

INQUIRY 1SS3
INQUIRY IN THE SOCIAL SCIENCES
Consumption Society
Section C03
Winter 2017
Friday 11:30 – 2:20
LRW 1056

McMaster University
Faculty of Social Sciences

Instructor: Anna E. Janzen
Office: KTH 208
Email: Through Avenue
Office Hours: Tuesday 10:30 – 11:30
or by appointment

What is Inquiry?

Inquiry is the process of developing skills to arrive at understandings of a problem, an issue, or a phenomenon, through the process of asking good questions, searching out good evidence, and arriving at well reasoned conclusions. The process of critical inquiry promotes self-directed learning, helping you to develop the skills necessary to acquire and reflect on new knowledge and understanding, and that will be invaluable in your other university courses and your academic, personal, and professional lives.

Course Description:

Inquiry courses are designed to teach students how to learn and how to share academic knowledge. The courses are skill-driven, rather than content-driven, with a *focus on the skills required to perform effectively in university*. These personal, transferable skills and approaches to learning will be useful in other university courses, and beyond. Students will engage in a process to begin to learn how to formulate good academic questions, gather and interpret scholarly evidence, draw reasoned conclusions, and communicate these conclusions, using as content, topics central to research in the Social Sciences (e.g., social identity, globalization, health, and gender).

Course Objectives:

Upon successful completion of this course you will have valuable experience in:

- developing a researchable question and refining it;
- demonstrating the ability to obtain relevant information to answer this question;
- critically evaluating the validity and relevance of academic research;
- communicating a reasoned response to the researchable questions; and
- critically reflecting on your learning process.

Developing Transferable Skills:

You will work on developing academic skills that are transferable to your other university courses as well as to the workforce. These skills include:

- question formulation;
- critical reading and thinking;
- communication (oral, written and visual);
- self and peer evaluation;
- research skills; and
- group work skills. (Vajoczki, 2010)

Theme: Consumption Society

While the focus of this course is on the *process of inquiry*, the theme of “Consumption Society” will provide the content that we will use to develop analytical and critical thinking and writing proficiencies/skills. In the first class we will begin to explore the concept of consumption society and why it is important to us as individuals and as a society. In subsequent classes and in your research paper/capstone assignment you will have the opportunity to further explore some of the academic and non-academic literature on the topic of consumption society and its implications for social life, looking at how the various arguments around consumption are constructed and popularized, examining and evaluating the evidence on which they are based and trying to come to some tentative conclusions.

We will begin by analyzing the concept of “consumption” and thinking about how consumption defines us in modern western society, using food consumption to focus our discussions. In subsequent classes we will look at topics such as the relationship between production and consumption, the symbolic aspects of consumption and some of the implications of consumption patterns for social inequality and ultimately the natural world. For example, we may consider questions such as why do we consume beyond our basic needs, how and why do we attribute meaning to consumption, how have patterns of consumption been molded by mass production, advertising, technology and globalization. The theme of “Consumption Society” and the design of this course provide ample flexibility to enable you to engage your own ideas and interests with the topic, while demonstrating the skills of inquiry.

Required Readings:

The following materials are **required reading** for students in this section of Inquiry:

- Northey, M. & Tepperman, L., Albanese, P. (2015) *Making Sense. A Student’s Guide to Research and Writing. Social Sciences.* 6th Ed. Don Mills: Oxford University Press.

Suggested Readings:

The following suggested readings are optional. They may be helpful for assisting with research and writing in this class and/or throughout your university career. They are available in the bookstore for Inquiry students in all sections:

- Inquiry in the Social Sciences: An Inquiry Approach to Critical Thinking. Soc Sci 1SS3 Custom Edition. McGraw-Hill.
- Hubbuch, S., (2005) *Writing Research Papers Across the Curriculum.* 5th Ed. Boston: Thomson Wadsworth

Other Course Materials:

Additional material (news stories, videos, websites, etc.), available at no cost, may be posted online throughout the course. Engaging with these materials will be necessary in order to actively participate in the course. Any assigned articles will be available through the McMaster library website, or through links in the content section of Avenue To Learn.

Evaluation Components:

Assessment Activity	% of Grade	Due
Library Test	15%	Feb. 10
Capstone Assignment:		
Research Question and Proposal	25%	Feb. 17
Presentation	10%	Throughout term
Research Paper	35%	Mar. 31
Participation	15%	Throughout term

Online and Electronic Course Components:

Avenue to Learn: In this course we will be using Avenue to Learn (“Avenue”) for the online components of the course. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Digital Submissions: The written assignments in this course will be submitted via the digital Drop-Box function on Avenue to Learn, found under the Assessments tab. Many file types are compatible with the submission system, including Microsoft Word, WordPerfect, PostScript, Adobe Acrobat (.pdf), or Rich Text (.rtf) files. If your word processing program uses a file type not listed here, please contact the instructor to check compatibility.

Written Assignments: All written assignments are to be typed and double-spaced. Please single side your assignment and include a title page with your name, student number and email address, the topic title of the assignment and the date submitted. Printed copies of assignments submitted through Avenue will not be necessary unless explicitly requested.

