

649: DOCTORAL RESEARCH AND PROCESS: ONLINE VERSION
("Miniproposal Course")

Fall, 2001

Schedule Number: SN 5359

IMPORTANT: This course will be offered, for the first time, in an online format during the fall, 2001 quarter. Information will be provided, later, about special registration and preparation procedures, and about the meeting times and online discussion procedures. For additional information, contact the course instructor, William Braud, by e-mail [william@integral-inquiry.com] or by phone [650/493-4430 ext. 22].

Students should register using the regular ITP registration procedures. When the instructor has received the official class list, he will notify enrollees about the additional online "registration" procedure that will allow access to the online conferencing site where the course will take place. Students will be required to practice assessing the online conferencing site about 1 week before the class begins.

Meeting day and time: to be arranged (for this online course)

Instructor: William Braud

Office hours: to be arranged (for this online course)

Prerequisite: Prior Approval of Scholarly Overview Paper

Prerequisite: To participate in this course, students must have access to the Internet and the World Wide Web, through their own Internet Service Provider, and they must also have suitable computer hardware and software. A computer of sufficient speed and memory capacity (a Pentium computer working at 700 MHz, with 64 or 128 megabytes of memory, would be ideal; however computers with lower speed and memory capacity would also work, although more slowly) and a modem would be required. Appropriate software would include an Internet browser (such as Netscape 4.7 or Internet Explorer), an e-mail communication program, and a word processing program (such as Word for Windows). As a test of your system, you might access William Braud's web site [<http://www.integral-inquiry.com>] to see how easily and quickly the process goes.

Required Texts and Readings

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. (softcover)
- Braud, W., & Anderson, R. (1998). *Transpersonal research methods for the social sciences: Honoring human experience*. Thousand Oaks, CA: Sage. (paperback)

Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative & qualitative approaches*. Thousand Oaks, CA: Sage. (paperback)

Institute of Transpersonal Psychology. (1997). *The ITP dissertation handbook for students* (Summer, 1997 Revision). Palo Alto, CA: Author. [instructor will provide this]

Institute of Transpersonal Psychology (1997). *I. T. P. writing & style handbook*. Palo Alto, CA: Author. [students already should have received this]

I. T. P. Dissertation Express [Newsletters]. [1993-2000: 15 issues] [will be provided]

I.T.P. Dissertation Resources Packet [will be provided]

Plus, 5 to 10 primary research articles or dissertations in student's specific research interest area (to be used in preparing the miniproposal course requirement).

Recommended Texts and Readings

Anderson, R. (2000). Intuitive inquiry: Interpreting objective and subjective data. *ReVision: A Journal of Consciousness and Transformation*, 22(4), 31-39.

Babbie, E. (2001). *The practice of social research* (9th ed.) Belmont, CA: Wadsworth.

Barrell, J. J., Aanstoos, C., Richards, A. C., & Arons, M. (1987). Human science research methods. *Journal of Humanistic Psychology*, 27(4), 424-457.

Borg, W. R., & Gall, M. D. (1989). *Educational research: An introduction* (5th ed.). White Plains, NY: Longman.

Breakwell, G. M., Hammond, S., & Fife-Schaw, C. (Eds.). (1995). *Research methods in psychology*. Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Drew, N. (1993). Reenactment interviewing: A methodology for phenomenological research. *IMAGE: Journal of Nursing Scholarship*, 25(4), 345-351.

Harman, W. (with Clark, J.). (Eds.). (1994). *New metaphysical foundations of modern science*. Sausalito, CA: Institute of Noetic Sciences

Hart, T., Nelson, P., & Puhakka, K. (Eds.). (2000). *Transpersonal knowing: Exploring the horizon of consciousness*. Albany, NY: SUNY Press.

Howell, D. C. (1992). *Statistical methods for psychology* (3rd ed.). Belmont, CA: Duxbury.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (1993). *Proposals that work* (3rd ed.). Thousand Oaks, CA: Sage.

McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology*, 48, 1-30.

Polkinghorne, D. E. (1989). Phenomenological research methods. In R. S. Valle & S. Halling (Eds.), *Existential-phenomenological perspectives in psychology* (pp. 41-60). New York: Plenum.

- Root-Bernstein, R. & M. (1999). *Sparks of genius: The thirteen thinking tools of the world's most creative people*. Boston: Houghton Mifflin.
- Rothberg, D. (Ed.). (1994). Spiritual inquiry [Special issue]. *ReVision: A Journal of Consciousness and Transformation*, 17(2).
- Rothberg, D., & Kelly, S. (Eds.). (1998). *Ken Wilber in dialogue: Conversations with leading transpersonal thinkers*. Wheaton, IL: Quest.
- Smith, J. A., Harré, R., & Van Langenhove, L. (Eds.). (1995a). *Rethinking methods in psychology*. Thousand Oaks, CA: Sage.
- Smith, J. A., Harré, R., & Van Langenhove, L. (Eds.). (1995b). *Rethinking psychology*. Thousand Oaks, CA: Sage.
- Taylor, S. J., & Bogdan, R. (Eds.). (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). New York: John Wiley & Sons.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. Bristol, PA: Falmer.
- Valle, R. (Ed.). (1998). *Phenomenological inquiry in psychology: Existential and transpersonal dimensions*. New York: Plenum.
- Whitley, B. E., Jr. (1996). *Principles of research in behavioral science*. Mountain View, CA: Mayfield Publishing Company.
- Wolcott, H. R. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.

Additional Readings on Research, Method, and Theory from Diverse Perspectives

- Boykin, A. W., Jagers, R. J., Ellison, C., & Albury, A. (1997). Communalism: Conceptualization and measurement of an Afro-cultural social ethos. *Journal of Black Studies*, 27, 409-418.
- Braud, W. (1997). *The ley and the labyrinth: Universalistic and particularistic approaches to knowing*. Unpublished manuscript, Institute of Transpersonal Psychology, Palo Alto, CA.
- Bynum, E. B. (1999). *The African unconscious: Roots of ancient mysticism and modern psychology*. New York: Teachers College Press.
- Colorado, P. (1988). Bridging native and western science. *Convergence*, 21(2/3), 49-67.
- Deloria, V., Jr. (1994). If you think about it, you will see that it is true. In W. Harman (with J. Clark) (Eds.), *New metaphysical foundations of modern science* (pp. 287-320). Sausalito, CA: Institute of Noetic Sciences.
- Dixon, V. J. (1976). Worldviews and research methodology. In L. M. King, V. Dixon, & W. Nobles (Eds.), *African philosophy: Assumptions and paradigms for research on Black persons*. Los Angeles: Fanon Research and Development Center.
- Highwater, J. (1981). *The primal mind: Vision and reality in Indian America*. New York: HarperCollins.
- Hollenback, J. B. (1996). *Mysticism: Experience, response, and empowerment*. University Park, PA: Pennsylvania State University Press.
- Jagers, R. J. (1995). The communalism scale and collectivistic-individualistic tendencies: Some preliminary findings. *Journal of Black Psychology*, 21(2), 153-167.

