



*MS 905: Methods of Intercultural and
Missiological Research
July 16-20, 2018*

Doctor of Philosophy in Intercultural Studies
COURSE SYLLABUS

PROFESSOR

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COURSE DESCRIPTION

A PhD dissertation in Intercultural Studies provides the student the opportunity to research a problem that is interdisciplinary in nature and critical to missiology. This daunting task requires a research strategy to guide the student through the process of formulating a problem statement, choosing a corresponding research method, interacting with precedent literature and writing a proposal for the dissertation. To enable the student to design a proposal, attention will be given to each of the major components: (1) problem formulation, (2) annotated bibliography of the relevant literature, (3) research methodologies, (4) presentation of findings, and (5) conclusions. Development of a conceptual framework for intercultural research will be emphasized.

OBJECTIVES

At the conclusion of this course, the student will be able to:

- Identify a researchable topic relevant to the praxis of missiology and theoretically and academically credible.
- Create an annotated bibliography and integrate findings into the development of an apologetic for his or her choice of topics.
- Formulate a purpose and a problem statement.
- Critically examine the problem statement for significance, interdisciplinarity, and research feasibility.
- Identify the potential sub-research questions or related hypotheses.

- Follow the logic from a research question to research methodologies, critiquing the suitability of one method over another for capturing and analyzing particular kinds of empirical data.
- Develop an investigative strategy based on a research method from one or more of the quantitative or qualitative research methods presented in class.

METHODOLOGY

The course will include lectures, practical demonstrations of assessment methods and instruments, class discussions, and student presentations. Small groups with professor involvement will ensure that the specific needs of the student's research will be met.

CLASS TOPICS

- Overview of the research process
- Choosing and developing a researchable topic
- Creating a credible literature review
- Surveying research on the qualitative and quantitative methodologies most used in missiological research
- Weaving theological and social science findings into an integrated whole
- Writing a dissertation proposal

REQUIRED READINGS:

Bernard, H. Russell. *Research Methods in Cultural Anthropology: Qualitative and Quantitative Approaches*. 5th ed. Lanham, Maryland: AltaMira Press, 2011. (ISBN-13: 978-0759112421) 680 pgs.

Bloomberg, Linda Dale and Marie F. Volpe. *Completing Your Qualitative Dissertation: A Road Map from Beginning to End*. 3rd ed. Thousand Oaks, CA: Sage Publications, 2015. (ISBN-13: 978-1506307695) 400 pgs.

"Doctor of Philosophy: Intercultural Studies Dissertation Proposal Guidelines." Springfield, MO: Assemblies of God Theological Seminary, <http://agts.edu/future-students/programs/doctor-of-applied-intercultural-studies/private-resources/> 2017.

Gilbert, Marvin, Alan Johnson, and Paul Lewis, eds. *Missiological Research: Interdisciplinary Foundations, Methods, and Integration*. Pasadena, CA: William Carey Library, 2018. (ISBN-13: 978-0878086337) 435 pgs.

Office of Extramural Research. *Protecting Human Research Participants*. 2/4/2011 ed.: National Institute of Health, <http://phrp.nihtraining.com/> 2011.

Three (Sage) books on some particular research method: an analytical review is required, however *do not choose until after the presentation in class on methodologies*.

Ten articles from academic journals that demonstrate a variety of methodologies. These articles can be obtained from EBSCO or another online source and should be, as far as possible, be linked to the topic of the student's interest.

Three dissertations that address the student's general area of interest: a critical review of each. Note, if the student is a PhD student, these must be doctoral dissertations, not DMiss or DMin projects.

*For information of textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

RECOMMENDED BOOKS

Adler, Mortimer J. and Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. New York: Simon & Schuster, 1940.

Babbie, Earl R. 2012. *The Practice of Social Research*. 13th ed. Belmont, CA: Wadsworth Publishing.

Denscombe, Martyn. 2015. *The Good Research Guide for Small-Scale Social Research Projects*. New York, New York: McGraw-Hill. ISBN-13: 978-033526470-4. pgs 400.

DeVellis, Robert F. *Scale Development: Theory and Applications*. Thousand Oaks, CA: Sage, 2012.

Elliston, Edgar J. 2011. *Introduction to Missiological Research Design*: William Carey Library.

Fontes, Lisa Aronson. 2008. *Interviewing Clients across Cultures: A Practitioner's Guide*. New York, New York: Guilford Press.

Galvan, Jose. 2009. *Writing Literature Reviews: A Guide for Students of the Social Sciences*. 4th ed. Glendale, CA: Pyczak Publishing.

Krathwohl, David R, and Nick L Smith. 2005. *How to Prepare a Dissertation Proposal: Suggestions for Students in Education and the Social and Behavioral Sciences*. Syracuse, NY: Syracuse University Press. ISBN-13: 978-0815681410. pgs 289.

LeCompte, Margaret D., and Jean J Schensul. 1999. *Designing and Conducting Ethnographic Research*. Vol. 1 Ethnographer's Toolkit, Edited by Jean J Schensul and Margaret D. LeCompte. Lanham, Maryland: AltaMira Press.

