

DCP 7790
(DOCTORAL CORE 1: 3 CREDIT HOURS)
FALL 2018

Instructor: Uma Sarmistha, Ph.D.,

Hours: Tuesday 3rd to 5th periods
(9:35 AM - 12:35 PM)

Location: Arch Room 411

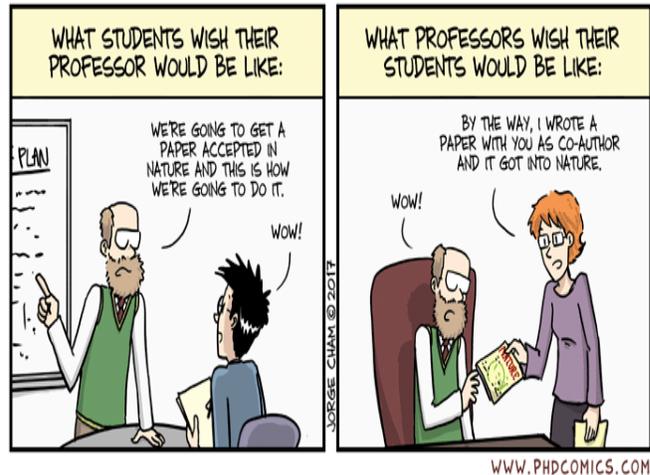
Office hours: By appointment

Office: 441 ARCH

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(This syllabus is adapted from Dr. R. Schneider's curriculum for Doctoral Core 1 course.)

Prerequisites: Enrollment is limited to DCP Doctoral students.



Course Statement

This introductory doctoral level course, will explore the philosophy of inquiry and the “science of science”. The objective of this course is to provide students with a background in philosophy and scientific methods that offer frameworks for research in urban and regional planning and related professions such as building construction, landscape architecture and interior design. As we know all dissertations must have a unique good topic to research, a strong theoretical basis, a good methodology; in this class we will try to critically assess approaches that may (be useful to the topic area(s) that student plan to research for their dissertations. Overall, this course will try to explore the relationship between theoretical and empirical constructs, and reviews a wide variety of specific research methodologies, including the scholarly publication process. The course will also give opportunity to new PhD students to express and discuss their research ideas.

Course Objectives

As we all know that Ph.D. is a degree where 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.

Thus, the major objective of this course is:

- To Examine: Different views of the purposes of science, relate those 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:
- To find Equilibrium: A balance between larger picture and proficiency of your area of expertise
- To excel in Communication: Speaking, writing, presenting, listening, sharing ideas, and offering feedback
- To understand the Working patterns: Time management, finding information, prioritizing your work and expectations and fulfillment

Some Observations at the Outset

The development of a dissertation proposal is the very first step toward the preparation of a Dissertation. However, before you take this step it is a good idea to examine your personal vision of what a dissertation is supposed to accomplish. Here are some common myths you want to avoid:

- *“My dissertation should be a classic in its field, integrating profound concepts from many branches of inquiry.”*
- *“My dissertation should be startlingly original, opening territory that has never been explored before. It must be perfect.”*
- *“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:

“Summarize and integrate pertinent research and theory in its topic area. 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.

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.)

Method, Expectations and Evaluation

This is a seminar format course 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 manner;
- to turn in assignments on 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.

Recommended Readings (We will be discussing these text in class)

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

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.

Analytical Assignment

Each student will choose a dissertation completed between 2005 and 2016, 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 March, but students should choose a dissertation to analyze as soon as possible.

The Analytical assignment is divided into 2 parts:

1. *Students will inform the class on the dissertation they choose by Oct 23rd.*
2. *On Nov 6th, there will be a brief presentation (15 minutes max.) by each student followed by class discussion. All presenters should be prepared for Q&A.*

Mid-term Assignment

Each student will choose a book to read early in 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.