- Kremer, J. W. (Ed.). (1992). Culture and ways of knowing [Special issue]. *ReVision: A Journal of Consciousness and Transformation*, 14(4).
- Kremer, J. W. (1998). The shadow of evolutionary thinking. In D. Rothberg & S. Kelly (Eds.), *Ken Wilber in dialogue: Conversations with leading transpersonal thinkers* (pp. 237-258). Wheaton, IL: Quest.
- Lonner, W. J., & Berry J. W. (1986). *Field methods in cross-cultural research*. Beverly Hills, CA: Sage.
- McGuigan, J. (1998). *Cultural methodologies*. Thousand Oaks, CA: Sage.
- Much, N. (1995). Cultural psychology. In J. A. Smith, R. Harré, & L. Van Langenhove (Eds.), *Rethinking psychology* (pp. 97-121). Thousand Oaks, CA: Sage.
- Much, N. C., & Mahapatra, M. (1995). Constructing divinity. In R. Harré & P. Stearns (Eds.), *Discursive psychology in practice* (pp. 55-86). Thousand Oaks, CA: Sage.
- Myers, L. J. (1985). Transpersonal psychology: The role of the Afrocentric paradigm. *Journal of Black Psychology*, 12(1), 31-42.
- Nelson, L. H. (1994). On what we say there is and why it matters: A feminist perspective on metaphysics and science. In W. Harman (with J. Clark) (Eds.), *New metaphysical foundations of modern science* (pp. 15-46). Sausalito, CA: Institute of Noetic Sciences.
- Nicolson, P. (1995). Feminism and psychology. In J. A. Smith, R. Harré, & L. Van Langenhove (Eds.), *Rethinking psychology* (pp. 122-142). Thousand Oaks, CA: Sage.
- Shen, V. (1994). *Confucianism, Taoism, and constructive realism*. Vienna, Austria: WUV-Universitätsverlag.
- Underwood, P. S. (1993, Autumn). A Native American worldview. *Noetic Sciences Review*, 14-20.
- Wright, P. A. (1998). Gender issues in Ken Wilber's transpersonal theory. In D. Rothberg & S. Kelly (Eds.), *Ken Wilber in dialogue: Conversations with leading transpersonal thinkers* (pp. 207-236). Wheaton, IL: Quest.
- Wronka, J. M. (1993). "Science" and indigenous cultures. *The Humanistic Psychologist*, 21, 341-353.

Purpose of the Course

The purpose of this course is to provide an opportunity for (a) learning the requirements for format and content of the miniproposal, (b) writing the miniproposal for the dissertation, (c) learning the expected formats and contents of proposals and dissertations, and (d) overviewing the ITP dissertation process.

In this course, students will delineate their dissertation topics, review scholarly literature related to the topic, carefully select research methods that best suit the research topic, and complete the writing of their miniproposals. The miniproposal will be written in installments, and the student will receive chapter-by-chapter feedback.

Students should be prepared to write their miniproposal during this quarter. If you are unsure of your dissertation topic or need to focus the topic more clearly, you are *not* ready to write your miniproposal this quarter. In such a case, take the course later (it will be offered again in the Winter quarter) or audit the class. If you choose to audit, you are encouraged to participate in class discussions but will not receive feedback on your writing.

Method of Instruction (Course Format)

The course will be offered in an online format, with both asynchronous (bulletin board postings) and synchronous (simultaneous virtual meetings) discussions. The class will meet over the regular 10-week fall quarter. There will be one 3-hr. synchronous meeting each week during which all students and the instructor participate. The day and time of these synchronous meetings is to be arranged.

This will be a working course in which the student, with the help of other students and the instructor, will identify a dissertation topic that has heart and meaning, focus the topic, choose the most fitting research method(s), and write concise miniproposal chapter drafts that describe the major components of the research project. The instructor will present essential features of proposal and dissertation writing and research practice. Based on instructor suggestions and information from the required and recommended readings, students will explore—individually and during in-class brainstorming and feedback sessions—alternative ways of planning, designing, and carrying out their research projects.

Students will move at a brisk pace in writing their three miniproposal chapter drafts (Literature Review, Introduction, Research Methods). The written chapters will be submitted as e-mail attachments (rich text format files) or through other means of delivery. The instructor will provide detailed feedback about each submitted chapter. This feedback will be helpful in writing subsequent chapter drafts. The preliminary chapters will be revised appropriately, and the revisions will be fine-tuned and consolidated into the final miniproposal, due on the last day of class.

