

# THE UNIVERSITY OF ALABAMA

## Course Inventory

Date 10/22/17 Department ESPRMC College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BER 635

Add  Change  Inactivate

Type of modification:

Title \_\_\_\_\_ Description \_\_\_\_\_ Credit hours \_\_\_\_\_

Type \_\_\_\_\_ Grade \_\_\_\_\_

Number \_\_\_\_\_ Old \_\_\_\_\_  
New \_\_\_\_\_

Classification of Instructional Programs (CIP) # \_\_\_\_\_

Title The Materialist Turn in Qualitative Inquiry

Short Title (30 characters or less) Material Turn In Qual

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

### DESCRIPTION:

This course examines the implications of the materialist turn in qualitative inquiry, challenging students to think beyond linguistically-oriented forms of research (those based solely on words) to consider intersections with relationally-informed conceptions of materialism. Students will learn the theoretical bases for materialism and design a qualitative study informed from this perspective.

1. Credit Hours 3

2. Prerequisites BER 631 or equivalent

3. Corequisites \_\_\_\_\_

4. Cross Listed (Equivalent Courses) \_\_\_\_\_  
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) \_\_\_\_\_

Slash listed courses refer to the courses offered by the same department at different levels.

... Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade

(b) Pass/fail

7. Indicate one of the following types of instruction:

(a) Seminar \_\_\_\_\_ (b) Lecture

(c) Independent Study \_\_\_\_\_ (d) Laboratory \_\_\_\_\_

(e) Thesis/Dissertation \_\_\_\_\_ (f) Field Experience \_\_\_\_\_

(g) Recitation/Discussion/Quiz \_\_\_\_\_ (h) Lecture/Laboratory \_\_\_\_\_

(i) Activity/Performance/Studio \_\_\_\_\_ (j) Clinic \_\_\_\_\_

(k) Research \_\_\_\_\_ (l) Online \_\_\_\_\_

(m) Blended \_\_\_\_\_ (n) Lec w/Recitation/  
Discussion/Quiz \_\_\_\_\_

8. Attributes

(a) Service Learning \_\_\_\_\_

(b) Honors \_\_\_\_\_

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

\_\_\_\_\_  
\_\_\_\_\_

10. Maximum Repeat: 3 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

\_\_\_\_\_  
\_\_\_\_\_

Department Head: \_\_\_\_\_ 10/22/17

Signature

Date

**COLLEGE OF EDUCATION  
NEW COURSE PROPOSAL FORM**

**COURSE NUMBER/NAME** BER 635: The Material Turn in Qualitative Research

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
  2. Catalog course description, including all prerequisites.
  3. Course goals and specific educational objectives for each major instructional unit.
  4. Required text(s) and/or readings.
  5. Description of required clinical experiences and assignments, if appropriate.
  6. Description of assignments.
  7. Number and nature of examinations, including policy for make-up tests.
  8. Grading procedures for tests and assignments.
  9. Procedures for determining final grades.
  10. Attendance policy.
  11. Policy on academic misconduct.
  12. Policy on reasonable accommodation.
  13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.
1. Describe the rationale for the course.

*How do we overcome a bias towards linguistic forms of knowing in qualitative inquiry?*  
Contemporary formations of materialism begin with the assumption that social space, material place, power, and identity are forever entangled and at work in the production of meaning-making. This course takes seriously such assumptions, examining the “materialist turn” in educational research that has impacted methodological practice for the past two decades. Specifically, this course examines materialism as engaging the principle tenets of neo-Marxism and poststructural thought even as it informs recent assertions of “materialism” in inquiry practices (seen most directly in theorizations of “new” or “critical” materialism). As such, we will read foundational texts in critical geography, contemporary manifestations of the materialist turn in educational research, and design qualitative studies informed by our emergent understanding of materialism.

2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

Dr. Aaron M. Kuntz is Professor and Chair, Department of Educational Studies. He has written a book, *The Responsible Methodologist*, that examines the implications of materialism for qualitative inquiry. Dr. Kuntz will be the primary instructor for this course. In addition, Dr. Kelly Guyotte could also teach this course as she has an emergent interest in critical materialism in educational research.

