

**Integral Research and Writing:
Towards Societal and Ministry Innovation (GS801)**
Intensive: January 23-27, 2012
Bethel Seminary, St. Paul
Doctor of Ministry

Dr. Sam Rima
SamRima2@aol.com

Dr. John Sanders
SandersJohnG@gmail.com

Syllabus

Rationale for the Course

This course aims to equip the Doctor of Ministry student to engage in robust qualitative research leading to the completion of a dissertation that both contributes new knowledge to relevant ministry and social fields and results in innovative solutions to the many burning issues facing the church and society.

First, the major objective of pursuing doctoral research is to contribute to society while contributing 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 creators of existing research methodologies were originators, if not innovators. In this course, therefore, we will focus on research methodology as a process for ministry and social innovation and encourage you to purposefully pursue innovation in order to benefit yourself, your institution, and society.

Secondly, there is major confusion in conventional research programs between method (technique) and methodology (philosophy). In Integral Research we focus specifically on methodology while taking due account of method. In regard to methodology, 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.

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.

Fourthly, a doctorate is usually viewed as 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 and 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.

Finally (and most critically from our integral perspective), research method and methodology are based entirely on American and European ontology and epistemology, 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, western, northern and southern as well as a centered perspective (a “Four Worlds” approach).

Course Goals

This course will help students:

1. understand how Integral Research provides an effective conceptual framework for conducting qualitative research.
2. develop an understanding of the “Four Worlds” approach to research that will allow students to both build upon and complement their particular personalities and origins so as to “ground” their research in their unique personality, passions, gifts, sense of calling, and context.
3. explore various qualitative research methodologies which can serve as an epistemological lens for their research.
4. develop a personal plan to use Integral Research to engage in social and ministry innovation and, ultimately, transformation.
5. engage in the iterative GENE process from the beginning of their doctoral program which will assist them in identifying a provisional research topic and refine it into an acceptable research question, and prepare them to get the most out of the Thesis Proposal Workshop course.
6. gain an understanding of the unique form and style (Turabian 7th edition modified by the D. Min. Style and Form Manual) that will be used in writing their doctoral thesis project reports.
7. become aware of important issues related to effective writing in the doctoral research context that will facilitate successful completion of the final thesis 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 and Alexander Schieffer. *Integral Research and Innovation: Transforming Enterprise and Society*, Farnham, England: Gower, 2010.

Bornstein, David. *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford Press, 2007.

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, obtain a copy of the following, read and bring your personal copy to class:

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

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 masters 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 four 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 June 15.

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 (to be 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 and transformative research, drawing on all four corners of the globe, as well as the center, and showing personal insights into turning the research into social and ministry innovation.

3. Post Course Project: 50%

Utilizing the material presented and discussed in class, each student will complete a project that (a) demonstrates an understanding of the concepts presented in the course and (b) selects one qualitative research methodology that the student feels might best facilitate his or her doctoral research. The student will write a paper using the Turabian style taught in class, exploring (1) the history and development of the methodology chosen, (2) reasons why the chosen methodology is most relevant to the prospective research project and (3) plans for integrating the methodology into the literature search, the fieldwork and ultimately the writing of the thesis.

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.

Grading Philosophy and Point Scale

A final grade of “A” (95-100%) will be awarded to students who demonstrate an above average level of achievement in doctoral studies. A final grade of “B” (85-87) will be awarded to students who demonstrate an average level of achievement in doctoral studies. A final grade of “C” (75-77) will be awarded to students who demonstrate a below average level of achievement in doctoral studies. No credit toward graduation will be granted for the “C” grade.

Grading Criteria

Admittedly, the assignment of grades can be a highly subjective process for the instructor and, consequently, a frustrating experience for the student. The following “objective” criteria are offered to guide you in your work and communicate the teachers’ standards for assigning grades.

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

- a. Assignments sent by email must include the student's name.
- b. Use gender inclusive language unless it violates a theological conviction.
- c. Document all sources (including websites, conferences and other sources) by citing

Quality of Content Your assignments will be evaluated on the following criteria:

a. 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.

b. 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?

c. 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 points of personal application?

d. Last but not least: DID YOU SPECIFICALLY ENGAGE THE ASSIGNMENTS? DID YOU ADDRESS THE QUESTIONS AND 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.

