

California Institute of Integral Studies

EWP8510: THEORETICAL RESEARCH METHODS

Fall 2014 (3 units)

Wednesdays 11:45am-2:45pm (Sept 10-Dec 3); Saturday, 10am-5pm (Dec 6)

Instructor: Jorge N. Ferrer, Ph.D. Contact: [jferrer@ciis.edu]

Course Description:

This course examines a number of theoretical research methods, assists students in developing their own, and provides the foundations for writing papers for academic publication. Emphasis is placed on approaching research and writing as transformative spiritual practices. Theoretical research is the systematic application of a standpoint or standpoints to a body of existing knowledge with the intention of uncovering, generating, critiquing, deconstructing, or integrating meanings, theories, models, paradigms, or fields of knowledge. Theoretical research is carried out with critical reflection based on a thorough knowledge of the relevant literature of that standpoint or standpoints, as well as of the material to which it is being applied. Theoretical approaches surveyed in the course include hermeneutics, comparative studies, integrative scholarship, critical and postcolonial theory, deconstruction, and feminist theory.

Summary of Educational Purpose:

The main purpose of this course is to provide students with the knowledge and skills needed to develop a theoretical approach adequate to their research interests, write theoretical papers or dissertations, and submit them for publication.

Learning Objectives:

After completing this course, students will be able to:

1. Understand the various logics of theoretical inquiry.
2. Be familiar with a variety of theoretical methods in the human sciences.
3. Develop a theoretical approach appropriate to their research interests.
4. Write theoretical papers and submit them for publication.

Statement on Diversity:

Male white Western scholars have historically dominated many of the theoretical approaches surveyed in this course. All efforts have been made to incorporate in the course's readings the voices of female scholars and alternative perspectives that have become available in recent years. In this regard, the course includes a session on feminist theory, postcolonial critiques of Western scholarship, and discussion of embodied, feminine approaches to writing. Further references on these and/or other areas of inquiry in relation to the course can be provided upon request.

Attendance Policy:

Attending classes is a required element of active course and classroom participation. Students who miss more than 2 classes (excused or unexcused) will be required to repeat the class and/or be given a NP grade, unless absences are caused by extraordinary

circumstances (see below) and instructor assesses that students can recover missed class activities and continue participating in the course in an informed and productive manner. If an absence is unavoidable, students need to notify the instructor via email before the class or, if practically impossible, immediately after. In all such cases of absence, students are expected to recover the missed class, for example, by asking other student to audio record class with the instructor's permission, meeting with a teaching assistant if available, or, as minimum, meeting with other student before the following session. Tardiness and early leaving of the class meetings are not acceptable. At the instructor's discretion, students may be permitted to deviate from these rules on the grounds of illness necessitating confinement for 24 hours or more, a death in the family, or other extreme emergencies, with written verification of the emergency situation if requested to do so.

Learning Activities:

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|---|-----|
| 1. Cognitive/didactic (lecture): | 40% |
| 2. Practical/applied (dialogue, class presentations): | 40% |
| 3. Experiential (guided meditation, group process): | 20% |

Criteria for Evaluation:

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| 1. Mid-term assignment (1-3 pages): | 20% |
| 2. Final research paper (16-20 pages): | 50% |
| 3. Class participation and presentations: | 30% |

Grading Options:

Letter Grade, Pass/Fail, or as allowed by the department.

Level of Instruction:

PhD level. MA students with consent of instructor.

Required Texts:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: APA; or *The Chicago manual of style: The essential guide for writers, editors, and publishers* (15th ed.). Chicago: The University of Chicago Press.
- Roth, A. (1999). *The research paper: Process, form, and content* (8th ed.). Belmont, CA: Wadsworth Publishing Company.
- Course Reader, available at Simply Brilliant Press (2336 Market Street, San Francisco. Tel.415-431-6275; email: Greg@SimplyBrilliantPress.com).