Submitting Assignments Electronically: Individual assignments submitted electronically must somehow include your last name in the filename, e.g.
Smith_Assignment_5_Article_Assessments.pdf

Late Submissions: All work is due on the date stated, at the beginning of class, unless other arrangements have been made in advance with the instructor. A late penalty of 5 percentage points per day will apply after the due date (weekends included). Late assignments may be submitted electronically to verify a completion date, but you may also be required to submit a hard copy in the next class.

Faculty Of Social Sciences E-Mail Communication Policy: It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Avenue Mail: Please use your McMaster e-mail account to contact the instructor. There is a technical difference between the Mail feature in Avenue to Learn and the McMaster e-mail services, including UnivMail, the mail service used by most instructors. Messages sent from Avenue to e-mail, for example, can often cause unhelpful delays and errors.

In-Class and Interpersonal Components:

Class Participation and Engagement: Class participation and engagement is an important component of this course (and of active learning). Therefore, it is expected that all students will be ‘active’ participants in this course. This means attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments.

In our section, participation will be worth a total of 15% of the course mark.

Your participation grade will be significantly influenced by your active involvement in class, and the quality of that involvement. Lack of participation, or ‘negative participation’, will also significantly influence your participation grade (but in a negative way)! And just so you are aware of the types of activities or behaviours that will be considered ‘negative’ class participation, they include the following: missing classes, talking to classmates about things that are not a contribution to the class discussion, general nonparticipation in or disruption of class/class activities, sleeping during class, coming to class late or leaving early, and distracted use of any of the following electronic devices: cell phones, mp3 players, iPods, iPads, and other electronic devices. Computers may be used in class but ONLY for note taking purposes. Evidence of using the computer for anything other than note taking will be considered negative class participation.

The success of this course depends on you. The students who are most successful in this course fulfill these expectations, and engage in all aspects of the course.

Group Assignments: For all group assignments, ALL students in the group must be contributing members for that assignment. The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment - in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop valuable ‘working-as-a-team’ skills that will serve you well in this and other courses, as well as more broadly in your academic, professional, and personal life.

Conflicting Course Schedules: When scheduling your courses, be sure to avoid overlap or conflict that might compromise your attendance and participation in other classes. You should not sacrifice time in this class to complete assignments for another class. If an instructor in another class schedules a test, activity, or other course component during our course timeslot, please contact the instructor for this course (or, preferably, contact both instructors at once). Explain the conflict and request that your instructors arrange a constructive solution to the scheduling conflict.

Academic Integrity:

University Policy on Academic Dishonesty: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the University.

Avoiding Academic Dishonesty: It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the McMaster Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only a few forms of academic dishonesty:

- Submitting work that is not your own.
- Submitting your own material for which other credit has already been obtained in another course.
- Using another writer’s sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks.
- Neglecting to properly cite the source of your ideas.
- Improper collaboration in non-group work.
- Copying or using unauthorized aids in tests and examinations.
- Requesting accommodation or exceptions in bad faith or under false pretenses.

Originality Checking: In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Digital work submitted via *Avenue to Learn* will be automatically submitted to Turnitin.com so that it can be checked for academic dishonesty, and so that the paper can be marked digitally using the service's digital feedback system. Students who do not wish to submit their work to Turnitin.com have the right to arrange, with the instructor, an alternate submission method that bypasses Turnitin. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to: www.mcmaster.ca/academicintegrity

Access Copyright Regulations: McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

Reporting Missed Academic Work:

McMaster Student Absence Form (MSAF): The MSAF is an on-line self-reporting tool for undergrad students to report missed academic work. The MSAF gives you the ability to request consideration for missed work (worth less than 25% of the course weight) due to illness or injury lasting 3 days or less. You must visit the following link to locate the MSAF to report your absence: <https://www.mcmaster.ca/msaf/>. This form should be filled out as soon as possible after your absence. It is YOUR responsibility to follow up with your instructor immediately (within 48 hours of submitting the MSAF) in person or by email regarding the nature of the relief that may be possible for the missed work. Whether consideration is given for missed work, and the type of consideration provide, is the decision of the instructor.

Limitations: You may submit only 1 MSAF per term without supporting documentation. An MSAF cannot be used for any final examination.

Longer or Successive Absences: For absences longer than 3 days, for reasons other than illness or injury, or for missed work worth 25% or more of the course grade, you must visit the Faculty of Social Sciences office to request an MSAF exception link. You will be required to provide appropriate supporting documentation to the Faculty office before an exception link will be approved. You may also be required to meet with an academic advisor.

Privacy: You must NOT submit any medical or other relevant documentation to your instructor. Your instructor may NOT ask you for such documentation. You are not required to share the details of your medical or personal situation with any instructor. And the instructor may not ask for any such medical or personal information.

