

DCP 7790  
DOCTORAL CORE 1: PHILOSOPHY OF INQUIRY  
COURSE SYLLABUS  
FALL 2025  
Class Time: Thursday 12:50 AM - 3:50 PM (Periods 6 - 8)  
Class Location: AH 423

**INSTRUCTOR** Hassan Azad, Ph.D., Assoc. AIA, LEED AP BD+C, INCE-USA  
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**OFFICE HOURS** Thursday, 11:00 AM - 12:00 PM and by appointment  
**OFFICE** ARCH 230

### 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 Modules. The first provides an overview of different paradigmatic positions, and the linkages between epistemology, theoretical perspective, research methodology, and application (or practice). The second Module further illustrates the concepts and linkages of the first section with in-depth reading and critical discussion of specific research topics/fields (selected by the instructor or guest speaker) that are approached from different paradigmatic and theoretical positions.

Woven throughout these first two Modules 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 Module of the course is structured around students’ projects that explore an intellectual chronicle of 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 review 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 perspective.

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 time of publication and may and 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 a 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 two 15-minute seminars, which are followed by 15-minute class discussions based on specific readings of the course and present in class. This element of the class will **constitute 20% of your grade**.

A seminar format requires students to be present in body and mind and to engage as active participants in each and every class. Participants should attempt to make meaningful contributions to every class discussion. This element of the class will **constitute 10% of your grade**.

## PROJECT ASSIGNMENTS

There are two major project assignments, making up **the remaining 70% 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:

### 1. 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.

### 2. 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. Azad.

## CLASS SESSIONS AND BREAKS

Session 1: 12:50 PM - 1:40 PM, Session 2: 1:55 PM - 2:45 PM, Session 3: 3:00 PM – 3:50 PM

Break 1: 1:40 PM – 1:55 PM, Break 2: 2:45 PM – 3:00 PM

## COURSE SCHEDULE

Week	Topic	Session	Activity/Assignment
#1 Aug 21	Course Introduction and Overview: Understanding Ontology and Epistemology	12:50 – 13:40	Introduction of us (who we are and what our research interests are) + course syllabus and schedule + course readings
		13:55 – 14:45	Let's form 4 groups of 3 (preferably from different disciplines in DCP) + Let's finalize the seminar schedules
		15:00 – 15:50	Discussions on what is "reality", "Truth", and "real" + Search for a theory to choose for your Project 1 (next week's discussion)
#2 Aug 28	Theories of Art, Theories of Science, Theories of Practice	12:50 – 13:40	2 seminars + class/group discussions
		13:55 – 14:45	
		15:00 – 15:50	<b>Project 1:</b> Introduction and discussion (identify it next week)
#3 Sep 4	Typologies of Research Paradigms	12:50 – 13:40	3 seminars + class/group discussions
		13:55 – 14:45	
		15:00 – 15:50	<b>Project 1:</b> what have you been considering for your theory? <b>Identify your theory</b>
#4 Sep 11	Review of Paradigms, Linkages, and Creative Process in Science	12:50 – 13:40	<b>Guest 1:</b> TBD
		13:55 – 14:45	
		15:00 – 15:50	3 seminars + class/group discussions
#5 Sep 18	Class Presentations	All sections	Due in class: Project 1 mid-presentation (.ppt)
#6 Sep 25	Positivism	12:50 – 13:40	<b>Guest 2:</b> TBD
		13:55 – 14:45	
		15:00 – 15:50	3 seminars + class/group discussions
#7	The Challenges to Positivism	12:50 – 13:40	<b>Project 2:</b> Introduction and Discussions

Oct 2		13:55 – 14:45	2 seminars + class/group discussions
		15:00 – 15:50	
#8 Oct 9	Social Constructionism	12:50 – 13:40	2 seminars + class/group discussions
		13:55 – 14:45	
		15:00 – 15:50	<b>Guest 3:</b> TBD
Project 1 final submission on Canvas by midnight (.docx or .pdf)			
#9 Oct 16	Interpretivism	12:50 – 13:40	<b>Guest 4:</b> TBD
		13:55 – 14:45	3 seminars + class/group discussions
		15:00 – 15:50	
#10 Oct 23	Critical Theory and Inquiry	12:50 – 13:40	<b>Guest 5:</b> TBD
		13:55 – 14:45	3 seminars + class/group discussions
		15:00 – 15:50	
Project 2 mid-submission on Canvas by midnight (.docx)			
#11 Oct 30	Feminism	12:50 – 13:40	<b>Guest 6:</b> TBD
		13:55 – 14:45	3 seminars + class/group discussions
		15:00 – 15:50	
#12 Nov 6	Postmodernism, and Indigenous Knowledge	12:50 – 13:40	
		13:55 – 14:45	
		15:00 – 15:50	<b>Guest 7:</b> TBD
#13 Nov 13	Class Presentations	All sections	Due in class: Project 2 final presentations (.ppt)
#14 Nov 20	Class Presentations	All sections	Due in class: Project 2 final presentations (.ppt)

## EVALUATION OF GRADES

Assignment Group	Assignment	Total Points	Weighting Scale
Seminar	2 Seminars on the Course Readings	100	20%
Project	Project 1 – Theory Genealogy	40	70%
	Project 2 – Intellectual Chronicles	60	
Attendance	Participation in class/Canvas discussions	100	10%
<b>TOTAL</b>		<b>300</b>	<b>100%</b>

## 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/grades-grading-policies/>.

Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

### 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.

### COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com/>
  - a. Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

### SHARED POLICIES

The Office of Accreditation, Assessment, and Curriculum has created a go-link that should be included in the UF syllabi. This link will direct students to a separate webpage that will provide all required academic policies, such as attendance, grading, DRC, and evaluation verbiage, as well as campus academic, health, and wellness resources. Please see below for the link: <<https://syllabus.ufl.edu/syllabus-policy/uf-policy-on-course-syllabuses/>>