The publication manual serves as a reference text for to write the final papers. The rest of readings will be assigned weekly as outlined in the Course Schedule.

NOTE: Besides weekly-required readings, the reader includes a number of *sample papers* illustrating the different theoretical approaches. The time for the reading and analysis of sample papers will be assigned in class. Extra handouts (such as additional samples or sections of dissertation proposals) may be also distributed and analyzed in class.

Recommended Readings:

- Galvan, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed.). Los Angeles: Pyczak Publishing.
- Romanyshyn, R. D. (2007). *The wounded researcher: Research with soul in mind*. New Orleans: Spring Journal Books.

Assignments:

All papers should be written according to the *APA Publication Manual* (6th ed.) or *The Chicago Manual of Style* (16th ed.). All papers should include a cover page with title, as well as be one sided, double spaced, and written with 12-point size Times New Roman font. *Papers not following these specifications will be returned to students without feedback.*

1. Mid-Term Paper: (1-2 pages; *due on Oct 22*)

This assignment can take the form of an outline or narrative summary of the dissertation proposal or final paper. Alternatively, students can submit one or more selected theoretical sections of the dissertation proposal, such as the thesis statement, research objectives, and/or theoretical tools (for theoretical proposals).

2. Final Paper: (16-20 pages; *due on Dec 6*)

Students are encouraged to submit selected theoretical sections from their dissertation proposal (see above). Alternatively, the assignment can take the form of a theoretical paper they plan to submit for publication.

3. Presentations:

In addition to presenting sample papers throughout the course, during weeks 10-15 students *optionally* offer brief presentations of the theoretical research project they are working on. *Priority will be given to students working on theoretical dissertation proposals.*

Theoretical Research Methods Course Schedule and Reading List

PART I. FOUNDATIONS

Week 1. Introduction: What is Theoretical Research? (Sept 10)

What is theoretical research? Varieties of theoretical approaches. “Productive fit” between research topic and standpoint. Theoretical approaches and personal dispositions. Becoming a scholar as a rite of passage. Overview of the course and students’ introductions of their research interests.

- Readings:**
- Herling, Bradley, “Theory in the Study of Religion.”
 - Gadamer, Hans-Georg, “Praise of Theory.”
 - hooks, bell, “Theory as Liberatory Practice.”
 - Slife, Brent D. & Williams, Richard D., “Toward a Theoretical Psychology.”

NOTE: As minimum, students should read *two of the above* readings before attending the course’s first session. All students should read Herling and then select at least one of the other three readings (Gadamer, hooks, or Slife and Williams). Orientation: Gadamer is recommended for students with *philosophical* inclinations, hooks for those with *critical/feminist* interests, and Slife and Williams for those interested in the role of theory in contemporary *psychology*. Of course, everybody is encouraged to read them all!

Week 2. Research and Writing as Spiritual Practices (Sept 17)

The natural cycle of the creative process. Spirituality and scholarship: Nature, content, form, process, and impact. Research and writing as transformative spiritual practices. Mystical and alchemical dimensions of hermeneutics. Integrating body, vital energies, heart, and spiritual awareness into the inquiry process.

- Readings:**
- Ferrer, Jorge N., Marina T. & Albareda, Ramon V., “The Integral Creative Cycle.”
 - Kripal, Jeffrey J., “Roads of Excess.”
 - Romanyshyn, Robert D., “The Transference Field between Researcher and the Work,” “Alchemical Hermeneutics.”
 - Metzger, Deena, “Writing as a Spiritual Practice.”

Week 3. The Art of Literature Review + Dissertation Process (Sept 24)

The literature review as starting point. Creativity in literature reviews. Basic strategies and potential pitfalls. Types of literature review: Thematic, chronological, and critical. Overview of the dissertation process.

- Readings:**
- Montuori, Alfonso, “Literature Review as Creative Inquiry: Reframing Scholarship as a Creative Process.”