The mid term assignment is divided into three parts:

3. *Students will inform the class of their book choice by Sept 11th.*
4. *A short abstract should be submitted electronically through the listserv by 12 noon on Sept 25th.*
5. *On Oct 16th, there will be a brief presentation (15 minutes max.) of each book read followed by class discussion. All presenters should be prepared for Q&A.*

Final Presentation and Paper

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.
- GIS applications to the above fields.
- Systems Theory
- 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 within 3000-4000 words, 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. The final paper is due at noon on Dec 11th.

Presentation

- *All students must provide a 15-minute verbal summary of their paper in class (using PowerPoint, or not) on Nov 27th and Dec 4th. 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:

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

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

Useful Materials for Future Reference

- Allan, G. & C. Skinner (Eds.) 1991. Handbook for Research Students in the Social Sciences. London: Falmer Press. (H62 .H24526 1991)
- Atchity, K. 1986. The Writer's Time: A Guide to the Creative Process from Vision through Revision. New York: Norton. (PN145 .A83 1986)
- Barzun, J. 1994. Simple & direct: a rhetoric for writers. Rev. ed. Chicago: University of Chicago Press. (PE1408 .B436 1994)
- Barzun, J. & H. F. Graff. 2004. The Modern Researcher. 6th ed. Belmont, CA: Thomson/Wadsworth. (LB2369 .B28 2004)
- Becker, H. S. 1986. Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Chicago: University of Chicago Press. (H91 .B4 1986)
- Boice, R. 2000. Advice for New Faculty Members: Nihil Nimus. Boston: Allyn and Bacon. (LB1778.2 .B63 1999)
- Brodkey, L. 1987. Academic Writing as Social Practice. Philadelphia: Temple University Press. (PN151 .B76 1987).
- Elbow, P. 1998. Writing with Power: Techniques for Mastering the Writing Process. New York: Oxford University Press. (PE 1408 .E39 1998)
- Hotard, D. et al. 2003. "Differing Faculty Perceptions of Research and Teaching Emphasis." Educational Research Quarterly, 27(4): 9-22
- Janson, A. et al. "The Odyssey of Ph.D. Students: Becoming a Community of Practice." Business Communication Quarterly, 67(2): 168-181

Pickett, S. T. A. et al. 1991. Strategy and checklist for effective scientific talks. Bulletin of the Ecological Society of America, 72 (March), 8-12.

Swales, John M. & Christine B. Feak. 2004. Academic writing for graduate students: essential tasks and skills. Ann Arbor: University of Michigan Press. (PE1408 .S7836 2004)

Grading

	% of grade
Assignments and Projects (Mid term Assignment, dissertation presentation)	40%
Participation in class discussion	20%
Final Paper	30%
Rating by peers	10%

Student Support Services

For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-HELP (4357), select option 2. For Help Desk hours visit: [Information Technology–UF Computing Help Desk \(Links to an external site.\)Links to an external site.](#)

University Policies

University policies on such matters as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the [graduate student handbook \(Links to an external site.\)Links to an external site.](#) and at the [Dean of Students website \(Links to an external site.\)Links to an external site.](#)

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the [UF Student Honor Code \(Links to an external site.\)Links to an external site.](#)

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Course communication should be civilized and respectful to everyone. The means of communication provided to you through e-Learning (email, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner.

Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students.

Refer to the [Netiquette Guide for Online Courses \(Links to an external site.\)](#)[Links to an external site.](#) for more information.

Student Honor Code

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the [Honor Code \(Links to an external site.\)](#)[Links to an external site.](#)

The Honor Pledge

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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."

Special Accommodations

Students requesting disability-related academic accommodations must first register with the [Disability Resource Center \(Links to an external site.\)](#)[Links to an external site.](#)

The Disability Resource Center will provide documentation to the student who must then provide this documentation to the instructor when requesting an accommodation.