Instructor Bios

Sam Rima currently serves as the Executive Pastor for Leadership Development and Missional Capacity at Christ Community Church in Rochester Minnesota. Recently he served as the Director of the Social Innovation Center at Heliopolis University in Cairo, Egypt. Previously he served as the Director of the Doctor of Ministry Program at Bethel Seminary in St. Paul, MN, where he was also a faculty member in the Center for Transformational Leadership. Before coming to Bethel, Sam was the Executive Minister for the Columbia Baptist Conference, where he oversaw churches in Alaska, Washington, Oregon, Idaho and Montana. In his role as District Executive he also was responsible for the oversight of Lake Retreat (Revensdale, WA), Camp Bighorn (Plains, MT), and Northwest Church Planting (Vancouver, WA). Though he grew-up in the Pacific Northwest, he has been the senior pastor of churches in southern California, Omaha, NE, and Sioux Falls, SD. After receiving his BA in Political Science from Eastern Washington University, Sam served as a staff member for a U.S. Congressional Campaign in Washington State's 5th Congressional district and almost ended-up in Washington, DC. Sam holds a M. Div., and D.Min. from Talbot School of Theology, Biola University and is a Ph.D. Candidate in Socio-Economic Transformation at the University of Buckingham, U.K.

John G. Sanders is a graduate of Judson College (B.A., English), Bethel Theological Seminary (M.Div., New Testament) and Fuller Theological Seminary (D.Min.). A resident of Redondo Beach, he has been senior pastor of Pacific View Baptist Church of Torrance since 1988. He has been a mentor or advisor in Bethel's Doctor of Ministry program for the last dozen years and has served as the technical reader for thesis project reports since 2006. He enjoys golf, grandchildren, reading and travel but not in that order and not simultaneously.

Instructions for Using Moodle

1. Go to <https://blink.bethel.edu> and enter your login information.
2. Locate the Moodle icon in the row of icons at the top right of the Blink home page and click on it.
3. This will take you directly to the Moodle home page.
Note: You should not need to login again, however, if it does request you to login, enter your same username and password. If you access the Moodle site directly (<http://moodle.bethel.edu>) you will need to click “User Login” and enter your login information.
4. Once you are at the Moodle homepage, scroll down until you see “My Courses”.
5. All available courses will be listed under the heading “My Courses”. Select the course you want to see by clicking on the title.
6. Your instructor can choose to organize information by week or by topic.
 - a. The first link you should see at the top of the page is “News Forum”. Announcements will be posted here.
 - b. Syllabus may also be posted here.
 - c. Each week or topic may contain links to readings, assignments, web pages or other various resources.
7. The left and right hand side of the page will include other various links such as:
 - a. Participants: A list of all members of the class.
 - b. Forums: Different “forums” or discussions will be posted here.
 - c. Resources: This link can take you to various documents or materials uploaded by your professor.
 - d. Library Link: A link to various library resources.
 - e. Latest News: This gives a brief preview of the most recent announcements.

Academic Course Policies

(Please see catalog for full range of requirements.)

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 D.Min. Student Manual*).

1. **Academic Integrity** (88-9): "Written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Any act that involves misrepresentation regarding the student's academic work is forbidden. Academic dishonesty includes cheating on assignments or exams, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources."
2. **Course Papers** (90): "All assigned course and term papers in all degree programs are to be submitted in thesis form in conformity with the most recent edition of Kate Turabian's *A Manual for Writers...*" "In addition, students are expected to use inclusive language."
3. **Incomplete Course Work** (92): "Students are expected to submit all work by the dates set by the course instructors and complete all course requirements. The grade 'Incomplete' is temporary and will be granted only in unusual circumstances (such as serious illness or critical emergencies) and will not be considered for a student who is simply behind in the assignments."
4. **Harassment Policies** (93): "Bethel Seminary is committed to providing a Christ-centered community where students, faculty, and staff can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation, including racial and sexual harassment. All members of the Bethel community are expected to educate themselves about sexual and racial harassment."
5. **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.
6. **Drops/Withdrawals:** If you are dropping or withdrawing from a course, it is important to establish your last day of attendance. Please notify the registrar's office and contact your instructor of your intent to drop or withdraw from a course.