- Patten, Mildred, "Writing Literature Reviews."
- Galvan, Jose L., "General Guidelines for Analyzing Literature," "Guidelines for Writing a First Draft," "Guidelines for Developing a Coherent Essay."
- Pyrczak, Fred, "A Closer Look at Evaluating Literature Reviews."
- Roth, Audrey, "Searching for Information," "Recording Information" (pp. 57-61, 106-17).

Samples: • *Thematic:* Smith, Curtis D., "Approach to Jung" • *Chronological:* McGinn, Bernard, "Comparativist and Psychological Approaches to Mysticism" • *Critical:* Rambachan, Anantanand, "Preface. A Review of Current Interpretations of the Significance of *Sruti* and *Anubhava* in Sankara"

PART II. THEORETICAL APPROACHES

Week 4. Theoretical Approaches I: Hermeneutic Studies (Oct 1)

What is hermeneutics? Mythical and religious roots of hermeneutics. The process of understanding. Types of interpretation: Textual/non-textual; exegesis versus isogesis. Validity standards. The limits of valid interpretations of a text. Spiritual dimensions of hermeneutic inquiry. Critical perspectives.

Readings:

- Jaspers, David, "Texts and Readings: Reading and Writing."
- Westphal, Merold, "Rehabilitating Tradition," "On Not Clinging to the Prejudice against Prejudice." "Conversation."
- Tuck, Andrew P., "Isogesis and the Ideal of Objectivity," "Philosophical Fashions in Indian Studies," "Holists, Hermeneuticists, and Holy Men."
- Madison, G. B., "Method in Interpretation."
- Packer, Marin J. & Addison, Richard B., "Evaluating an Interpretative Account."

Samples: • Leone, George, "Zen Meditation: A Psychoanalytic Conceptualization" • Gold, Jeffrey, "Plato in the Light of Yoga" • Kealey, Daniel A., sections of *Revisioning Environmental Ethics* • Brooke, R., "Towards a Phenomenological Analytical Psychology" • Whicher, Ian, "Yoga and Freedom: A Reconsideration of Patanjali's Classical Yoga"

Week 5. Theoretical Approaches II: Comparative Studies (Oct 8)

What is comparative hermeneutics? Types of comparative research. Comparative categories. Issues in cross-cultural hermeneutics: Incommensurability and translatability; universalism, relativism, and contextualism; ethnocentrism, orientalism, and "going native." Hermeneutics of the interfaith dialogue. Critical perspectives.

Readings:

- Paden, William, "Comparative Perspective in the Study of Religion."
- Bernstein, Richard J., "The Hermeneutics of Cross-Cultural Understanding."
- Krieger, D. J., "Methodological Foundations for Interreligious Dialogue."

- Holdrege, Barbara, A., “What’s Beyond the Post? Comparative Analysis as Critical Method.”
- Neville, Robert C. and Wildman, Wesley, “On Comparing Religious Ideas.”

Samples: • Levy, John, “Transpersonal Psychology and Jungian Psychology” • Jennings, William H., “*Agape and karuna: Some Comparisons*” • Smith, Michael C., “Introduction” to *Jung and Shamanism* • Morley, James, “Embodied consciousness in Tantric yoga and the phenomenology of Merleau-Ponty” • Sumegi, Angela, “Introduction” to *Dreamworlds of Shamanism and Tibetan Buddhism*.

Week 6. Theoretical Approaches III: Integrative Scholarship (Oct 15)

What is integrative scholarship? Types of integral studies. Interdisciplinarity, multidisciplinarity, and transdisciplinarity. Goals of integrative research. Integrating insights across disciplines. The integrative framework. Integral methodological pluralism. Critical perspectives.

Readings:

- Scott, David, “The Scholarship of Integration.”
- Repko, Allen F., “Defining Interdisciplinary Studies,” “What Integration Is,” “Identifying Conflicts in Insights,” “Creating Common Ground,” “Integrating Insights and Producing an Interdisciplinary Understanding.”
- Wilber, Ken, “Integral Methodological Pluralism.”
- Anderson, Daniel G., “Of Synthesis and Surprises: Toward a Critical Integral Theory.”