Responsibilities: The purpose of the MSAF is to provide students who miss academic work because of illness or injury with the ability to still fulfill the requirements of the course. However, the MSAF is NOT intended as a time or workload management tool, or as a holiday organizer. As a student you are responsible for using the MSAF tool as it was intended, and to not misuse or abuse it for other reasons. You can also help to prevent any unexpected medical situations from jeopardizing the on time completion of your academic work by starting assignments and studying as early as possible.

Follow-Up E-Mail: In order to arrange for MSAF accommodation, you must e-mail the instructor as soon as possible after submitting your MSAF form. Your message to the instructor should include the following information:

1. If the missed work was an assignment, explain the work that you had completed before your absence and any work you have completed following your absence.
2. Propose a new deadline to submit the assignment, or, for tests, identify blocks of time when you are available to complete the assignment outside of class time.

Conflicting Make-Up Schedules: When scheduling make-up timeslots for this class, be sure not to compromise your attendance and participation in other classes. Similarly, you should not sacrifice time in this class to complete assignments for other courses.

Academic Accommodations:

Student Accessibility Services (SAS):

Students who require academic accommodations must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation for Students with Disabilities](#).

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term.

Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss their specific accommodation needs in relation to the course; and
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://csd.mcmaster.ca/sswd/faqs.html>

Accommodating Peers: Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

Confirm Your Section Registration (1SS3 C02): It is your responsibility to ensure that you are attending the correct section of Inquiry 1SS3. Each section of Inquiry has a specific theme chosen by the instructor so you cannot attend a section in which you are not registered. If you do continue to attend a section of the course in which you are not registered, you will not be permitted to register in that section and so may be at risk of failing the course. Consult your personal timetable and the Registrar's course timetable to ensure that you are attending the correct section.

Keeping On Track With Assigned Readings: Students are strongly encouraged to their best to keep up with the weekly readings. While knowledge of the content of the readings will rarely be directly tested or evaluated in the course, the skills and insights that are offered in our readings set a strong foundation for success in university classes and beyond. Keeping on track with the readings

will also make your job easier as you complete your capstone assignment. The habits, insights, and strategies suggested in our readings will also be enormously helpful in the step-by-step process of building a sophisticated, polished, and successful research paper.

Administrative Notes:

Policy for Returning Assignments/Posting Grades: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all tests and assignments must be returned directly to the student.

And since it is important for student learning and skills development that students receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your assignments in a timely fashion. This will allow you the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructor.

The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope when submitting the assignment for return by mail (for final capstone assignment only); and
4. submit/grade/return papers electronically.

Arrangements will be finalized for the return of assignments from the options listed above by the instructor during the first class.

Grades for assignments may only be posted using the last 5 digits of the student number as the identifying data. Final grades for the course will be posted on Mosaic.

COURSE SCHEDULE

All readings are taken from Northey, M. & Tepperman, L., Albanese, P. (2015) *Making Sense. A Student's Guide to Research and Writing. Social Sciences.* 6th Ed. Don Mills: Oxford University Press.

Date	Topic/Skills	Reading Completed Before Class
Week 1 – Jan. 6	Introduction What is Inquiry Learning Styles Theme: Consumption	
Week 2 – Jan. 13	Library session Developing an Inquiry Question	Ch. 1 Writing and Thinking Ch. 2 Designing a Project Library Skills • Module 1 - Introduction to McMaster Libraries • Module 2 - Choosing Sources • Module 3 - Creating a Search Strategy
Week 3 – Jan. 20	Bafa Bafa	Library Skills • Module 4 - Using Library Databases • Module 5 - Finding Journal Articles • Module 6 - Searching for Books

Week 4 – Jan. 27	Thinking Critically Time Management	Ch. 3 Theorizing about a Project Ch. 11 Presenting Your Work Library Skills • Module 7 - Evaluating Information • Module 8 - Searching the Web Effectively • Module 9 - Evaluating Websites
Week 5 – Feb. 3	Evaluating Evidence Ethics and Citations	Ch. 6 Exercising Judgment and Good Ethics Ch. 10 Documentation Library Skills • Module 10 - Citing Sources • Module 11 - Creative Commons Licensing • Academic Integrity Modules
Week 6 – Feb. 10	Library Test (15%) Planning and Organizing a Research Paper	Ch. 8 Planning and Organizing an Essay or Report Library Skills: Writing • Video - Source Integration • Video - Quotation Marks • Video - Additional Source Integration Methods
Week 7 – Feb. 17	Research question and proposal due (25%)	Ch. 7 Arguing and Writing With Style Ch. 4 Using Quantitative Data Ch. 5 Using Qualitative Data
Feb. 20 – 26	Mid-term Recess	
Week 8 – Mar. 3	Writing: an Art and a Craft	Ch. 9 Writing an Essay
Week 9 – Mar. 10	Polishing Your Paper	Ch. 12 Common Errors in Grammar and Usage
Week 10 – Mar. 17	Polishing Your Paper	Ch. 13 Punctuation
Week 11 – Mar. 24	Polishing Your Paper	Ch. 14 Misused Words and Phrases
Week 12 – Mar. 31	Capstone Paper Due (35%)	

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes