Course Statement

In this mandatory, introductory doctoral level course, we explore the philosophy of inquiry and the “science of science” through readings, lectures, and presentations. The objective is to provide students with a background in philosophy and scientific methods that offer frameworks for research in architecture, building management systems, urban and regional planning and related professions such as landscape architecture and interior design.

Since all dissertations must have a theoretical basis, students will critically assess approaches that may (or may not) be useful to the topic area(s) that they plan to research for their dissertations. Theories are assessed in terms of utility, proven (or unproven) success, their contributions to the unity of knowledge and to their robustness and adaptability. The course explores the relationship between theoretical and empirical constructs, and reviews a wide variety of specific research methodologies, including the scholarly publication process.

Some Observations at the Outset

The development of a dissertation proposal is your first step toward the preparation of a Dissertation. Before you take this step it is a good idea to examine your personal vision of what a dissertation is supposed to accomplish. It is easy to project onto a dissertation process all hopes and fears about your intellectual worth. Here are some common fallacies you want to avoid:

1. "My dissertation should be a classic in its field, integrating profound concepts from many branches of inquiry."
2. "My dissertation should be startlingly original, opening territory that has never been explored before. It must be perfect."
3. "My dissertation should be a culminating work of creativity for me, bringing forward the hidden dimensions of my psyche into a comprehensive whole."

On the other hand, a dissertation should:

1. "Summarize and integrate pertinent research and theory in its topic area.
2. Make a contribution of knowledge to the topic. This can be done several ways, such as conceptualizing an issue or problem in a novel and useful manner, collecting new data through quantitative or qualitative research, demonstrating the applicability of a method or treatment, synthesizing and interpreting existing data to gain new insights, or expanding the application of a theory or previous research conclusions to a new area.
3. Show how a topic area is illuminated, expanded, or changed by new perspectives brought to it." *

(*Above adapted from Columbia Southern University: DBA 7240, Doctoral Writing and Inquiry into Research: Doctoral Inquiry Syllabus.)

Practical Considerations

At a very practical level, the course aims to provide students with tools, frameworks and models that assist their planning and construction of their proposals and dissertations. The aim, therefore, is to help you develop a valuable dissertation and to, ultimately, walk across the stage with your degree in hand.

Course Attendance Policy

Attendance is mandatory: **one** unexcused absence is permitted. Note that this includes unexcused field trips (if any). On your second *unexcused* absence there will be an automatic 1 letter grade reduction for your final grade (thus, an "A" will be lowered to a "B", and so on). Moreover, I expect you to get to class on time and to be prepared to participate.

Prerequisites

None, but enrollment is limited to DCP graduate students.

Grading

	% of grade
Project Assignment(s), including short papers	25%
Participation in class discussions	30%
Final paper	25%
Ratings by peers	<u>20%</u>
	100%

Course Grading Scale

93- 100 = A
90- 92 = A-
87- 89= B+
83- 86= B
80- 82= B-
77- 79= C+
73- 76= C
70- 72= C-
67- 69= D+
63- 66= D
<u>60- 62= D-</u>
<59or less= E

Note: a check mark on papers is not a grade but an acknowledgement that you submitted the assignment. I record all such marks and detract from your grade if you have **not** completed the assignment.

Professional Work Policy

I expect students to hand in their work on time and will reduce individual project grades for late submissions. Work must be in professional formats and appearance (that is, typed, unless otherwise specified) and include references where appropriate. **Important: I will not accept papers without page numbers.** Papers submitted to me via email **must** contain names on each page as well.

If we go in field trips I expect that you will conduct yourself in a thoroughly professional manner. Where appropriate selected students will be asked to lead team projects.

Project(s)/Papers

The class *may* be divided into teams and each team (usually 2-4 persons/team) may be asked to address a problem or opportunity involving theoretical or practical issues. All team members are expected to take on appropriate responsibility.

Final Paper/Project Subject Areas (note, these are **only** suggestions: there are lots of other possibilities):

- Building Systems and technological change
- Relation of environmental to behavior (and vice versa)
- Sustainability issues in planning, architecture, building systems, landscape architecture or interior design.
- GPS applications to the above fields.
- Systems Theory
- Space syntax theory and applications
- Theories of Anti-Terrorism Planning and Design
- Premises Liability Issues in building/construction
- Gender/Race issues in planning, design, building management, interior design and landscape architecture.
- Urban development issues/morphology
- Historic preservation and place management
- International design and planning and construction management
- Energy sustainability issues

The final paper **must** be 10-12 pages (max.), excluding appendices, notes and references, **must** be properly proofed, spell checked, referenced and **must** incorporate some of the principles or issues that we covered this semester in class.

All students must provide a 5-10-minute verbal *summary* of their paper in class (using PowerPoint, or not) on December 6. Students also must prepare a 1-page handout that summarizes their presentation and distribute to the class just prior to their presentation. This handout will also be part of your grade.

The presentations will be assessed on rating sheets relative to:

- 1) **Clarity** of the substantive information presented.
How well did the presenter do in making issues (especially complex issues) understandable?
- 2) **Use of Graphics**
How well did the presenter employ graphics (photos, images, charts, diagrams, drawings, etc.) to drive home his/her points?
- 3) **Effectiveness of the presentation process**
How well did the presentation style and approach convey the information that the presenter wanted to convey?
- 4) **Overall quality**
In total, did the presentation present a cohesive and logical statement of the problems/issues to be addressed?

Required Texts/Readings

Easton, David, (2014) The Political System; <http://visit-tolearn.blogspot.com/2014/10/political-system-by-david-easton.html> (free)

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

Johnson, Steven, (2006). The Ghost Map. Riverhead Books, New York, NY. (one of the best books on scientific discovery)

Kuhn, Thomas, S., (1970). "The Structure of Scientific Revolutions", Second Edition, Enlarged, The University of Chicago Press, Chicago, 1970(1962). In the alternative, read the Kuhn outline and study guide by Professor Frank Pajares, Emory University <https://www.uky.edu/~eushe2/Pajares/Kuhn.html>

von Oech, Roger (2003) A Whack on the Side of the Head. Warner Books, New York, NY. (Also, get the card set, the Creative Whack Pack, available as a free pdf download)

Wilson, Edward, O., 1999. Consilience: the unity of knowledge. Vintage Books, New York, NY (available free on the Internet)

Recommended Texts/Readings

Leedy, P. E., & Ormrod, J. E. (2010). Practical research: Planning and design (9th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Kaplan, Abraham. (1964) The Conduct of Inquiry, Methodology for Behavioral Sciences. Chandler Publishing Company, Scranton, Pennsylvania

Whyte William F. City, (1988) Anchor-Doubleday, New York, (Probably the best research and discussion of "deviant" street behavior ever done.)

Ellin, Nan. Ed., (1997) Architecture of Fear, Princeton Architectural Press, New York, (paperback) Out of print but available on the Internet.

Groat, Linda and Wang, Davis, (2002) Architecture Research Methods, Architectural Research Methods, John Wiley & Sons, New York, NY

Kostof, Spiro (1991) The City Shaped, London: Thames and Hudson

Kostof, Spiro (1992) The City Assembled, London: Thames and Hudson

Mid-term Assignment:

Choose a book to read by September 13. 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; whether a process of science or a process of philosophy. This can be a book that you have always wanted to read, but never had the time to read in its entirety. The book should ask fundamental philosophical questions in (or of) a given field. Do not use edited books.

Students will inform the class their book choice on September 13. On October 11th, please provide a brief presentation (10-15 minutes max) of that book followed by class discussion. Be prepared for Q and A.

Student Teaching Assignment:

Each student will be responsible for leading a one-hour class discussion at least once during the semester. The discussion will be on any topic the student wishes, but remember that this will give you a chance to explore some areas that may be related to your proposal or dissertation and also give you teaching practice, so choose wisely.

The student teacher will prepare a summary of the discussion and email it to the instructor by 12 noon on the day preceding the assigned class. This discussion summary should be no longer than two, double-spaced pages and should explain the main points garnered from the readings as well as those to be covered during class discussion.

Please check in with me to select the day you wish to present.

Daily/Weekly Plan:

Readings and assignments generally pertain to the *NEXT* (following) class. It probably would be a good idea to buy a 3-ring notebook to keep papers and your notes organized along with whatever you download from the Internet.

Tuesday, August 23

Course Introduction and Overview. Review syllabus, discuss course requirements, answer questions. Student self-introductions, faculty introduction.

Read: Chapters 1,2, 3 of Wilson, all of Feynman

Assignment: for next class: Write a description (2-pages max) of your vision for your dissertation (even if you haven't decided on your topic area yet).

What do you think about the “unity of knowledge” concept? I’ll call on selected students to briefly discuss in class?

Also, be prepared to discuss your vision of your dissertation and to answer questions about it during the next class. Will it be basically qualitative or quantitative, based in natural or behavioral sciences? ***Hand in the paper by the end of the class on August 30.***

Tuesday, August 30:

What about the unity of knowledge?

In-class presentation of the vision for your dissertation (10 minutes max). The class will rate your presentation

Read Easton article (online)

Tuesday, Sept 6: Models and Model Building: What are models and how/who uses them? What do models do?

Continue dissertation presentations (as necessary). What do the various visions have in common, if anything, and how are they different?

Read: Chapters 4 and 5 of Wilson

Assignment: Identify three different models in behavioral or natural sciences. Briefly explain what they purport to demonstrate and how they do it. Hand in paper (2 pages max) by the conclusion of the next class.

Read the Kuhn outline and study guide by Professor Frank Pajares, Emory University <https://www.uky.edu/~eushe2/Pajares/Kuhn.html>

Tuesday, Sept 13

What is a paradigm? What is Kuhn’s view of the progression of science?

Discuss the three models you’ve selected. Is any one of them a paradigm or part of a paradigm? Which ones, if any? Are any germane to your research? How and why?

What book did you decide to read (see Mid-term assignment above)?

What does Wilson mean by?

“The signature achievement of humanity has been to find its way without assistance through a world that proved surprisingly well ordered.” (page 51)

We'll discuss the models you've chosen as well as the Wilson quote above.

Read von Oech's [A Whack on the Side of the Head](#) and bring the Whack card deck with you for next class.

Assignment: Identify and describe your own processes of creativity. What works best for you? Discuss in several paragraphs and hand in your paper by the end of the next class.

Pick Whack cards and use them to discuss new ideas.

Tuesday, Sept 20: New ideas from ordinary objects: the creative process

What is creativity? Is it the same as innovation?

See the TED talks “Baby Diapers inspired a new way to look at the brain.” by Ed Boyden Online June 2016, “Where do good ideas come from?” by Steven Johnson, Online 2010 and Elizabeth Gilbert Online: Your elusive creative genius, February 2009 (http://www.ted.com/talks/elizabeth_gilbert_on_genius)

What examples can you think of creativity relative to everyday objects, like Boyden's talk above? Does/ can architecture influence creative thinking?

Dictionary definition of “professional” (<http://www.merriam-webster.com/dictionary/professional>)

Assignment: Critique the Whack book and the TED talks above in a 2-page (max) paper.

Tuesday, Sept 27: What/who are professionals?

Are professors' professionals? What are the characteristics of professionals and professions?

Assignment Read the Sheriff's Most Wanted List (http://www.alachuasheriff.org/most_wanted/overview.html)

Tuesday, Oct 4: Alachua County Sheriff's Office (ACSO) Data Interpretation

Relative to the Sheriff's Felony "Most wanted list"

Assignment(s):

- What are the gender characteristics/proportions of individuals on the list?
- What are the age characteristics/proportions?
- What are the racial characteristics/proportions?
- How many alleged crimes (and the proportion) are drug-related?
 - How are these distributed by gender?
 - By age, by race?
- How many alleged crimes have an *environmental* element?
 - How are these distributed by gender?
 - By age, by race?

Based on data, what generalizations and conclusions can you draw about people and crimes on the "Sheriff's Most Wanted List" if asked to do so by a visiting group of Martians? (whose planet has no crime). Do the reports tell us about location, types, victims and offenders, crime trends?

Read Wilson, Chapters 6, and 7. Prepare your book presentation for next class.

Tuesday, Oct 11: Mid-term Book presentations and discussion

Present a synopsis and critical review of the book you've chosen. Q and A will follow each presentation. (15 minutes' max)

Tuesday, Oct 18: Brain and Mind: *What is gene-culture coevolution according to Wilson and how is it important relative to science and culture.*

How did understandings of brain and mind evolve? Discuss in class

Read Chapters 8 and 9 of Wilson

Tuesday, Oct 25:

"At the same time that culture arises from human action, human action arises from culture." Wilson, (Wilson, P. 180)

What does the above quote mean? Is it applicable to your life or to your dissertation? How?

Summarize your thoughts on this in a 1-page paper and hand in at the end of the next class.

Assignment:

Choose a dissertation completed between 2005 and 2014, preferably related to your field of interest or sufficiently interesting to be examined closely. You may want to ask a faculty member to recommend a particularly worthwhile work. There are hardcopies of dissertations in all UF Libraries (and we have some on our own shelves) and most are available on-line (ETD) through the UF Libraries catalog (<http://www.uflib.ufl.edu/etd.html>)

For the next class, identify the dissertation and describe it using the abstract it incorporates.

Tuesday, Nov 1:

I will call on selected students to respond to the following questions:

What dissertation did you choose? Why? How is it structured? Read the abstract to the class and discuss it with them? What does the dissertation seek to find out/discover? What research methods does it employ? Is/are the conclusion(s) based on the research findings?

Assignment: Read Chapters 10 and 11 of Wilson.

Tuesday, Nov 8: *The Arts and Sciences*

How does Wilson see the relation between the arts and sciences?

Read all of Johnson (Ghost Map)

Tuesday, Nov 15:

Discuss the Ghost Map in terms of its lessons relative to the progression and/or hindrance of science and knowledge.

Read Chapters 11 and 12 of Wilson. Consider the title and theme of Chapter 12 "To What End?"

Assignment: Write a 1-page analysis/response to the "seamless web". What do you think about Wilson's concept of consilience?

Tuesday, Nov 22:

I will call on selected students to discuss their understanding of Chapter 12, on December 6th, so please be prepared

Assignment: Prepare presentations of final papers on December 6.

Tuesday, Nov 29: Guest Speaker: DCP Dean Chimay Anumba (*pending*)

Tuesday, Dec 6: Last Class

Student brief discussion of Chapter 12 and reactions to Wilson's main themes.

Student summary presentations of their semester papers.

Hand in (or email) final papers to me by **Tuesday, December 13.**

If you need to reach me, call 352-665-8358.