Samples: • Tigue, John, “Introduction,” in *The Transformation of Consciousness in Myth: Integrating the Thought of Jung and Campbell* • Wilber, Ken, “An Integral Theory of Consciousness” • Loy, David, “Introduction,” in *Nonduality: A Study in Comparative Philosophy* • Brown, Charles S. & Toadvine, Todd, “Eco-Phenomenology” • Hammack, Phillip & Cohler, B., “Introduction” to Anderson’s *The Monogamy Gap*.

Week 7. Theoretical Approaches IV: Critical Theory and Postcolonial Hermeneutics (Oct 22)

What is critical theory? The Frankfurt School: Inquiry at the service of emancipation. Critical versus traditional theory. Elements of a critical theory. Varieties of critical theories. Critical theory and contemplative traditions. Critical discourse analysis. Postcolonial hermeneutics. Critical perspectives.

Readings:

- Alvesson, Mats & Sköldbberg, Kaj, “Critical Theory: The Political and Ideological Dimension.”
- Fay, Brian, “The Basic Scheme of Critical Social Science.”
- Geuss, Raymond, “Critical Theory.”
- Leavy, Patricia, “The Emergence of Transdisciplinary Research Practices: Conducting Social Research after the Social Justice Movements and in the Age of Globalization.”
- Smith, Linda Tuhiwai, “Introduction,” “Writing Theory.”

- Samples:**
- Santikaro Bhikkhu, “The Four Noble Truths of Dhammic Socialism” • Jacoby, Russell, “Conformist Psychology” • Tupper, Kenneth, “Drugs, Discourses and Education: A Critical Discourse Analysis of a High School Drug Education Text” • Sharma, Arvind; Rampersad, Pandita Indrani, “Preface,” “Religious Studies: Projecting One’s Shadow on the ‘Other;”” “Chakra hermeneutics,” in *Invading the Sacred*.

- MID-TERM ASSIGNMENT DUE!

Week 8. Theoretical Approaches V: Feminist Theory (Oct 29)

(Guest Lecturer: Claudia Moutray)

What is feminist theory? Waves and types of feminism. Is there a feminist method? Poststructural feminism. Feminist theory as critical hermeneutics. Feminist scholarship and embodied writing. Critical perspectives.

- Readings:**
- Gross, Elizabeth, “What is Feminist Theory?”
 - Reinharz, Shulamit, “Conclusions” (from *Feminist Methods in Social Research*).
 - Alvesson, Mats & Sköldbberg, Kaj, “Feminism.”
 - Schüssler Fiorenza, Elisabeth, “Method in Women’s Studies in Religion: A Critical Feminist Hermeneutics.”
 - Handouts by guest lecturer TBA.

- Samples:**
- Chodorow, Nancy, “Introduction,” in *Feminism and Psychoanalytic Theory* • Ruether, Rosemary R., “Introduction,” in *Gaia & God: An Ecofeminist Theology of Earth Healing* • Lanzetta, Beverly J., “Contemplative Feminism: Transforming the Spiritual Journey” • Wright, Peggy, “Bringing Women’s Voices to Transpersonal Theory”

Week 9. Theoretical Approaches VI: Deconstruction (Nov 5)

What is deconstruction? Deconstruction as post-structuralist approach. How deconstruction works. Logocentrism and the metaphysics of presence. Emancipatory potentials. Critical perspectives. Deconstruction, religion, and mysticism.

- Readings:**
- Griffin, David R., “Constructive Postmodern Thought.”
 - Rosenau, Pauline, “Epistemology and Methodology: Post-Modern Alternatives.”
 - Adams, Michael V., “Deconstructive Philosophy and Imaginal Psychology: Comparative Perspectives on Jacques Derrida and James Hillman.”
 - Ellis, John M., “The Logic of Deconstruction.”

