

INTR 572, Spring 1999  
Cross-Cultural Research  
BGC 255  
Tuesday/Thursday 1:15-3:05

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Office Hours:  
Monday, Wednesday, Friday, 8:30-10:30  
Wednesday 2:00-3:30; Friday 9:00-10:00  
One flexible hour for student convenience

## CROSS-CULTURAL RESEARCH COURSE SYLLABUS

### I. COURSE DESCRIPTION

The course introduces you to the rationale and methodology for qualitative research in missions, with a special focus on developing skills as a participant observer in cross-cultural settings.

### II. COURSE PURPOSE

The course is designed to cultivate in you a spirit of inquiry and equip you to engage in qualitative research in missions, with the tools to understand individuals and cultures. To achieve that end, during the semester we will:

- A. Explore the missiological context for cross-cultural research and the critical importance of research in missions, providing a rationale for qualitative research and its application to missions.
- B. Equip you with the knowledge and skills to do participant observation in diverse cultural settings.
- C. Engage in a team research project to become knowledgeable about the process of developing an effective research team, including such issues as cooperation, project planning and coordination, and shared responsibilities.
- D. Discuss the significance of personal networks and the basic skills for engaging in network analysis.
- E. Consider some of the crucial issues in research with a particular focus on cross-cultural contexts.
- F. Practice some of the core skills of qualitative research, including participant observation, interviewing techniques, focus group leadership, construction of surveys and questionnaires, keeping field notes, doing data collection and data analysis, and research write-up using elements of style appropriate for research writing.

### III. EXPECTATIONS

- A. Class attendance at all sessions and participation in group discussions are expected.
- B. All assignments are to be completed by the start of class on the day they are assigned. Late assignments will receive one grade reduction. That is A to A-, B+ to B and so forth. You are simply to indicate "Late Assignment" in writing under your name on any assignment turned in late. Exceptions include serious illness, a death in the family, or other events of an emergency nature requiring that a student be absent from campus.

### IV. READINGS

#### Required

Glesne, C. & Peshkin, A. (1992). Becoming qualitative researchers: An introduction. White Plains, NY: Longman.

Kirk, J. & Miller, M. (1986). Reliability and validity in qualitative research. Beverly Hills: Sage.

Publication Manual of the American Psychological Association (4<sup>th</sup> Ed.). (1994). Washington, DC: American Psychological Association.

Seidman, I. E. (1991). Interviewing as qualitative research. New York: Columbia University Teachers College Press.

## Optional

Miles, M. & Huberman, A.M. (1994). Qualitative data analysis (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

## V. ASSIGNMENTS

### A. Reading Report and Exercises (35%)

1. Readings assignments are to be completed prior to the class for which they are assigned. The Reading Report (see Appendix A) is due in class on April 29. (10%)
2. Two archival research assignment (see Appendix B) are respectively due on January 26 and February 4. (15%)
3. A Library Research assignment will be introduced in class on January 14. The completed assignment will be due on January 21. (5%)
4. Written field notes from January 19 Participant Observation Field Exercise due January 26. (3%)
5. A Network Profile assignment will be given in class on February 18. It is to be completed on two persons, preferably in your study. You will identify the core networks of the primary participants within their cultural frame and determine the primary bases of their relationships and the extent of the interconnections within the network. The assignment is to be completed and returned by February 23 (2%).

### B. Fieldwork and Field Notes (15%)

1. After your initial exposure to the skills of participant observation, you will then be assigned to one of the approved research projects. You will be required to spend a minimum of 20 hours on at least six separate visits in actual fieldwork, including travel time. An accurate record of visits, including date, hours and location must be kept as part of the field notes. The fieldwork notes must be turned in April 15. (Log of 20 hours: 5%)
2. The field notes (10%) must include:
  - a. An accurate record of times, dates, participants and events recorded in the form of a research log.
  - b. Field notes must be legible, but expediency generally demands that they be handwritten. Write them carefully but don't spend time unnecessarily re-writing field notes.
  - c. As part of your field notes you must record both your observations and your subjective feelings and attitudes. Keep a separate column or record to journal your thoughts, hunches and feelings.