Leedy, Paul D and Jeanne Ellis Ormrod. *Practical Research: Planning and Design*. 10th ed. Upper Saddle River, New Jersey: Pearson Education, Inc., 2012.

Machi, Lawrence A., and Brenda T. McEvoy. 2009. *The Literature Review: Six Steps to Success*. Thousand Oaks, CA: Corwin Press (Sage Company). ISBN 978-1-4129-6135-6. pgs 200.

- Myers, William R. 2000. *Research in Ministry: A Primer for the Doctor of Ministry Program*, 3rd ed. Chicago: Exploration Press.
- Punch, Keith F. 2009. *Introduction to Research Methods in Education*. Thousand Oaks, CA: Sage Publications.
- Schensul, Stephen L, Jean J Schensul, and Margaret D LeCompte. 1999. *Essential Ethnographic Methods: Observations, Interviews, and Questionnaires*. Lanham, Maryland: AltaMira Press.
- Single, Peg Boyle. 2009. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Sterling, VA: Stylus Publishing.
- Strunk, William, Jr., and E. B. White. 1999. *The Elements of Style*, 4th ed. Boston: Allyn and Bacon.
- Swinton, John, and Harriet Mowat. 2006. *Practical Theology and Qualitative Research*. London: SCM Press.
- Turabian, Kate L. 2007. *A Manual for Writers of Term Papers, Theses and Dissertations*. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, 7th ed. Chicago: University of Chicago Press.
- Yin, Robert K. *Case Study Research Design and Methods*. Applied Social Research Methods Series, edited by Leonard Bickman and Debra J. Rog. Thousand Oaks, CA: Sage, 2009.

COURSE REQUIREMENTS

Pre-Session

1. Read all required texts.
2. Complete the “*Protecting Human Research Participants*” training online and bring the certificate of completion with you on the first day of class.
3. Read two dissertations and prepare a 3-page document for each that follows the logic of the dissertation. Each dissertation review should address the following questions: **(10%)**
 - a. Is the problem statement clear, researchable, significant, multi-disciplinary (covering both theology and sociology, historiography, or another social science etc.)
 - b. Is the topic critical for missiology?
 - c. Regarding the methodology, did it adequately reveal the facts necessary to answer the problem?
 - d. What was discovered?
 - e. How were the multiple disciplines integrated?
 - f. Did the researcher answer his/her question? Do the outcomes seem generalizable and significant?

4. Write a 6-page reflection paper on the topic you are passionate to pursue. Identify a primary or core theme found in academic dialogue or conversation to which your topic is related. Explain how this topic is related to your mission and why it has become a critical issue to study. What is it that you don't know/is not known in reference to this topic? (see Addendum 1) **(in-class presentation 10%)**

During The Session:

1. Prepare and present in class a three to four page synopsis of your dissertation proposal that prepares you to present your proposed research at the Value Added Week (VAW), following the PhD VAW template. **(20%)**

Post-Session

1. Read and report on at least three Sage methodology books (see Addendum 1), presenting one or two methodologies that you believe will be *important for your research*. Develop a sample of that methodology that will produce the data you need to answer your research questions. Do a trial run and evaluate whether or not it was effective. **(20%)**
2. Write a 21-29 **(maximum)** page proposal for the dissertation, following the Dissertation Proposal Guidelines supplied by AGTS (see required reading). The proposal should contain all the ingredients of a finished dissertation, allowing the reader to follow the logic of the anticipated research. Include 1) the problem statement, 2) research questions or hypotheses, 3) an annotated bibliography related to the topic, 4) a methodology to be employed, 5) an explanation of possible findings and how they will be reported, and 6) potential categories for the conclusions and recommendations. Sample proposals will be on hand to assist the student in developing his or her own proposal. **(40%)**

General Guidelines for Formal Writing Assignments: Each writing assignment should be typed, double spaced in Times New Roman 12 point font, and should conform to Turabian 7th parenthetical edition. The paper must be well-structured, clearly written, and grammatically correct.

****All PhD work must be submitted electronically as Word Document or Pages attachments to Anita Koeshall by email (anita.koeshall@gmail.com). Please include your last name as the first word in the file name.**

Students with Disabilities: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: studentservices@agts.edu. Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

Non-Discriminatory Language. All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

- General Principles: http://www.randomhouse.com/words/language/avoid_guide.html
- Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>.
- Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.
- Disabilities: <http://www.apastyle.org/disabilities.html>.
- Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html.

GRADING FRAMEWORK

Requirement:	Due	Percentage of Grade:
1. Critical review of 2 dissertations	Pre-session	10%
2. Reflection Paper	Pre-session	10%
3. Three Sage book reviews on methodology and Trial run	Post-session	20%
4. VAW Synopsis	In-session	20%
5. Proposal	Post-session	40%

Failure to successfully pass this class with a B+ or better, would jeopardize the student's ability to present a project that would be acceptable to the Intercultural Doctoral Studies Committee.