- Samples:**
- Taylor, Mark C., “...Prelude” in *Earring: A Postmodern A/theology* • Price, Robert, “Jesus Christ as the Effect of Christianity, Not the Cause” • Cuppit, Don, “The Mysticism of Secondariness” • Agger, Ben, “Critical Theory and Postmodernity.”

PART III: BECOMING AN INTEGRAL SCHOLAR: ESSENTIAL ELEMENTS

Week 10. Personal Experience in Scholarship (Nov 12)

The inclusion of personal experience in scholarship. Approaches and examples. Impact on academic style. Pitfalls and antidotes. Discussion of loose ends in relation to the various theoretical approaches examined in the first half of the course. Linking theoretical approaches to students' research interests.

- Readings:**
- Bertram, Vickie, "Theorising the Personal: Using Autobiography in Academic Writing."
 - Anderson, Rosemarie, "Embodied Writing and Reflections on Embodiment."
 - Anderson, Rosemarie, "Embodied Writing. Presenting the Body in Somatic Research Part II: Using Embodied Writing in Literature Reviews, Data Collection and Analysis, and Presentation of Findings."

- Samples:**
- Lanzetta, Beverly, "Introduction. The Days of Awe" • Bache, Christopher, "The Autobiographical Element in Transpersonal Philosophy" • Nelson, Peter, "Mystical Experience and Radical Deconstruction" • Kripal, Jeffrey J., "Secret Talks" • Shanon, Benny, "Theoretical Foundations. Methodology and General Structure."

Week 11. Public Speaking: Exoteric and Esoteric Dimensions (Nov 19)

Public speaking tips: Exoteric and esoteric dimensions. Body politics. Charisma and full-body presence. Conventional versus charismatic speech. Students' presentations.

- Readings:**
- Roth, Audrey, "Starting the Research Paper," "Deciding on an Approach," "Thesis Statement and Outlines" (pp. 1-9, 49-56, 138-42, 149-57).
 - Pyrczak, Fred, "Evaluating Titles. Evaluating Introductions."
 - Fulwiler, Toby, "Openings and Closings."

Week 12. On Writing I: Basic Elements (Nov 26)

Writing as inquiry and as a way of knowing. Telling a story. Theoretical papers, review essays, and reviews. Titles and introductions. Thesis statements and research objectives. Abstracts. Revising, editing, and proofreading. Students' presentations.

- Readings:**
- Roth, Audrey, "Writing your Paper" (pp. 160-97).
 - Fulwiler, Toby, "Working Paragraphs," "Working Sentences," "Strategies for Revision," "Focused Revision."
 - Pyrczak, Fred, "Evaluating Abstracts."

Week 13. On Writing II: Style and Process (Dec 3)

Questions of style and form. The question of gender in academic writing. The writer's block. Common obstacles and antidotes. Students' presentations.

- Readings:**
- Roberts, Brian, “Writing Research.” “The ‘Emotional’ Aspects of Research.”
 - Goldberg, Natalie, “What I Really Want to Say,” “Reading Aloud.” “Writing as a Practice,” “Fighting Tofu,” “Writing is a Communal Act,” “Rereading and Rewriting.”
 - Sher, Gail. “Making Writing Periods Successful and Enjoyable,” “Writing Posture,” “Distractions,” “One Continuous Mistake,” “Writer’s Block.”

Week 14-15 The Publication Process + Conclusion: The Spiritual Dimension of Contemporary Theoretical Approaches (Sat. Dec 6)

Why to publish? Publishing your dissertation. The publication process. Guidelines for book proposals. The politics of publication. The seven “golden rules” of theoretical scholarship. Concluding remarks on spirituality and scholarship. Contemporary theoretical approaches from a spiritual perspective. Students’ presentations. Closing circle.

