MB 800 Research Methods in Missiology

Steven Ybarrola

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/2440

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
Course: MB800 W1 (SP 2009)
Title: Research Methods in Missiology
Hours: 3.00
Published: Yes, on 01/14/2009
Prerequisites:
None

Department: Behav. Sciences/Ministry
Faculty: Dr. Steve Ybarrola

Meetings:
During 02/09/2009 to 05/22/2009 on Wednesday from 1:00p to 3:45p in M304.

Maximum Registration: 20
Catalog Description: An introduction to the approaches to research design and the research methods typically employed in missiological research. Doctoral students only. Credit only.

Objectives:

RESEARCH METHODS IN MISSIOLOGY
RESEARCH METHODS IN MISSIOLOGY
MB 800—SPRING 2009

Professor: Steve Ybarrola
Office: MC 308
Phone: (859) 858-2056
Email: steve.ybarrola@asburyseminary.edu
Office Hours: Tuesday 10:00-11:00, 1:00-2:00; Wed. 10:00-11:30; or by appointment

Course Description:
This course introduces students to various approaches to research design, research methods and dissertation writing for doctoral students in intercultural studies and evangelization studies. Methods are the link between questions and answers. The problem is finding the appropriate methods that discover data that shed light on the problem at hand. A well-designed research project should provide a door for the researcher to enter the stream of literature being produced about a particular topic. The goal of this course is to introduce students to a variety of research strategies and tools so that the student will be able to contribute to the disciplines within missiology.

Objectives:
By the end of this course participants will be able to:
1. Understand and Apply Research Paradigms ~ Describe the four dominant approaches to research – experimental (quantitative), descriptive (qualitative), historical and critical – in ways that account for their differences and allow the researcher to choose appropriate paradigms for varying types of research questions.
2. Develop a Specific Research Design ~ Locate their own research questions within at least one of the dominant traditions.
3. Develop Bibliographic Control ~ Demonstrate how antecedent theoretical and bibliographic literatures support, clarify and contextualize their own missiological research concerns.
4. Create a Defendable Research Design ~ Develop a research design process that can be applied in a productive manner to most research concerns in missiology.
5. Develop a Research Implementation Plan ~ Explain in detail, using their own missiological concern as the organizing feature, both the stage-by-stage process as well as the stage-specific procedures which would lead to satisfying their own research questions.
6. Present Defendable Doctoral-Quality Reports ~ Develop a sample project that offers reviewers a critical, normative, representative and relevant demonstration of doctoral research competence.

Required Texts:
Bernard, H. Russell

Hawley, Peggy

Wolcott, Harry F.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Dissertation Proposal (Chapter 1)</td>
<td>30%</td>
</tr>
<tr>
<td>Draft 1 (5%)</td>
<td></td>
</tr>
<tr>
<td>Draft 2 (10%)</td>
<td></td>
</tr>
<tr>
<td>Final Draft (15%)</td>
<td></td>
</tr>
<tr>
<td>Literature Review (Chapter 2) Outline</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Theoretical Model</td>
<td>10%</td>
</tr>
<tr>
<td>Other Activities</td>
<td>15%</td>
</tr>
</tbody>
</table>
90-100 = A+/-, 80-89 = B+/-, 70-79 = C+/-, 60-69 = D+/-, Below 60 = F

Grade meaning:
Following the guidelines set out in the Asbury Seminary catalog, I define the grades in the following manner:

A                     Exceptional work: surpassing, markedly outstanding achievement of course objectives.
A-, B+             Very good work. Very strong, significant achievement of course objectives.
B                      Good work: strong, significant achievement of course objectives.
B-, C+             Above acceptable work.
C                     Acceptable work: basic, essential achievement of course objectives.
C-, D+             Below acceptable work.
D                     Marginal work: inadequate, minimal achievement of course objectives.
D-, F               Unacceptable work: failure to achieve course objectives.

As a matter of grading philosophy, it is possible to receive FULL CREDIT (F/C) if you have complied with all instructions, demonstrated superior mastery and integration of course material and submitted it in scholarly and interesting ways. Under this philosophy, “A” quality grades are possible for an entire class; however, at Asbury a “B” quality grades are considered very good work. Most all submitted work is treated as “formative evaluation” material, therefore I may invite resubmissions (with instructions). I will take grading opportunities to reflect on who you are becoming personally, vocationally, professionally; I will offer comments on your performance to that end. I invite you join me by making use of the evaluation process to more deeply integrate your character, competence, confidence and credibility development processes (1 Tim. 2:15).