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

Program(s): Educational Research

Major(s): PhDs in Educational Research, Social and Cultural Foundations, and any other majors in the College of Education and across the University in which inquiry might be conducted.

Minor(s): Any student getting a Qualitative Research Certificate

4. Indicate how frequently and during which semesters the class will be offered.

This course will be offered every two years during fall semester

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

No fee.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

This course will be evaluated according to three criteria: 1) Student enrollment, 2) Student feedback; and 3) Continued relevance to the College and the broader field of qualitative inquiry. Enrollment data will be kept by the instructor and both informal and formal evaluations by the student will be considered upon the completion of the course to ensure the course is meeting the needs of the enrolled students. The instructor will be responsible for keeping a pulse on the College and the broader field as a means of making sure the course evolves with these fluid cultures. Readings should be consistently assessed with these entities in mind so that they are up-to-date with current dialogues and debates.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

To support this course, one faculty member will be needed as instructor of record every two years during Fall semester in addition to classroom space. With the addition of a new faculty member in the Qualitative Research specialization in Fall 2016, there is a need for additional courses to be taught per each instructor's load. Therefore, there is space in the course offerings for a faculty member to take on this course responsibility while not taking away from current course offerings.

RECOMMEND FOR APPROVAL:



Department Head

10/23/17  
(date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

N/A

3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

This course will have a positive impact on the Qualitative Research specialization as it expands the course offerings and is a possible substitution for another course in the Qualitative Research Certificate plan of study. It will also offer an opportunity for students to take preliminary knowledge materialism attained in the introductory qualitative inquiry course and explore it in-depth. It is not expected to have a negative impact on the enrollment of other qualitative inquiry courses.

4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

N/A

5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

This course will provide methodological knowledge, practical and theoretical, to students interested in using materialist inquiry for their dissertations and other research studies. Further, inherent in the course is a focus on researcher reflexivity which directly relates to the Conceptual Framework Disposition of "Reflective Stance on Professional Practice."

**RECOMMEND FOR APPROVAL:**

\_\_\_\_\_  
Chair, Curriculum Committee

\_\_\_\_\_  
(date)

**APPROVED**

\_\_\_\_\_  
Dean

\_\_\_\_\_  
(date)

## BER 635

### The Material Turn in Qualitative Research

Fall 2018 | 3 hours

Wednesdays, 5:00-7:50 pm

Location:

*Instructor:* Dr. Aaron M. Kuntz

*Email:* amkuntz@ua.edu

Department of Educational Studies in Psychology, Research Methodology, & Counseling

*Office:* 306 Carmichael Hall

*Office Phone:* (205) 348-5675

*Office Hours:* Mondays 10:00-12:00 & by appointment

#### Course Description:

*How do we overcome a bias towards linguistic forms of knowing in qualitative inquiry?*

Contemporary formations of materialism begin with the assumption that social space, material place, power, and identity are forever entangled and at work in the production of meaning-making. This course takes seriously such assumptions, examining the “materialist turn” in educational research that has impacted methodological practice for the past two decades. Specifically, this course examines materialism as engaging the principle tenets of neo-Marxism and poststructural thought even as it informs recent assertions of “materialism” in inquiry practices (seen most directly in theorizations of “new” or “critical” materialism). As such, we will read foundational texts in critical geography, contemporary manifestations of the materialist turn in educational research, and design qualitative studies informed by our emergent understanding of materialism.

#### Course Objectives:

As a learner in this course, you will...

- Understand the basic tenets of critical materialism;
- Apply those tenets to qualitative inquiry in education;
- Situate critical geography within a history of social theory & research practices;
- Develop a nuanced understanding of the intersections inherent in issues of class, gender, and space as they manifest in educational research;
- Identify and investigate ethical issues and dilemmas surrounding the process of materialist research;
- Understand how theoretical, ontological, and epistemological frameworks shape the processes and products of materialist research;
- Explore the constraints and affordances of materialist research in education;
- Critically examine and dialogue about exemplars materialist research;
- Conceptualize a materialist research project.