- Readings:**
- Wechsler, Harold S., “Publishing a Journal Article.”
 - Luey, Beth, “Journal Articles,” “Bibliography.”
 - Ferrer, Jorge, “Dossier Publication Process.”

Location for retreat: The Rainbow Heart Studio, 1450 Cornell Ave, Berkeley, CA 94702.

- FINAL PAPER DUE!

COURSE READER

Required Readings

1. Heirling, B. L. (2007). Theory in the study of religion. In *A Beginner's guide to the study of religion* (pp. 23-36). New York: Continuum.
2. Gadamer, H-G. (1998). Praise of theory. In *Praise of theory: Speeches and essays* (pp. 16-36). (C. Dawson, Trans.). New Haven: Yale University Press.
3. hooks, b. (1994). Theory as liberatory practice. In *Teaching to transgress: Education as the practice of freedom* (pp. 59-75). New York: Routledge.
4. Slife, B. D. & Williams, R. D. (1997). Toward a theoretical psychology. *American Psychologist*, 52(2), 117-129.
5. Ferrer, J. N., Romero, M. T., & Albareda, R. V. (2007). The integral creative cycle: A Participatory model of integral education. *Kosmos: An Integral Approach to Global Awakening* (Fall/Winter), 15-16, 19-20.
6. Kripal, J. J. (2001). Roads of excess. In *Roads of excess, palaces of wisdom: Eroticism and reflexivity in the study of mysticism* (pp. 1-15). Chicago: University of Chicago Press.
7. Romanyshyn, R. D. (2007). The Transference field between researcher and the work. Alchemical hermeneutics. In *The wounded researcher: Research with soul in mind* (pp. 133-64, 259-73, 348-51) New Orleans: Spring Journal Books.
8. Metzger, D. (1992). Writing as a spiritual practice. In *Writing for your life* (pp. 183-244). San Francisco: Harper.
9. Montuori, A. (2005). Literature review as creative inquiry: Reframing scholarship as a creative process. *The Journal of Transformative Education*, 3(4), 374-93.
10. Patten, M. (2000). Writing literature reviews. In *Understanding research methods: An overview of the essentials* (2nd ed.). (pp. 35-36). Los Angeles: Pyczak Publishing.
11. Galvan, J. L. (1999). General guidelines for analyzing literature. Guidelines for writing a first draft. Guidelines for developing a coherent essay. In *Writing literature reviews: A guide for students of the social and behavioral sciences* (pp. 29-38, 59-75). Los Angeles: Pyczak Publishing.
12. Pyczak, F. (1999). A closer look at evaluating literature reviews. In *Evaluating research in academic journals* (pp. 39-43). Los Angeles: Pyczak Publishing.
13. Jaspers, D. (2004). Texts and readings: Reading and writing. In *A short introduction to hermeneutics* (pp. 7-23). Louisville, KY: Westminster John Knox Press.
14. Westphal, M. (2009). Rehabilitating tradition. On not clinging to the prejudice against prejudice. Conversation. In *Whose community? Which interpretation?* (pp. 69-118). Grand Rapids, MI: Baker Academics.
14. Tuck, A. P. (1990). Isogenesis and the ideal of objectivity. Philosophical fashions in Indian studies. Holists, hermeneuticists, and holy men. In *Comparative philosophy and the philosophy of scholarship* (pp. 8-19, 26-30, 94-100). New York: Oxford University Press.
15. Madison, G. B. (1988). Method in interpretation. In *The hermeneutics of postmodernity* (pp. 25-30). Bloomington, IN: Indiana University Press.
16. Packer, M. J. & Addison, R. B. (1989). Evaluating an interpretative account. In M. J. Packer & R. B. Addison (Eds.), *Entering the circle: Hermeneutic investigation in psychology* (pp. 275-292). Albany, NY: SUNY Press.