During the last two classes, the instructor will provide an overview of the "big picture" and the rest of the steps of the ITP dissertation process (committees and outside readers; growing the proposal; conducting the research; working with findings; Results and Discussion materials; writing the first and final drafts; committee meetings; other requirements). Experiential exercises related to the dissertation process, as well as possible visits by students who recently completed their dissertations, will supplement the class presentations and discussions.

Process of Evaluation

In order to pass this course, the student is expected to participate actively in both asynchronous and synchronous online in class discussions, complete the required readings on schedule, submit the individual miniproposal chapters at the appropriate times, and write a satisfactory final miniproposal.

The miniproposal is a *preliminary and shorter* version of the formal dissertation proposal. Along with the Scholarly Overview Paper (which must already have been approved, as a prerequisite for taking this course), the miniproposal is used to assess the student's competency to advance to the Dissertation Phase (Phase III) at ITP. You also may wish to use your miniproposal to describe your dissertation work to prospective committee members.

The miniproposal will be 16 to 30 pages in length (double-spaced, left margin 1_-inches, all other margins 1 inch; use 12-point, serif-style typeface). Drafts of the three chapters and the completed miniproposal will be submitted in installments, as follows:

Chapter 2 (Literature Review) draft	-	due week of October 15, 2001
Chapter 1 (Introduction) draft	-	due week of October 29, 2001
Chapter 3 (Research Methods) draft	-	due week of November 12, 2001
Completed miniproposal (plus re-submitted marked drafts)	-	due week of December 3, 2001

All submission dates are firm. Please honor them, and do not request extensions.

Page ranges are given on the Class Schedule page. Do not exceed the upper page limit for any chapter.

Use a spell-checker, and carefully proof-read all materials for correct format, style, grammar, and punctuation before submitting. Edit the manuscript for organization, clarity, and flow. Either do careful editing yourself or have someone else edit your manuscript before submitting it.

All references cited in a given chapter must be included with that chapter. When submitting the completed miniproposal, consolidate all references at the end of the manuscript.

The instructor will provide feedback for each chapter. The completed miniproposal will be reworked in light of the feedback provided. Along with the completed miniproposal, the student will submit copies of all original chapter drafts that had previously been marked by the instructor. **Mark all new and revised sections of the completed miniproposal with a colored marking pen.**

The miniproposal will be evaluated on the basis of appropriateness of topic and research methods, adequate coverage, clarity of writing, critical thinking, scholarly writing, emphasis

upon primary sources (peer-reviewed reports of original findings), proper use of APA format, and relevance to the field of transpersonal psychology.

Anticipated Learning Outcomes

- Familiarity with ITP dissertation process requirements and procedures;
- Familiarity with appropriate contents and formats for miniproposals, proposals, and dissertations;
- Progress in selecting, focusing, and developing the topic, research questions, and methods for one's own dissertation work;
- Progress in reviewing primary literature relevant to one's chosen research topic;
- Practice in evaluating and critiquing research;
- Practice in developing additional ways in which research methods can be extended or expanded to become more appropriate for transpersonal studies;
- Knowledge of the dissertation topics and methods of other students;
- Acquiring additional practice in scholarly writing, while honoring one's unique style and way of expressing oneself creatively;
- Learning to receive feedback, evaluate it, and apply it for strengthening one's writing and research skills;
- Preparation and completion of a quality miniproposal;
- Understanding how research can simultaneously provide information and foster transformation;
- Increased appreciation of the transpersonal aspects of research (in terms of sources of inspiration and guidance, applications in the service of self and others, and implications);
- Understanding more fully how qualities of mindfulness, discernment, compassion, and appreciation of differences may be practiced in the course of research and may even shape the research topics and approaches;
- Appreciating that a successful research project is completed with a sense of mastery, humility, and awe.

