

**Integral Research and Writing:
Towards Societal and Ministry Innovation (GS801)**
January 25-29, 2010
Red Fox Campus, Bethel University, St. Paul, MN

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Syllabus

Rationale for the Course:

During the last two decades, courses in so-called research methodology have proliferated in America and Europe, aimed at undergraduate, postgraduate and most especially doctoral students. From an Integral Research perspective, these have suffered from five major flaws, each of which this course sets out to redress.

① First, the major objective of pursuing doctoral research is to make a contribution to society at large, as well as contribute to a body of knowledge that serves to facilitate such a societal contribution. Unfortunately, most doctoral work fails to realize this objective because it focuses almost exclusively on “following the research rules,” including an obligation to pursue an accepted research methodology. The paradox is that most of the creators of existing research methodologies were originators, if not innovators in their own right. In this course, therefore, we will focus on research methodology as a process for social innovation and encourage you to purposefully pursue innovation in order to benefit yourself, your institution, and society.

② Secondly, there is major confusion in conventional research programs between method (technique) and methodology (philosophy). In Integral Research we focus most specifically on methodology, while taking due account of method. Methodologically, we encourage you to draw on the totality of research methodologies, at least to some degree, rather than merely specializing in one as is conventionally the case.

③ Thirdly, a typical doctoral program will enable you to *inform* rather than to *transform*; to *analyze* rather than to *actualize*. In this course we put an emphasis on transformation, thereby encouraging you to innovate as well as to explain and understand.

④ Fourthly, conventionally speaking, a doctorate is something you pursue on your own, in order to make your individual contribution to research. This greatly inhibits the extent to which you are able to engage in social/ministry innovation. In this course we encourage you to co-create with others, so as to make a collective as well as an individual contribution.

⑤ Finally, and most critically from our integral perspective, research method and methodology are based entirely on American and European ontology and epistemologies, with the positivistic/empirical approach tending to prevail even in qualitative research. Integral Research will expose you to research philosophy and methodology from an eastern and western, northern and southern, as well as centered, perspective (A Four Worlds Approach).

Course Goals:

As a result, this course will have as its goals to help students:

1. Understand the weaknesses of conventional positivistic/empirical approaches to doctoral research and why we should give attention to alternative methodologies and approaches.
2. Understand how Integral Research provides an effective conceptual framework for conducting qualitative research.
3. Develop an understanding of the “Four World’s” approach to research that will allow students both build upon, and complement their particular personality and origins so as to “ground” their research in their unique personality, passions, gifts, sense of calling, and context.
4. Explore various qualitative research methodologies, which can serve as an epistemological lens for effective your research.
5. By developing a personal plan to use Integral Research into social and ministry innovation and ultimately transformation.
6. Gain an understanding of the Chicago Style Manual (Turabian 7th Edition) that will be used in writing your doctoral thesis.
7. Become aware of important issues related to effective writing in the doctoral research context that will facilitate successful completion of the final thesis/dissertation project.
8. Finally, the course will stimulate and explore ways of co-creative knowledge generation and collective research.

Required Texts:

To be read prior to class:

*Lessem, Ronnie & Schieffer, Alexander. *Integral Research: A Global Approach Towards Social Science Research Leading to Social Innovation*. Geneva: TRANS4M Publishing, 2008.
(Can be purchased on Amazon.com)

In addition, obtain a copy of the following, read chapters 15-17 and the appendix, and bring your personal copy to class:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed. Chicago: University of Chicago Press, 2007.

In addition, read the following and bring your personal copy to class:

Lynch, Jack. *The English Language: A User's Guide*. Newburyport, MA: Focus Publishing/R. Pullens Co., 2008.

Recommended Texts:

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| Berg, Bruce. | Qualitative Research Methods for the Social Sciences (6th Edition). Allyn & Bacon. 2006. |
| Creswell, John W. | Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd Edition). Sage Publications, Inc; 2 edition. 2002. |
| Denzin, Norman K. & Yvonna S.Lincoln. | The SAGE Handbook of Qualitative Research. Sage Publications, Inc; 3 edition. 2005. |
| Silverman, David. | Qualitative Research: Theory, Method and Practice. Sage Publications. 2004. |

* *Core text*

Course Requirements:

1. Writing Sample

A writing sample is to be submitted to Dr. Sanders by January 1. The sample must include two or three pages of master's level writing that the student has done, a few footnotes and a few bibliographical entries. No new writing is required; the student should submit material he or she has previously written. The more recent the sample, the better. The idea is to give the teacher some sense of the student-writer's competence in written expression and his/her ability to follow forms and conventions. Do not submit more than three pages.