### C. Ethnography 50%

You will be responsible for at least 15 pages of the group ethnography based on your fieldwork. Format, content and specific responsibilities for each participant of group projects will be covered in class. This is a significant project and requires your best effort. It will be turned in for grading in two drafts.

#### First Draft (25%)

The first draft should be as close to final as possible. It must conform to the APA style requirements and include all the required sections. Each member must share equally in the preparation of the draft. Allow adequate time for editorial work. This draft is due April 15, will be returned April 22, and will be graded as follows:

Literature review and reference list - 5 points

Research methods - 10 points

Data analysis - 10 points

#### Final Draft (25%)

The final draft must include the corrections and suggestions given the first draft. It must be printed on a laser printer and bound. Three copies are to be submitted by May 5. One copy will be graded and returned, the second copy will be kept for future use by the Missions & Intercultural Studies department, and the third copy will be delivered to the appropriate research sponsor. It will be graded as follows:

Incorporations of corrections and suggestions given the first draft - 10

Conclusions, recommendations and significance of study - 10 points

Writing style and APA requirements -5 points

D. Historical Analysis

A limited number of students in the class may request the opportunity to participate in an historical research project in the BGC archives as an option to the ethnographic study.

E. Grading

Course grading will be according to the following scale.

Grade	Range	Description
A	96-100	Outstanding: Mastery of theory and penetrating insights in real-life context. Outstanding research, thinking, and communication.
A-	92-95	Superior: Understanding the theory and its application in real-life content. Superior research, thinking, and communication.
B+	88-91	Very good: Research, thinking, and communication are very good. General understanding of theory and application in real-life context.
B	84-87	Satisfactory: Research, thinking, and communication are satisfactory. Understanding of theory and applicability but work could be stronger.
B-	80-83	Acceptable but average at best: Research, thinking, and communication are acceptable. Appear to grasp theory and have made a start in showing its applicability.
C+	76-79	Acceptable but definitely below average: Research, thinking and communication are barely acceptable.
C	75 or below	Not acceptable: The work is not appropriate for this class.

VI. SCHEDULE

January 12 Course Introduction and the Place of Ethnographic Research in Missions  
 Course Requirements  
 Overview of Core Research Skills and Issues  
 Participant observation, interviews, ethical issues, data collection, data analysis, writing and dissemination of research.

January 14 Resources for Research in Missions  
BGC Library Meet at the BGC Library on the 3<sup>rd</sup> floor in the main conference room. Ferne Weimer, director of the library will give an overview of the missions-related resources contained there. Two library research exercises will be distributed. The first, "Who's Doing What In Missions?" relates to mission agencies. The second, "Status of Christianity by Country," will help you locate regional information on missions. Choose **one** and complete it by January 21.

Buswell Library The second half of the class will be held in Buswell Library, identifying resources available for your research projects both in Buswell and via the Internet. We will meet in the Hoisington Conference Room to collectively explore Internet Resources and then move to the Public Access Catalog (PAC) and Electronic Access Center (EAC) at Buswell to search international bibliographic databases. The research exercise "Finding Books and Articles on a People Group or Topic" will be distributed. It is to be completed and turned in by January 21.

The two exercises will be graded by the following scale:  
 4-5 points - Completed thoroughly and accurately  
 2-3 points - Completed but some entries incorrect  
 1 point - Incomplete

Read: Glesne & Peshkin, Chapters 1-2

- January 19      Participant Observation  
 A discussion of the continuum, goals and process of participant observation.  
 The role of the participant observer and the process of documentation will be discussed.  
 A participant observation field exercise will be assigned.
- Grading standard for 3 points assignment:  
 3 points – Observations written thoroughly and clearly  
 2 points – Completed, but could be more thorough and accurate  
 1 point – Incomplete
- Read: Glesne & Peshkin, Chapter 3
- January 21      Archival Research in Missions  
 Meet at 1:15 p.m. at the BGC Archives Reading Room on the 3<sup>rd</sup> floor. Bob Shuster (Director) and Paul Ericksen (Associate Director) of the BGC Archives will give a presentation on the content of the archives, the process of using the archives, and the importance of archiving in and for missions. They will demonstrate how unfolding events, using the most recent Wheaton revival, can be documented. The BGC Archives Finding Aids Exercise will be distributed and explained.  
**Assignment: Library Research Assignments due**
- January 26      Practical Skills for Archival Research in Missions  
 Archives staff will be in the BGC Archives from 1:15-3:05 to assist you in identifying a research topic and/or in obtaining materials related to the topic.  
**Assignment: Participant Observation Field Exercise due**  
**Assignment: BGC Archives Finding Aids Exercise due**
- January 28      Interviewing Skills for Qualitative Research  
 How are interviews set up? What makes them successful? What attributes of an interviewer lead to successful interviews? How is rapport developed in interviews and what role does subjectivity play?  
 Read: Glesne and Peshkin, Chapters 4-5  
 Read: Seidman, Chapters 1-3
- February 2      No class. Faculty Development Day.
- February 4      Issues of Access , Techniques of Interviewing, and Working With Interview Materials  
 How is access established with participants in research? What techniques contribute to effective interviewing? How are the data from interviews managed, transcribed, studied and interpreted?  
 Read: Seidman, Chapters 4-8  
**Assignment: BGC Archives Research Assignment due**
- February 9      Project Identification and Planning  
 Selection of research areas and strategy development.  
 Read ethnographies on reserve (see Reading Report)
- February 11      Literature Review as a Foundation for Research  
 Read: Reserve Readings (see Reading Report)  
 Batz, Busch, et. al.  
 Boyle, Dulawan, et. al.  
 Currey, Geijer, et al.  
 Dillon, Marsh, et al.  
 Onufrock, Bang, et al.
- February 16      Literature Review: A team work day at the libraries in developing a literature review strategy for your research.

- February 18 Network Analysis in Research: Its Nature, Place and Value  
A network analysis is to be completed on two persons. Instructions will be given in class.  
Grading standard for 2 points (%) assignment:  
2 points - Completed well  
1 points - Somewhat incomplete
- Read: Reserve Readings on Networks  
Fisher, Claude, "To Dwell Among Friends"  
Maguire, Lambert, "Understanding Social Networks"
- February 23 Survey Research  
Survey sampling and the construction of surveys.  
**Assignment: Two Network Profiles due**
- February 25 Site visits by teams for participant observation and planning.
- March 2 Ethical Issues in Qualitative Research  
Read: Glesne and Peshkin, Chapter 6  
Reserve Reading: Punch, Maurice, "The Politics and Ethics of Research"
- March 4 Research Methods: A team work day for developing a research methodology.
- March 9, 11 Spring Break
- March 16 Elements of Style – Orientation to Publication Manual of the American Psychological Association  
Planning for research writing. An overview of elements of style.
- March 18 Team field work for data collection
- March 23 The Problems of Reliability and Validity in Qualitative Research  
Read: Kirk & Miller, whole book
- March 25 Team field work for data collection
- March 30 Data Analysis, Part I  
Data display and learning to "make connections"  
Read: Glesne & Peshkin, Chapter 7
- April 6 Data Analysis, Part II  
Read: Seidman, Chapter 8
- April 8 Writing Your Study, Part I  
The roles of the writer and strategies for writing  
Read: Glesne & Peshkin, Chapter 8
- April 13 Writing Your Study, Part II
- April 15 Applications for Qualitative Research  
Read: Glesne and Peshkin, Chapter 9  
**Ethnography, First Draft due**  
**Field Notes Log and Field Notes due**
- April 20 Team fieldwork day for verification of data

April 22 Cross-Cultural Issues in Missiological Research  
Ethnography, First Draft returned  
Team Work on ethnography revisions

April 27 Ethical Issues in Missiological Research

April 29 Research Presentations and Debriefing  
Ethnography, Second Draft due (unbound)  
**Assignment: Reading Report due**

May 5 1:30 p.m. Lunch with research supervisors at ethnic restaurant  
Presentation of ethnographies  
**Assignment: Bound Ethnographies presented**

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INTR 572, Spring 1999  
 Cross-Cultural Research  
 BCG 255, Tuesday/Thursday 1:15-3:05  
 Glesne and Seidman 2<sup>nd</sup> edition page numbers