Incomplete Work (from the Asbury Seminary Catalog):
The official end of each term is 4:00 p.m. on the last day of the examination schedule. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline for submission of any or all course work. The student must petition the faculty person involved and the student’s advisor for permission to receive an “I” at the end of a semester.

A grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment.

If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”

COURSE OVERVIEW

This course has two main purposes—to introduce you to different aspects of social scientific research and to help you develop your dissertation proposal (Chapter 1 of your dissertation). You will also begin work on your literature review (Chapter 2). At this point you may not have a clear idea of your dissertation topic, or if you do, you probably haven’t worked out a thorough research design. This course is designed to assist you in developing your topic and research design while learning the best methodology for your project.

Since most Intercultural Studies and Evangelization Studies dissertations utilize some type of qualitative methodology, we will focus primarily on these methods while exposing you to quantitative methodologies that you might find useful as well.

Key Dates to mark on your calendars:
1) **Feb. 18**—100 curiosity questions related to your topic and research.
   a. A list of 100 common sense questions you have about your research topic, problem and opportunity. No question is too small…just let them flow on paper. Embedded in these are likely
to be the substance and assumption regarding the dissertation you will actually defend one day.

2) **Feb. 25**—One page dissertation matrix.
   a. You will learn how to assemble this during early class sessions. This is the map for your entire study and design.

3) **March 11**—Submit dissertation Chapter 1 peer review draft.
   a. This is your first attempt to put your dissertation proposal (chapter one) into words, into the proper format. It is likely to be a rough draft, but this process requires you to make a commitment about the topic and trajectory. This draft will be reviewed by your peers based on their learning to date.

4) **March 25**—Begin peer proposal defenses.
   a. Each week, starting this week, we will conduct several mock proposal defenses. Peers will serve as examiners and jurors, offering advice on what would be necessary to persuade them if it were a real defense.

5) **April 8**—Submit 1 page theoretical model.
   a. Following examples discussed in class, and based on the assumption “If you can’t draw it, you do not yet understand how to explain it,” you will present a first draft of a theoretical model that might be useful in the explanation of your hunch about a particular research phenomenon.

6) **April 15**—Submit revised version of Chapter 1 for another peer review.
   a. Your chapter draft is presented for a second “blind peer review.” Substantial improvement should be reflected in the first and second draft.

7) **April 22**—Submit dissertation Chapter 2 outline.
   a. You will outline the intended direction in your literature review, focusing on at least forty (40) of the most important resources. **Note: You MUST start on this project at the BEGINNING of the semester** in order to do a worthy job. It is unlikely this can be done in haste and be of much use to your project.

8) **May 6**—Submit final draft of Chapter 1.

9) **May 13**—Submit top 40 annotated bibliography.
   a. You will submit an annotated bibliography with no less than forty (40) top choice sources.

**NOTE ON PAPER SUBMISSIONS**

- **Style Stuff:** All work must be typed, 12 pt Times or Arial Font, double-spaced following the style manuals recommended by the seminary program to which you are a part (except in cases of submission for a publisher. In such cases, you must declare which style manual you are following).

- **Note on Proofreading:** At the graduate and doctoral levels, it should go without saying all work should be proofread before submission, and be presented to represent one’s own work with due attribution to all others’ used in its development. The professor reserves the right to return all papers with glaring proofing and presentation errors as unread, unmarked and graded accordingly. In some cases a resubmission option may be offered.

- **Note on Extensions, Tardiness and Absences:** Occasionally, our academic priorities have to be sacrificed to our personal priorities (e.g., personal, family, financial, physical responsibilities and abilities). While the professor is disposed toward a gracious understanding of these challenges, participants must demonstrate diligence EARLY in the semester for end-semester assignments. Notifying the professor of your need to be absent or late does not change responsibilities or penalties that fairness to all other participants who have met deadlines demands. **Best policy: Do work early and often. NOTE: Notifying the professor of absences, late submissions or incompletes are important academic courtesies, but these notices do not remove the ½ or 1 letter grade penalties associated with failure to complete work according to the schedule. Please consider accepting**
lower grades before requesting extensions, or planning tardinesses or absences.

**SCHEDULE**

**Week 1: Feb. 11**—**COURSE INTRODUCTION; THE FOUNDATIONS OF SOCIAL RESEARCH**  
Reading: Bernard Chapters 1 & 2;  
Geertz, “Thick Description: Toward an Interpretive Theory of Culture” (on Moodle).