Additional Details of Course Content and Coverage

In the contexts of content for the three respective miniproposal chapters, the following specific areas will be covered in this course:

Relevant to the Literature Review chapter: primary versus secondary sources, literature searches and resources, summarizing articles, integrating findings, evaluating and critiquing articles, critical thinking and conceptualization, empirical literature, theoretical literature, the place of personal and anecdotal evidence, scholarly writing, APA writing guidelines, practical suggestions for dissertation work; meta-analytical alternatives.

Relevant to the Introduction chapter: clear and crisp topic descriptions, purpose of the research, significance of the research, research questions and hypotheses and how these are addressed, brief statement of the relevant research approach.

Relevant to the Research Methods chapter: general design or approach, selecting participants, inclusion and exclusion criteria, sample size considerations, informed consent and other ethical issues, choosing appropriate methods, assessment tools, procedures, delimitations and limitations, planned treatment of data.

Relevant to Results chapter: intact cases versus thematic analyses in qualitative research, formats for data presentation in quantitative studies, strengths and limitations of universalistic (nomothetic) and particularistic (idiographic) approaches to knowing, maximizing transformation as well as information.

Relevant to Discussion chapter: discussion, interpretations, and conceptualizations of findings, theories and models, planning future research.

Some class time will be devoted to *experiential exercises* relevant to the dissertation process. Possible areas addressed in these exercises will include: becoming more mindful of greatest potential challenges and greatest strengths and allies; mind-mapping to determine the best topics for the literature review; uses of visualizations and suggestions in facilitating the dissertation process; setting intentions; importance of rituals; accessing alternative states of consciousness for gathering, working with, and presenting data; augmenting intellectual/linear/verbal knowing through the addition of sensory, bodily, emotional, intuitive, and memorial modes of knowing.

Class Schedule (Tentative)

Week 1	Week of Sept. 24	Course overview, plans, and requirements Transpersonal dimensions of research General discussion of dissertation topics Content and format for proposals and dissertations Expectations, departures, extensions
Week 2	Week of Oct. 1	Literature Review considerations: coverage, sources, evaluations Guidelines for writing Literature Review Scholarly writing and options
Week 3	Week of Oct. 8	Continued discussions and work on reviewing relevant literature
Week 4	Week of Oct. 15	Draft of Literature Review (Ch. 2) due (6-10 pages) (include one "classic," one theoretical, and about four empirical articles) (include References listing for the articles you cite) (use appropriate title page—see Dissertation Handbook for model) Guidelines for writing Introduction Introduction considerations: focusing topic, contextualizing project, research questions or hypotheses
Week 5	Week of Oct. 22	Literature Review draft returned; feedback and discussion Additional Introduction considerations
Week 6	Week of Oct. 29	Draft of Introduction (Ch. 1) due (2-4 pages) (include References listing for the articles you cite) Guidelines for writing Research Methods chapter Research Methods considerations: matching methods to topics, participants, procedures, planned data analyses
Week 7	Week of Nov. 5	Introduction draft returned; feedback and discussion Blending, extending, and expanding research methods Consent forms, announcements, communications, Procedural particulars, Ethics reviews, permissions Additional Research Methods considerations

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Week 8	Week of Nov. 12	Draft of Research Methods (Ch. 3) due (8-16 pages) (include References listing for the articles you cite) (include an Informed Consent Form with eight major components) (include a concise Abstract of 120 words or less) Guidelines for working with data and writing Results chapter
THANKSGIVING BREAK (Monday, Nov. 19 through Friday, Nov. 23)		
Week 9	Week of Nov. 26	Research Methods draft returned; feedback and discussion Guidelines for interpreting findings and writing Discussion chapter
Week 10	Week of Dec. 3	Corrected and revised miniproposal due (16-30 pages) (consolidate all references in one References section) (re-submit all previous, marked chapter drafts) (indicate all new or revised materials with colored marking pen) Discussion of rest of ITP dissertation process, steps, requirements, committees, outside readers, etc.