Name \_\_\_\_\_

CPO # \_\_\_\_\_

**Reading Report**  
 Due April 29 in class

Date	Reading	No. of Pages	# Read on Time	# Read Late
Jan. 14	Glesne & Peshkin, Chs. 1-2, pp. 1-42	42	_____	_____
Jan. 19	Glesne & Peshkin, Ch. 3, pp. 43-66	24	_____	_____
Jan. 28	Glesne & Peshkin, Chs. 4-5, pp. 67-112	45	_____	_____
	Seidman, Chs. 1-3, pp. 1-33	33	_____	_____
Feb. 4	Seidman, Chs. 4-7, pp. 34-94	61	_____	_____
Feb. 9	Reserve Readings Ethnographies:			
	Bohannon, Laura, "Shakespeare in the Bush"	10	_____	_____
	Furseth and Kok, "An African-American Worship Experience," INTR 572	35	_____	_____
	Lee, Richard, "Eating Christmas in the Kalahari"	8	_____	_____
	Nelson, Nici, "Surviving in the City"	19	_____	_____
	Sharp, Lauriston, "Steel Axes for Stone-Age Australians"	14	_____	_____
	Smith, Wes, "Amish Defying Tradition to Pay Medical Bills"	1	_____	_____
Feb. 11	Batz, Busch, Sackey-Ansah, Snyder, "Asians in Resettlement: A Study of Suburban Chicago"	100		
	Boyle, Dulawan, Geijer, Skinner, "Strategies for Assisting the Acculturation of Asians into American Society: A Study for the Outreach Community Center and Bridgeway Community Church"	83		

Date	Reading	No. of Pages	# Read on Time	# Read Late
	Currey, Geijer, Kim, Rendall, "Integrating Hispanic Youth Into a Multicultural Youth Ministry"	71		
	Dillon, Marsh, Song, Trusty, "Multiethnic Ministry in Chicago: A Study of Six Evangelical Churches"	88		
	Onufrock, Bang, Sorokina, Fuhrer, "Background on a Carol Stream Neighborhood"	85		
	Read a total of 200 pages		_____	_____
Feb. 18	Fisher, Claude, "To Dwell Among Friends"	7	_____	_____
	Maguire, Lambert, "Understanding Social Networks"	11	_____	_____
Mar. 2	Glesne & Peshkin, Ch. 6, pp. 113-129	17	_____	_____
	Punch, Maurice, "The Politics and Ethics of Research"	20	_____	_____
Mar. 23	Kirk & Miller, whole book, pp. 9-73	65	_____	_____
Mar. 30	Glesne & Peshkin, Ch. 7, pp. 130-154	25	_____	_____
Apr. 6	Seidman, Ch. 8, pp. 95-112	18	_____	_____
Apr. 8	Glesne & Peshkin, Ch. 8, pp. 155-174	20	_____	_____
April 15	Glesne & Peshkin, Ch. 9, pp. 175-192	18	_____	_____
	Total number pages read		_____	_____

Due: April 29, 1998 in class

INTR 572  
Cross-Cultural Research  
BGC Archives Hours, 10 –6 Mon-Fri; 10-2 Sat

### BGC Archives Finding Aids Exercise

At the January 21 class in the Archives an exercise to acquaint you with finding aids in the BGC Archives will be distributed. It is to be completed and brought to the assignment box in the Archives Reading Room on Tuesday, January 26 (open 10 a.m. to 6 p.m.). It will be graded by the following standard.

- 3 points - Completed correctly
- 2 points - Completed but some entries incorrect
- 1 point - Incomplete

### BGC Archives Research Assignment

- Select a topic of personal interest from the Archives Topic List that will be provided during the orientation to the BGC Archives. If you wish to research an area not on the list, clear that topic with one of the archivists, to ensure that adequate materials are available.
- Part I: Utilizing three collections, select at least five quotations or images (photos, diary pages, maps) utilizing a different document type for each one. A correct citation of the source should be attached to it. Guidelines for correct citations will be given to you in class. Document types include:

- Personal correspondence
- Oral history interviews (tapes or transcripts)
- Diaries
- Official or administrative correspondence
- Newspaper clippings
- Reports
- Prayer letters
- Statistical compilations
- Business minutes, budgets and financial records
- Speeches/sermons
- Conference programs

Bob Shuster and/or Paul Ericksen will be in the Archives on Tuesday, January 26 from 1:15-3:05 p.m. to assist you with this portion of the assignment. Anticipate spending up to five hours of research time in the archives.