#### Student Learning Outcomes:

In this course, you will learn...

- the theoretical and practice-based foundations of new materialism;

- how to design, theorize, and implement a research project informed by materialism;
- various methods for engaging in and (re)presenting materialist research;
- ethical implications for doing materialist research;
- how to critically analyze and evaluate materialist work.

#### Required Texts:

Braidotti, R. (2013). *The Posthuman*. Malden: Polity Press

Harvey, D. (2001). *Spaces of capital: Towards a critical geography*. New York: Routledge.

Soja, E. (2010). *Seeking Spacial Justice*. Minneapolis: University of Minnesota Press.

Tuck, E., McKenzie, M. (2016). *Place in research: Theory, methodology, and methods*. New York: Routledge.

\* All students will also read a book-length ethnography.

#### Conduct, Policies, & Procedures:

*Classroom Culture:* This course will be dialogic in nature. You should feel free to engage in an open expression of ideas and should demonstrate an openness to the expression of your colleagues. It is expected that students will bring differences of experiences and opinions to the class context, and I believe that communicating these differences contributes to a valuable space of learning. In other words, we need to be respectful of one another, no matter how strongly we may disagree. You are encouraged to not only take advantage of these opportunities to reflect on your own work, but also to learn from the information and ideas shared by other students.

Further, please be mindful in your class participation by not unfairly dominating discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate and contribute.

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website ([www.ua.edu/uact](http://www.ua.edu/uact)) provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud.

*Attendance Policy:* Prompt and regular attendance is expected. Students are permitted *one (1)* absence, regardless of reason. Missing **two (2)** class meetings results in completing a final exam paper, the topic of which will be made available during week 12 of the semester. **You are responsible for contacting me to get the paper topic.** Failure to complete the final exam paper will result in the deduction of 5 points from your final grade. Missing **three (3) or more** classes will result in the deduction of 10 points from your final grade, dropping it one letter grade. **Arriving late or leaving early counts as missing a class.** Please email me or see me privately if you have a conflict with a scheduled class meeting.

*Class Interruption Policy:* Cell phones should be turned off during class. Browsing the internet, social networking, tweeting, checking email, instant messaging, texting, or other forms of distraction are not permitted.

*Originality Policy:* All work submitted for this course is expected to be original and properly cited according to APA guidelines. Further, work completed for other courses cannot be submitted for this course.

#### Statement on Disability Accommodations:

Contact the Office of Disability Services (ODS) as detailed in the Online Catalog. The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

#### Academic Integrity:

Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog (<https://catalog.ua.edu>).

All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:

- Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
- Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
- Fabrication: Presenting as genuine, any invented or falsified citation or material.
- Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.

#### Statement on Academic Work Duplication:

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may result in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

### Assignments:

Please complete reading and written assignments by the due date. **Late submissions will not be accepted.** In extenuating/emergency circumstances, please contact me to schedule a meeting in order to negotiate a possible extension. Extensions may be granted on a case-by-case basis at my discretion.

It is important that written assignments reflect a thoughtful attention to both content and quality. Additionally, all assignments should meet the standards of APA Style including 12-point font size, Times New Roman, 1-inch margins, and proper citations and references.

#### *Weekly Thought Pieces (Due... weekly)*

To make sure you have thoughts to share each week, and also have some notes available as you prepare for your final paper, each of you are to write one 500-750 word commentary each week, focusing on the assigned readings. A commentary should give a brief informal abstract of each of the readings assigned for the week (a few sentences on what it is about, what the author argued, what it speaks to, etc.), some thoughts and/or criticisms on whatever you found striking in the readings, and end with two or three discussion questions. Please bring your thought pieces to each class for reference during class discussions.