**Week 2: Feb. 18**—**PREPARING FOR RESEARCH**  
Reading: Bernard Chapters 3 & 4;  
Vandecreek, “Why Ministers Don’t Like to Do Research” (on Moodle).  
**Activity:** Write up 100 curiosity questions: A list of 100 common sense questions you have about your research topic, problem and opportunity. No question is too small…just let them flow on paper. Embedded in these are likely to be the substance and assumption regarding the dissertation you will actually defend one day.

**Week 3: Feb. 25**—**RESEARCH DESIGN**  
Reading: Bernard Chapter 5;  
Wolcott Chapters 3 & 4;  
**Activity:** One Page Dissertation Matrix: (supplied in class). You will learn how to assemble this during early class sessions. This is the map for your entire study and design.

**Week 4: March 4**—**PRACTICALITIES OF THE DOCTORAL PROCESS**  
Reading: Hawley, Being Bright Is Not Enough (*entire book*).  
**Activity:** 1 page review of Hawley’s book, submitted on Moodle: Review *Being Bright Is Not Enough* to capture practical insights about doctorality, research projects and the academic “game.” Your essay will contribute to a “closed door session” with some ESJ graduates.

**Week 5: March 11**—**SAMPLING**  
Reading: Bernard Chapters 6 & 8.  
**Activity:** Submit dissertation Chapter 1 peer review draft: This is your first attempt to put your dissertation proposal (chapter one) into words, into the proper format. It is likely to be a rough draft, but this processes requires you to make a commitment about the topic and trajectory. This draft will be reviewed by your peers based on their learning to date.

**Week 6: March 18**—**INTERVIEWING**  
Reading: Bernard Chapters 9 & 10.  
**Activity:** 1 page interview guide/schedule: You will present a first draft of field research questions worthy of surveys, interviews or immersion observation strategies. Note: At this stage, a series of ESJ professors and consultants will join the teaching process to present different data collection methods, their own challenges as researchers and fieldwork tips!

**Week 7: March 25**—**PARTICIPANT OBSERVATION; BEGIN PEER PROPOSAL DEFENSES**  
Reading: Bernard Chapters 13 & 15.  
**Activity:** Prepare for peer proposal defenses: Each week, starting this week, we will conduct several mock proposal defenses. Peers will serve as examiners and jurors, offering advice on what would be necessary to persuade them if it were a real defense.

**Week 8: April 1**—**NO CLASS—READING WEEK**
Week 9: April 8—FIELDNOTES
   Reading: Bernard Chapter 14; Ybarrola, Fieldnote example (on Moodle).
   Activity: Submit 1 page theoretical model: Following examples discussed in class, and based on the assumption “If you can’t draw it, you do not yet understand how to explain it,” you will present a first draft of a theoretical model that might be useful in the explanation of your hunch about a particular research phenomenon.

Week 10: April 15—DATA ANALYSIS: TEXT ANALYSIS
   Reading: Bernard Chapters 16 & 17
   Geertz, “‘From the Native’s Point of View’: On the Nature of Anthropological Understanding” (on Moodle)
   Activity: Submit revised version of Chapter 1 for another peer review: Your chapter draft is presented for a second “blind peer review.” Substantial improvement should be reflected in the first and second draft.

Week 11: April 22—DATA ANALYSIS: MODELS AND MATRICES, UNIVARIATE ANALYSIS
   Reading: Bernard Chapters 18 & 19
   Activity: Submit dissertation Chapter 2 outline: You will outline the intended direction in your literature review, focusing on at least forty (40) of the most important resources. Note: You MUST start on this project at the BEGINNING of the semester in order to do a worthy job. It is unlikely this can be done in haste and be of much use to your project.

Week 12: April 29—ETHNOGRAPHIC APPLICATIONS
   Reading: Wolcott Chapters 5 & 6

Week 13: May 6—ETHNOGRAPHIC MATTERS
   Reading: Wolcott Chapters 7, 9, & 12
   Activity: Submit final draft of Chapter 1.

Week 14: May 13—COURSE SUMMARY
   Activity: Submit top 40 annotated bibliography: You will submit an annotated bibliography with no less than forty (40) top choice sources.

Week 15: May 18-22—FINALS WEEK: WE WILL MEET DURING THE FINAL EXAM PERIOD