It will be graded by the following standard: 5 points total, one for each quotation and correct citation.

- Part II: Write a 1000 word newspaper article, feature story or mission magazine article on this topic, utilizing material gleaned in Part I of the exercise. You are encouraged to submit it for publication in a mission magazine or to make use of it in some practical way (e.g. sending it to missionaries with an interest in this topic, using it in a presentation, etc.). Indicate on the assignment how you plan to use it.

It will be graded by the following standard: 7 points total possible based on relevant use of quotes or data and engaging style.

Assignment: Part I and Part II due February 4.

# MEMORANDUM

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TO: Cross-Cultural Research Students  
FROM: Evvy Campbell  
DATE: January 14, 1999  
RE: INTR 572 Cross-Cultural Research Reserve Readings

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The following are the readings for INTR 572. An asterisk indicates that the reading is on reserve at Buswell.

## Required Books

Glesne, C. & Peshkin, A. (1992). Becoming qualitative researchers: An introduction. White Plains, NY: Longman.

\* Kirk, J. & Miller, M. (1986). Reliability and validity in qualitative research. Beverly Hills: Sage.

Publication Manual of the American Psychological Association (4<sup>th</sup> Ed.). (1994). Washington, DC: American Psychological Association.

Seidman, I. E. (1991). Interviewing as qualitative research. New York: Columbia University Teachers College Press.

## Optional Book

\* Miles, M. & Huberman, A.M. (1994). Qualitative data analysis (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

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## Required Reserve Readings Ethnographies (February 9) \* (All on reserve)

Bohannon, Laura, "Shakespeare in the Bush"	10 pp	2 copies
Furseth and Kok, "An African-American Worship Experience, " INTR 572	35	2 copies
Lee, Richard, "Eating Christmas in the Kalahari"	8	2 copies
Nelson, Nici, "Surviving in the City"	19	2 copies
Sharp, Lauriston, "Steel Axes for Stone-Age Australians"	14	2 copies
Smith, Wes, "Amish Defying Tradition to Pay Medical Bills"	1	2 copies

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## Required Reserve Reading Ethnographies (February 11) \* (All on reserve)

Batz, Busch, Sackey-Ansah, Snyder, "Asians in Resettlement: A Study of Suburban Chicago"	100 pp
Boyle, Dulawan, Geijer, Skinner, "Strategies for Assisting the Acculturation of Asians into American Society: A Study for the Outreach Community Center and Bridgeway Community Church"	83

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Currey, Geijer, Kim, Rendall, "Integrating Hispanic Youth Into a Multicultural Youth Ministry" 71

Dillon, Marsh, Song, Trusty, "Multiethnic Ministry in Chicago: A Study of Six Evangelical Churches" 88

Onufrock, Bang, Sorokina, Fuhrer, "Background on a Carol Stream Neighborhood" 85

Read a total of 200 pages of the February 11 ethnographies

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**Required Networking Reserve Readings (February 18) \* (All on reserve)**

Fisher, Claude, "To Dwell Among Friends" 7 pp 6 copies

Maguire, Lambert, "Understanding Social Networks" 11 6 copies

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**Required Ethical Issues in Research Reading (March 2) \* (On reserve)**

Punch, Maurice, "The Politics and Ethics of Research" 20 pp 3 copies

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**Optional DuPage County and City of Wheaton Information \* (On reserve)**

Large Gray Box on reserve

Community Survey Data, May 1997

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**Optional Arhival Readings \* (On reserve)**

Stauffer, Amy "A Voice for the Children: The Orphan Ministry of Ruth Margaret Mellis" 10 pp

Yakel, Elizabeth "Starting an Archives" 72