NOTE: ALL REQUIRED WORK FOR THIS COURSE MUST BE SUBMITTED BEFORE DECEMBER 5, 2018 (before the next set of modules).

I highly recommend completing the post-session work (i.e. all assignments) within 90 days of the last day of class in order to begin pre-session work for your next course. However, all assignments **MUST** be completed before **December 5 as a grade of failure may be issued.** If additional time is required, the student must request an extension prior to this date. If merited, I can grant a 90 day extension (a fee applies). Please note the following policy on assignments as it appears in the catalog under this degree program:

Incomplete Grades

Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of "IP" (In Process) will be issued if the professor's due date falls after the AGTS semester ending date. Due dates of doctoral modular courses are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the student requests additional time, an incomplete "I" grade may be given at the discretion of the instructor for a 90 day extension. In the event the instructor grants a grade of incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. If the work is not submitted before the expiration of the 90 day extension, a grade of failure may be issued. No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses. *Note: A \$50 fee will be*

charged to the student's account for every extension granted and a \$30 fee applies to every grade change even if the instructor has approved an extension for completing the work.

SPECIFIC DATA

Prepared by Anita Koeshall, PhD, February 17, 2018.

**ADDENDUM 1:
Sage Books on Reserve in IDS Office**

Qualitative and Quantitative Methods in Evaluation Research	Cook, Thomas & Reichardt, Charles
The Politics and Ethics of Fieldwork	Punch, Maurice
Knowing Children: Participant observation with Minors	Fine, Gary & Sandstrom, Kent
Microcomputer Applications in Qualitative Research	Pfaffenberber, Bryan
Living the Ethnographic life	Rose, Dan
Analyzing Field Reality	Gubrium, Jaber
Missiological Research Design (1)	Elliston, Edgar
How to Use Qualitative Methods in Evaluation	Patton, Michael
Selecting Ethnographic information	Johnson, Jeffrey
Gender Issues in Field Research	Warren, Carol
Psychoanalytic Aspects of Fieldwork	Hunt, Jennifer
Conversation analysis: The Study of Talk-in-Interaction	Psathas, George
The Active Interview	Holstein, James & Gubrium, jaber
Ethnostatistics: Qualitative Foundations for Quantitative Research	Gephart, Robert
Case Study Methods	Hamel, Jacques
Analyzing Visual Data	Ball, Michael & Smith, Gregory
The Clinical Perspective in Fieldwork	Schein, Edgar
Semiotics and Fieldwork	Manning, Peter
Ethnographic Decision Tree Modeling	Gladwin, Christiana
Interpretive Biography	Denzin, Norman
Qualitative Data Analysis	Miles, Matthew & Huberman, Michael
Meta-Ethnography: Synthesizing Qualitative Studies	Noblit, George & Hare, Dwight
Understanding Ethnographic Texts	Atkinson, Paul
Membership Roles in Field Research	Adler, Patricia & Adler, Peter
Systematic Data Collection	Weller, Susan & Romney, Kimball
Writing Strategies; Reaching Diverse Audiences	Richardson, Laurel
Secrecy and Fieldwork	Mitchell, Richard
The Long Interview	McCracken, Grant
Doing Critical Ethnography	Thomas, Jim
Ethnography in Organizations	Schwartzman, Helen
The Literature Review	Machi, Lawrence & McEvoy Brinda
Narrative Analysis	Riessman, Chaterine
Introduction to Research Methods in	Punch, Keith

Education	
The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations	Wisker, Gina
Speaking of Ethnography	Agar, Michael
Emotions and Fieldwork	Kleinman, Sherryl & Copp, Martha
Practical Theology and Qualitative Research	Swinton, John & Mowat, Harriet
Experiencing Fieldwork: An Inside View of Qualitative Research	Sharffir, William & Stebbins, Robert
Dangerous Fieldwork	Lee, Raymond
Linking Data	Fielding, Nigel & Fielding, Jane
Archival Strategies and Techniques	Hill, Michael

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

The specific learning outcomes for the Doctor of Applied Intercultural Studies include that the student will be able to:

1. master the missiological and cognate disciplines
2. understand the theological disciplines and their relationship to missiology
3. provide leadership in cross-cultural ministries and the capacity to engage in research and teaching

ADDENDUM 2

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”

5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person's name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person's first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun "I." Referring to yourself as "this writer" or "this author" or "he or she who scribeth this paper" appears awkward in my estimation. At the same time, avoid using the first person plural ("we," "us," "our") and the second person singular and plural ("you"). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as "stuffers" in the text.***
11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
12. The bibliography should be strongly represented in the references notes. Avoid "stuffing" the bibliography with little used resources.
13. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
14. Use headings, as well as sub-headings (if necessary). Do not use "chapters"; those would be for theses and dissertations.
15. Proofread the paper carefully and by all means use a spell-check. Have someone else—"THE HONEST FRIEND"—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don't accept them uncritically.
16. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
17. Gender inclusive language should always be used except when referring to the members of the Trinity.