The writing sample may be mailed or emailed. If emailed, email an attachment (.doc preferred but .pdf okay) that retains the formatting of the original, since one of the reasons for the sample is to check the student's understanding of how to properly format a paper. If emailing, put "writing sample" and your first and last names in the subject line. If mailing, make certain that the sample reaches Dr. Sanders by January 1.

Mail to: John Sanders, Pacific View Church, 4345 Emerald St. Torrance, CA 90503

Email to: SandersJohnG@gmail.com

2. Integral Research Profile and Development Plan: 50%

Each student will submit an Integral Research Profile as completed together in class and provide an accompanying plan for overcoming the Eurocentric bias of positivistic/empirical-based research. This plan should demonstrate that the student has explored the issues related to the integral nature and scope of informative as well as transformative research, drawing on all four corners of the globe, as well as the centre, also showing personal insights as to how they can turn their research into social/ministry innovation.

3. Post Course Project: 50%

Utilizing the material presented and discussed in class each student will complete a project that demonstrates an understanding of the concepts presented in the course as well as selecting one qualitative research methodology that the student feels might best facilitate their doctoral research. The student will write a paper using the Turabian style taught in class, exploring 1). The history and development of the methodology they have chosen, 2). Why they feel the methodology they have chosen is most relevant to their prospective research project and, 3). How they plan to integrate their methodology into their literature search, their fieldwork, and ultimately their thesis writing. **Due date: July 1, 2010**

GENERAL COURSE EXPECTATIONS:

Written assignments should represent the student's own work, conform to principles of academic integrity, and reflect doctoral-level thinking and writing skills, and be in accordance with the program's guidelines for style and form issues (*see section 7 of the Student Manual*).

Grading Philosophy and Point Scale

A final grade of "A" (95-100) is reflective of an extremely high-demonstrated quality level for doctoral studies. A final grade of "B" (85-87) is reflective of an average demonstrated quality level for doctoral. A final grade of "C" (75-77) is reflective of a below average demonstrated quality level for doctoral studies and will not count toward graduation credits.

Grading Criteria

Admittedly, the assignment of grades can be a highly subjective process for the instructor and consequently, a frustrating experience for the student. I offer these "objective" criteria to guide you in your work, as well as to communicate my standards for assigning grades.

1. **Quality of Communication:** This is a doctoral course. As such, my assignment of a grade to your work will in part reflect appropriately high standards for communication clarity. While there are no specific format requirements apart from the use of the downloadable PDF documents, please observe the following.

1. Assignments sent by email should include the student's name.
2. Utilize gender inclusive language unless it violates a theological conviction.
3. Document all sources including author, date, publisher and page number (or web-sites, conferences and other sources of information beyond books).

2. **Quality of Content:** Your assignments will be evaluated on the following content-oriented criteria:

1. The level of analysis of the concerns, problems, issues and questions addressed in your work. For instance, a superficial (even though accurate) articulation and application of information learned in class will not meet the standards for an "A" on the assignment. An "A" assignment will vigorously process the information learned in class through the framework of the Bible, expert content, and personal values and experience such that issues critical to the assignment are addressed. An "A" assignment will demonstrate that the student has thought deeply and biblically about the issues and questions identified in the assignment and *integrated* them into a comprehensive whole.

2. The level of synthesis of course material evidenced by your work. Did you make use of the full range of course material relevant to the assignment, appropriately differentiating, combining, integrating, and applying the material to the issue at hand? Does your work reflect that you have carefully read and thoughtfully *integrated* all relevant course material?

3. The level of evaluation and critical reflection evidenced in your work. Did you employ appropriate criteria (e.g., the Bible, appropriate values, personal experience, and expert opinion) for making critical judgments and for arriving at considered conclusions with reference to the issues at hand? After being informed by the Bible, expert opinion, class reading and discussions, and personal experience, did you come to a set of biblically-based, well-reasoned, and well-defended conclusions and/or points of personal application?

3. Last but not least: DID YOU SPECIFICALLY ENGAGE THE ASSIGNMENTS! DID YOU ADDRESS THE QUESTIONS AND/OR PARTICULARS OF THE ASSIGNMENT AS THEY ARE POSED? DID YOU DO WHAT THE ASSIGNMENT ASKED?

Accessibility:

Please contact the instructor as soon as possible if disability-related accommodations are needed. Accommodations for students with documented disabilities are set up through the Office of Disability Services. Contact Kathy McGillivray, Director of Disability Services, at (651) 635-8759.