

DCP 7790  
DOCTORAL CORE 1: PHILOSOPHY OF INQUIRY  
SPRING 2024

Class Time: Mondays 09:35 – 12:35 (Periods 3 - 5)

Class Location: ARCH 0213

**INSTRUCTOR** Rui Liu, [liurui@ufl.edu](mailto:liurui@ufl.edu) (352) 273-1168  
**OFFICE HOURS** Wednesday 10:40 to 11:25 am and by appointment

### COURSE OVERVIEW

This doctoral-level seminar provides students with a foundation to the philosophy of inquiry, and its relevance and connection to disciplinary fields in design, construction and planning. It is **not** a methods course; but it does demonstrate ways in which theory and paradigms can inform and produce research pursuits and methodologies. The course also provides students with the opportunity to explore ways to generate ideas – specifically, researchable ideas – that innovate and advance the fields, policies and practices of design, construction and planning.

The seminar structure is divided into 3 parts. The first part provides an overview of different paradigmatic positions, and the linkages between epistemology, theoretical perspective, research methodology, and application (or practice). The second part further illustrates the concepts and linkages of paradigms with in-depth reading and critical discussion of specific research topics/fields (some selected by the instructor or guest speakers) from different theoretical positions.

Woven throughout this content are readings and discussion of different approaches to “idea generation” from innovation experts and writers in non-DCP fields – for example, dance, history, psychology, playwriting.

The third part of the course pertains to students’ projects that explore an intellectual development of a theory and a theorist or reflective practitioner of their choice.

### COURSE OBJECTIVES

By the end of this course, students will:

1. Understand various epistemological, ontological and paradigmatic positions that underlie inquiry and knowledge fields
2. Be able to critically assess the premises and conclusions of various theoretical positions
3. Characterize linkages between theory and methods, and between theory and practice/application
4. Gain in-depth knowledge of a theory or theoretical model of one’s choice.
5. Demonstrate different approaches of research idea generation
6. Refine critical thinking and communication skills

### INSTRUCTIONAL METHODS

This is a seminar format course consisting of assigned and recommended readings, seminar discussion and presentations, guest lectures, video and multi-media materials, idea generation and writing. Classes consist of seminar discussions, presentations, and in-progress reviews of assignments. Students’ active participation in the course is central to its effectiveness and the value drawn from it. The aim is to develop and maintain

a dialogue between all participants in the course (instructor included) so a commitment to reviewing materials in advance of attending classes is vital. All students are expected to read, think, write and participate in all activities.

During the semester, students will polish their critical thinking skills, analyzing and contrasting the perspectives of various authors, considering diverse options and perspectives, and understanding underlying assumptions. As the course progresses, students may begin to develop their own theoretical perspectives.

Students are expected to evaluate the claims and arguments of their classmates and authors in a constructive, critical fashion. In addition, there will be a number of faculty guest speakers throughout the semester, who students will be able to develop a discourse with.

Students will:

- Read the course materials before sessions
- Submit assignments by the deadline dates
- Reference citations in a scholarly format and credit all materials used in oral and written documents, including images, sounds and other non-written materials
- Follow guidelines concerning computer use and web etiquette
- Abide by UF's rules and regulations, including the Student Honor code.

### READING MATERIAL

Assigned and recommended readings are identified in separate handouts on Canvas. All reading assignments are correct at the time of publication and may be adapted as we progress. You will always be notified of changes. Feedback on the substance and scope of the readings is always appreciated. Please feel free to recommend specific readings to replace those that have been assigned. You should contact the instructor at least a week in advance of reading to make this kind of suggestion.

The purchase of textbooks is not required for this course – but you may wish to purchase some from the reading list to support your further research endeavors. Your learning resources will be a mixture of books, academic journal papers, and other sources that arise. These will be advised and updated on Canvas.

### IN-CLASS PRESENTATIONS AND BROADER PARTICIPATION

Throughout the semester, as well as being expected to participate in discussions week by week, students are asked to prepare 10-minute briefings that raise critical observations and questions regarding each required reading. Each briefing will be followed by approx. 10-15 minutes of class discussion, which everyone is expected to participate in.

This class format requires students to be present in body and mind, and to engage as active participants of each and every class. Participants should attempt to make meaningful contributions to every class discussion. *You are required to keep a notebook (physical or digital) that records your progress each week, and takeaways from reading and class discussion – it will be handed in at mid-term and end-of-term for grading.*

This element of the class will **constitute 25% of your grade.**

## PROJECT ASSIGNMENTS

There are two major project assignments, making up **the remaining 75% of your grade**. These are explained in more detail in separate handouts on Canvas. These projects will be both documented (i.e. written narrative and PPT) as well as orally presented in class. The two project assignments include:

- **Theory Genealogy**  
Each student chooses an established theoretical concept of his/her/their choice (working with your advisor is **HIGHLY** recommended in making your choice). Using this theoretical concept, each student will develop a mind map identifying the emergence, prominence, interconnections, re-creation, deviations, absorption and fading/departure (if and when applicable) of the various ideas, constructs, theorists and theoretical positions underlying its evolution. This will **constitute 30% of your grade**.
- **Intellectual Chronicle**  
Each student chooses a specific theorist/scholar or an established/well-known reflective practitioner (likely one identified in the Theory Genealogy project). This project entails a deep and thorough reading (i.e. as much as possible everything written by the theorist), description, historical development and analysis of that theorist's intellectual history on the topic. Examples might be: Yi-Fu Tuan on topophilia; Edward O. Wilson on biophilia; Kevin Lynch on good urban form; Dolores Hayden on power of place; Christian Norberg-Schultz on architectural phenomenology; Donald Schön on reflective practice; Clare Cooper Marcus on the meaning of home; etc. This is only the tip of the iceberg. Make your own choice, in conjunction with your doctoral advisor or Dr von Meding. This will **constitute 45% of your grade**.

## CLASS SESSIONS AND BREAKS

Session 1: 9:35 – 10:25 AM, Session 2: 10:40 – 11:30 AM, Session 3: 11:45 – 12:35  
PM Break 1: 10:25 – 10:40 AM, Break 2: 11:30 – 11:45 AM

## COURSE STRUCTURE

1. Research Paradigms
  - Epistemology, Ontology, Paradigms – and Linkages to Theories, Methods, Application
  - Theories of Science, Theories of Art, Theories of Practice
  - Research Paradigms Examined: Positivism and Post-Positivism, Systems, Relativism, Constructionism, Pragmatism, etc.
2. Applications of Theory
  - Paradigmatic Convergence and Contestation
  - Examples of DCP Research Fields Operating with Multiple Paradigms (e.g. Project Management, Universal Design/Enabling Environments, Feminist Analyses of Architecture, Global Architecture and Urbanism, Thermal Comfort)
3. Projects
  - Mind Maps of Theory
  - Intellectual Chronicles

## EVALUATION OF GRADES

Grade distributions for assignments consist of:

- Participation: 25%
- Theory Genealogy: 30%
- Intellectual Chronicles: 45%

## LATE WORK

Assignments are due as indicated on Canvas. I do not believe in arbitrary late penalties as a principle, as long as you are getting the work done and keeping lines of communication open about your reasons for late submission. There will be continuous assessment in the course so it is your own responsibility – and in your interests - to not fall behind. If you are going to be late, let me know what is going on BEFORE THE DEADLINE.

That being said, if work is not turned in and no discussion is initiated by the student, I will assume that the work is not in progress and mark as a zero after 7 days.

\*Any PRESENTATIONS do need to be delivered at the allocated time, due to scheduling impacts on the entire class\*

## GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/gradesgrading-policies/>.

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		F	<60

## CLASS ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

## PERSONAL STANDARDS

To be effective, a seminar requires everyone’s respectful and attentive behavior. Given the number of students in the seminar, it may be necessary at times to raise your hand to be called upon to speak, in order to ensure that everyone’s opinions and statements are heard. Respect the opinions and assessments made by your fellow classmates by responding with constructive feedback or debate. Being unprepared for class defeats the purpose of a seminar.

## CLASS RECORDINGS

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

## STUDENTS REQUIRING ACCOMMODATIONS

I believe that all students have a right to access the same opportunities for learning. Inclusivity is critical for a healthy learning environment. Some of you may experience particular disabilities for which you require accommodations. This is something that your instructors need to know about as soon as possible, so that they can plan appropriately. If this is the case, and you have not already done so, you should first register with the Disability Resource Center (<https://disability.ufl.edu/get-started/>). The DRC is a group of people dedicated to supporting students – they are friendly and there to help. 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.

## COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## CLASS DEMEANOR

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

## UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor 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.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click <https://sccr.dso.ufl.edu/process/student-conduct-code/> to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## COUNSELING AND WELLNESS CENTER

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## IN-CLASS RECORDING

No recording is allowed.

## MATERIALS AND SUPPLIES FEES

There are no additional fees for this course.

## NETIQUETTE—COMMUNICATION COURTESY

All class members are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please refer to: <https://teach.ufl.edu/resource-library/onlinehybrid-course-creation/>

## RELIGIOUS OBSERVANCES

Please inform the instructor of any religious holidays or other days of special religious significance that may interfere with your participation in this class so that he or she can accommodate these events.

## SEXUAL HARASSMENT

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts its mission and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the university community that creates an unacceptable working environment.

## SPECIAL CONSIDERATION

The principle of equal treatment of all students is a fundamental guide in responding to requests for special consideration. No student shall be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability or the completion of work missed due to religious observance, verified illness, or absence due to circumstances beyond your control. Reconsideration of subjective judgments of an individual student's work will be done only if all students in the class can be and are given the same consideration.

## GETTING HELP

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

<http://helpdesk.ufl.edu>

- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.