17. Paden, W. E. (1992). Comparative perspective in the study of religion. In *Interpreting the sacred: Ways of viewing religion* (pp. 67-86). Boston: Beacon Press.
18. Bernstein, R. J. (1996). The hermeneutics of cross-cultural understanding. In A. N. Balslev (Ed.), *Cross-cultural conversation (initiation)* (pp. 29-41). Atlanta, GA: Scholars Press.
19. Krieger, D. J. (1996). Methodological foundations for interreligious dialogue. In J. Prabhu (Ed.), *The intercultural challenge of Raimon Panikkar* (pp. 201-06, 222-23). Maryknoll, NY: Orbis.
20. Holdrege, B. A. (2000). What's beyond the post? Comparative analysis as critical method. In K. C. Patton & B. C. Ray (Eds.), *A magic still dwells: Comparative religion in the postmodern age* (pp. 77-91). Berkeley: University of California Press.
21. Neville, R. C. & Wildman, W. J. (2001). On comparing religious ideas. In R. C. Neville (Ed.), *The human condition* (pp. 9-20). Albany, NY: SUNY Press.
22. Scott, D. K. (2005). The scholarship of integration. In K. O'Meara & R. E. Rice (Eds.), *Faculty priorities reconsidered: Rewarding multiple forms of scholarship* (pp. 47-54). San Francisco: Jossey-Bass,
23. Repko, A. F. (2008). Defining interdisciplinary studies. What integration is. Identifying conflicts in insights. Creating common ground. Integrating insights and producing an interdisciplinary understanding. In *Interdisciplinary research: Process and theory* (pp. 3-5, 11-15, 19-21, 116-22, 247-55, 271-75, 295-302, 310-13). Thousand Oaks, CA: SAGE.
24. Wilber, K. (2006). Integral methodological pluralism. In *Integral Spirituality* (pp. 33-49). Boston: Integral Books.
25. Anderson, D. G. (2006). Of synthesis and surprises: Toward a critical integral theory. *Integral Review*, 3, 63-66, 74-81.
26. Alvesson, M. & Sköldbberg, K. (2009). Critical theory: The political and ideological dimension. In *Reflexive methodologies* (pp. 144-46, 174-76) (2nd ed.). Thousand Oaks, CA: SAGE.
27. Fay, B. (1987). The basic scheme of critical social science. In *Critical social science: Liberation and its limits* (pp. 27-32). Ithaca, NY: Cornell University Press.
28. Geuss, R. (1981). Critical theory. In *The idea of a critical theory: Habermas and the Frankfurt school* (pp. 55-58). New York: Cambridge University Press.
29. Leavy, P. (2011). The emergence of transdisciplinary research practices: Conducting social research after the social justice movements and in the age of globalization. In *Essentials of transdisciplinary research: Using problem-centered methodologies* (pp. 36-47). Walnut Creek, CA: Lest Coast Press.
30. Smith, L. T. (1999). Introduction. Writing theory. In *Decolonizing methodologies: Research and indigenous peoples* (pp. 1-10, 37-40). New York: Zed Books.
31. Gross, E. (1992). What is feminist theory? In H. Crowley & S. Himmelweit (Eds.), *Knowing women: Feminism and knowledge* (pp. 355-369). Cambridge: Polity Press & Blackwell Publishers.
32. Reinharz, S. (1992). Conclusions. In *Feminist methods in social research* (pp. 240-269). New York: Oxford University Press.
33. Alvesson, M. & Sköldbberg, K. (2009). Feminism. In *Reflexive methodologies* (pp. 236-50) (2nd ed.). Thousand Oaks, CA: SAGE.