Daily/Weekly Plan:

Dates	Course Schedule	Assignment Due in next class
<p><i>Week 1</i> 28th <i>August</i></p>	<p>Course Introduction and Overview</p> <ul style="list-style-type: none"> • Introductions of students and instructors. • <i>Class exercise</i> • <i>PhD Hand book discussion</i> • Review of the syllabus. <p>Tentative Visit by Jessica Aberly (Arc Lib)</p>	<p>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).</p>
<p><i>Week 2</i> <i>Sept 4th</i></p>	<p>What is enquire based research? Why do we do research?</p> <p>Models and Model Building: What are models and how/who uses them? What do models do?</p> <p>In Class presentation of your vision of your dissertation.</p>	<p>For next class : Identify three different models in behavioral or natural sciences. Briefly explain what they purport to demonstrate and how they do it.</p> <p>Hand in paper (2 pages max) by the conclusion of the next class.</p> <p>Read the Kuhn outline and study guide by Professor Frank Pajares, Emory University https://www.uky.edu/~eushe2/Pajares/Kuhn.html</p>
<p><i>Week 3</i> <i>Sept 11th</i></p>	<p>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? Discussion on Kuhn</p>	
<p><i>Week 4</i> <i>Sept 18th</i></p>	<p>New ideas from ordinary objects: the creative process What is creativity? Is it the same as innovation? Ted Talk how simple ideas lead to scientific discoveries Elizabeth Gilbert Genius</p>	<p>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.</p>

	<p>What examples can you think of creativity relative to everyday objects? Pick Whack cards (instructor will bring the card) and use them to discuss new ideas</p> <p><i>Tentative Guest Lecture Junior Faculty</i></p>	
<p><i>Week 5 Sept 25th</i></p>	<p>What/who are professionals?</p> <ol style="list-style-type: none"> 1. Are professors' professionals? 2. What are the characteristics of professionals and professions? <p><i>Tentative: Visit former student</i></p>	<p>Submit an abstract on the book you decided to review for Mid term assignment (see above)</p>
<p><i>Week 6 Oct 2nd</i></p>	<p>In-class presentation of the vision for your Dissertation (10 minutes (min) – 15 minutes (max)).</p> <p>The class will rate your presentation</p>	<p>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 talk to the instructor. In class presentation on Week 11.</p>
<p><i>Week 7 Oct 9th</i></p>	<p><i>Where are We: Game plan for PhD</i></p>	<p>Prepare your book presentation for the next class.</p>
<p><i>Week 8 Oct 16th</i></p>	<p>Mid-term Book presentations and discussion (10 min presentation followed by Q&A)</p>	<p>Dissertation abstract due</p>
<p><i>Week 9 Oct 23rd</i></p>	<p>After Theories –</p>	<p>Data Interpretation class activities</p>

	<p>Student need to select a data set and try to find meaningful results out of that.</p> <p>Data interpretation and Data Analysis</p> <p><i>Tentative Visit – URP/ID/ARCH/CM Senior Professor</i></p>	
<p><i>Week 10 Oct 30th</i></p>	<p>At the same time that culture arises from human action, human action arises from culture.” Wilson, (Wilson, P. 180) CULTURE and HUMAN ACTION</p> <p>Be prepared: Instructor 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?</p> <p><i>Tentative Guest Lecture</i></p>	<p><i>Due in class next week: Prepare presentation of earlier dissertation</i></p> <p><i>Start working on final presentation and paper</i></p>
<p><i>Week 11 Nov 6th</i></p>	<p>In-class presentation of your version of the earlier Dissertation (10 minutes (min) – 15 minutes (max)).</p> <p>Other issues for Research in PhD</p>	
<p><i>Week 12 Nov 13th</i></p>	<p>Global Perspective of Research</p> <p><i>Visit – Tentative IRB presentation</i></p>	<p>Assignment: Read Chapters 10 and 11 of Wilson.</p> <p><i>We will discuss in next class:</i> How does Wilson see the relation between the arts and sciences?</p>

<i>Week 13</i> <i>Nov 20th</i>	How does Wilson see the relation between the arts and sciences?	Be Prepared for the next class
<i>Week 14</i> <i>Week 15</i> <i>Nov 27th</i> & <i>Dec 4th</i>	Student Presentation of final paper	Start working on final paper
<i>Week 16</i> <i>Dec 11th</i>	final paper due !!	