#### *Annotated Bibliography (Due 4/13)*

Your annotated bibliography will consist of texts gathered in anticipation of your final course paper. Begin your annotated bibliography with a short overview of its contents in relation to your final paper (a cover page of two or three paragraphs)—this will orient your reader. Next, provide citation information for each text as well as a short annotation of its contents. The goal of these annotations is to provide both a *summary* of the text and an *evaluation* or critical engagement in relation to your larger project. At the end of the term, annotated bibliographies will be combined into one file for distribution to the entire class.

#### *Discussion Facilitation*

Pick a week—any week. Individually, you will each have the opportunity to facilitate discussion on our assigned readings. You will have ½ of a class session (about 90 minutes) to lead the class in discussion on some element of the readings. Importantly, you do not have to cover all of the readings' issues/ideas/themes/etc. Rather, you would do well to find a particular entry point into the readings and use your time to examine that particular slice of the assigned texts. Please provide a one-page handout to your classmates at the beginning of your facilitation. Please email me that same handout the night before your facilitation (Tuesday night).

#### *Paper Proposal (Due 3/2)*

As this is an upper-level doctoral seminar, I am going to let you design your own final paper. As a means for nudging you in a productive direction for this project, I will provide feedback on a seven-page paper proposal, due at the mid-point of the semester. This will give us a chance to dialogue a bit about your paper topic as well as to make sure

we are on the same-page regarding the final paper. In this proposal, be sure to outline the scope of your paper, what you hope to achieve, and why this is important given your own position as an emerging scholar in your field. It will also prove helpful for you to give a sense of the core readings you hope to engage in your final paper (both from the course syllabus and beyond).

#### *Final Paper (Due 4/27)*

The final paper for this class is entirely up to you. I only ask that you plan on engaging with the theoretical orientations of critical geography as articulated by the course readings (most likely the primary texts—Harvey, Massey, Soja, Tuck & McKenzie). I suggest you choose a topic that aligns with your own research interest—one that might extend your thinking on a dissertation topic, for example. You can feel free to theoretically engage in a particular educational issue as it relates to critical geography, propose a particular curriculum that draws from critical geography, or perhaps align the theoretical principles of critical geography with research in your own area of expertise. My main concern is that you use this paper to make a cohesive argument, pull from the theoretical orientations of this course, and ground your paper in your own chosen field of study. I anticipate that these papers will be 20-25 pages in length.

#### Grading Policy:

*Final Grades will be based upon the following:*

Reading Facilitation & Participation (15 pts)

Weekly Thought Pieces (15 pts)

Paper Proposal (15 pts)

Annotated Bibliography (15 pts)

Final Paper (40 pts.)

Letter grades will be determined according to the following scales:

A	90-100	C	70-79
B	80-89	F	Less than 70 is not passing

#### Mission of the College of Education:

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

#### Vision of the College of Education:

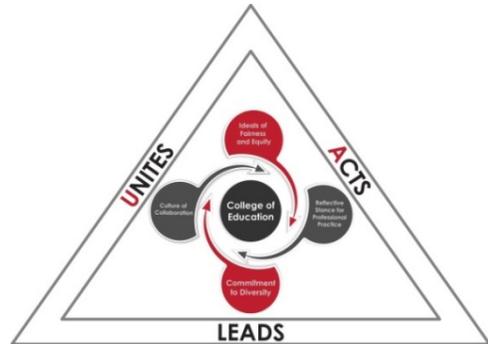
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of

these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

**UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

**ACT** to develop the full potential of all learners to be excellent professionals in their field; and

**LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

#### Dispositions:

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

#### CACREP Objectives:

The CACREP Objectives met in this course are:

- Understands qualitative designs and approaches to qualitative data analysis.
- Demonstrates the ability to formulate research questions appropriate for professional research and publication.
- Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
- Demonstrates professional writing skills necessary for journal and newsletter publication.

#### Severe Weather Guidelines:

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National

Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the [National Weather Service](#) and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

**The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:**

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at <http://wvuatv.com/content/weather>. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check <http://wvuatv.com/content/free-email-weather-alerts> for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

**Statement on Religious Observances:**

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

**Elasticity Statement:**

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs.*