34. Schüssler Fiorenza, E. (2002). Method in women's studies in religion: A critical feminist hermeneutics. In A. Sharma (Ed.), *Methodology in religious studies: The interface with women's studies* (pp. 207-241). Albany, NY: SUNY Press.
35. Griffin, D. R. (1989). Introduction to SUNY Series in constructive postmodern thought. In Griffin, D. R. & Smith, H., *Primordial truth and postmodern theology* (pp. xi-xiv). Albany, NY: SUNY Press.
36. Rosenau, P. M. (1992). Epistemology and methodology: Post-modern alternatives. In *Post-modernism and the social sciences* (pp. 109-124; 134-137). Princeton, NJ: Princeton University Press.
37. Adams, M. V. (1989). Deconstructive philosophy and imaginal psychology: Comparative perspectives on Jacques Derrida and James Hillman. In Rajnath (Ed.), *Deconstruction: A critique* (pp. 138-157). London: MacMillan.
38. Ellis, J. M. (1989). The logic of deconstruction. In *Against deconstruction* (pp. 137-152). Princeton, NJ: Princeton University Press.
39. Bertram, V. (1998). Theorising the personal: Using autobiography in academic writing. In S. Jackson & J. Jones (Ed.), *Contemporary feminist theories* (pp. 232-246). New York: New York University Press.
40. Anderson, R. (2001). Embodied writing and reflections on embodiment. *The Journal of Transpersonal Psychology*, 33(2), 83-98.
41. Anderson, R. (2002-03). Embodied writing. Presenting the body in somatic research, Part II: Using embodied writing in literature reviews, data collection and analysis, and presentation of findings. *Somatics* (Fall/Winter), 40-44.
42. Pyrczak, F. (1999). Evaluating titles. Evaluating introductions. In *Evaluating research in academic journals* (pp. 11-19, 31-38). Los Angeles: Pyrczak Publishing.
43. Fulwiler, T. (1999). Openings and closings. In *The working writer* (pp. 289-297) (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
44. Fulwiler, T. (1999). Working paragraphs. Working sentences. Strategies for revision. Focused revision. In *The working writer* (pp. 299-315; 269-287) (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
45. Pyrczak, F. (1999). Evaluating abstracts. In *Evaluating research in academic journals* (pp. 21-29). Los Angeles: Pyrczak Publishing.
46. Roberts, B. (2007). Writing research. The 'emotional' aspects of research. In *Getting the most out of the research experience: What every researcher needs to know* (pp. 34-49, 77-101). Thousand Oaks, CA: SAGE.
47. Goldberg, N. (1986). What I really want to say. Reading aloud. Writing as a practice. Fighting tofu. Writing is a communal act. Rereading and rewriting. In *Writing down the bones: Freeing the writer within* (pp. 73-74, 81-82, 11-13, 23-25, 79-81, 162-166). Boston: Shambhala.
48. Sher, G. (1999). Making writing periods successful and enjoyable. Writing posture. Distractions. One continuous mistake. Writer's block. In *One continuous mistake: Four noble truths for writers* (pp. 13-15, 21-22, 29-31, 53-55, 82-83). New York: Penguin Arkana.
49. Wechsler, H. (1990). Publishing a journal article. *Thought and Action: The NFA Higher Education Journal*, 7(2), 5-26.
50. Luey, B. (1995). Journal articles. Bibliography. In *Handbook for academic authors* (pp. 8-30, 283-304). (3rd ed.). Cambridge: Cambridge University Press.

51. Ferrer, J. N. (1998). Dossier publication process (pp. 1-15). Unpublished compilation.

Samples

Literature Reviews

- Smith, C. D. (1990). Approach to Jung. In *Jung's quest for wholeness* (pp. 7-18). Albany, NY: SUNY.
- McGinn, B. (1994). Comparativist and psychological approaches to mysticism. In *The foundations of mysticism* (pp. 326-43). New York: Crossroad.
- Rambachan, A. (1991). Preface. A review of current interpretations of the significance of *sruti* and *anubhava* in Sankara. In *Accomplishing the accomplished: The Vedas as a source of valid knowledge in Sankara* (pp. xi-xiii, 1-14). Honolulu: University of Hawaii Press.

Hermeneutic Studies

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