

**SOC SCI 1SS3 (C02) – Inquiry in the Social Sciences: “The Problems with Gender”**  
**McMaster University**  
**Fall, 2020**

**Class Meets:** Thursdays, 11:30-2:20pm  
**Class Location:** Online  
**Instructor’s Office:** Online

**Instructor:** Dr. Julie Gouweloos  
**Email:** [gouwelj@mcmaster.ca](mailto:gouwelj@mcmaster.ca)  
**Office hour:** Thursdays, 3:00-4:00pm

### **COURSE DESCRIPTION**

#### **What is Inquiry?**

Inquiry is the process of effectively interrogating a problem or a social issue in order to develop one’s understanding of the given issue. Inquiry approaches are aimed at developing specific research skills including: asking good questions, searching out good evidence, arriving at well-reasoned conclusions, and communicating findings. Inquiry courses are designed to teach students *how* to learn and share academic knowledge. As such, inquiry courses are primarily skill-driven, rather than content-driven in an effort to develop transferable skills and approaches to learning will be useful in other university courses, and beyond. At the core, the process of critical inquiry promotes self-directed learning, skill development, and critical thinking about the world around you.

#### **Course Theme: The Problems with Gender**

While the focus of this course is on the process of inquiry, the theme, “The Problems with Gender” will provide the content that we will use to develop analytical and critical thinking skills. The course will start by understanding the potential of critical theories of gender inequality, paying particular attention to how gender cannot be fully extracted from other social categories like race, class, and sexuality.

### **COURSE OBJECTIVES**

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

- Developing and refining a social science research question
- Demonstrating the ability to obtain relevant information to answer a research question
- Critically evaluating the validity and relevance of academic research
- Communicating a reasoned response to the researchable questions
- Critically reflecting on their learning process

Students will also work on developing academic skills that are transferable to other university courses, these skills include:

- Question formulation
- Critical reading and thinking
- Communication (oral, written and visual)
- Self and evaluation
- Research skills

**Prerequisites:** Registration in Level I or above

**Required Texts:**

- 1) All required readings can be accessed online via the McMaster Library ([library.mcmaster.ca](http://library.mcmaster.ca)) or our A2L course site. Engaging with these materials will be necessary in order to actively participate in the course.

**EVALUATION BREAKDOWN****Marks will be assigned as follows:**

- Class Participation and Contribution: 15% (see below)
- Proposal & Research Question Assignment: 15% (October 1)
- Research Skills and Online Library Modules: 5% (October 22)
- Citation Chain and Annotated Bibliography Assignment: 20% (November 5)
- Final Research Paper: 25% (November 19)
- Presentation: 20% (December 3)

**Note:** Detailed expectations for all assignments will be posted on our A2L class website.

**Class Participation and Contribution:**

Class participation and **contribution** is a vital component of this course. 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 (showing up is a good start but the quality of your participation will be most important in determining the value of your participation). The expectation is that each student will be an active and **collegial** member of their group.

**Written Work and Late Submissions:**

For more information on our approach to grading written work in this course, download the handout *Written Assignments Marking Guide* on Avenue. All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. All essays must be properly referenced and include a bibliography. Use the Chicago or APA style for referencing, whichever one you’re most familiar with – examples can be found online at:

<https://library.mcmaster.ca/research/citing>

*Please note that students anticipating difficulty with English grammar, punctuation, paragraph development, thesis statement development, or source citation should consult the Student Success Centre early on as you are expected to have already developed these skills. While in-person support will not be available for the Fall 2020 semester, information about the SSC’s writing support services can be found here: <https://studentsuccess.mcmaster.ca/academic-support/writing/>*

All written work must be submitted online in the appropriate folder and before the stated deadline. **It is the responsibility of the student to ensure that the submitted file is readable. Late assignments will be penalized 5% a day (weekends will count as one day).** Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit

the work by the due date. In cases wherein no arrangement has been made with the Instructor ahead of time, **assignments later than one week will not be accepted.**

Assignments will be returned in a timely fashion. Upon returning assignments, the instructor will not review or discuss grades within the first 24 hours **following the return of the marked assignment.** Please note that when a mark is submitted for review, the new mark may be lower than the original. After receiving your graded assignment, your first step is to carefully read through the comments provided. If you request a review of a mark, please submit a 1-page hard copy document describing the character of the perceived marking error. Please submit a hard copy of this document and the original graded assignment to the instructor.

### IMPORTANT NOTES

**Virtual Instruction:** Instruction for this course will take place online via Microsoft Teams (part of the Microsoft 365 Suite). Students are encouraged to access the training resources prior to the onset of the course. Training resources for the Microsoft 365 suite can be found at: <https://office365.mcmaster.ca/microsoft-365-for-students-start-here/>.

**Email Policy:** It is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. **Instructors will delete emails that do not originate from a McMaster email account.** Please submit an email question or request only once; the Instructor will respond to your email within 2 weekdays. Email queries should be answerable with a “yes or no” response. *For more complex or detailed queries please see your Instructor during office hours.*

### ACADEMIC INTEGRITY

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. It is your responsibility to understand what constitutes academic dishonesty.

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. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained
- improper collaboration in group work
- copying or using unauthorized aids in tests and examinations

## AUTHENTICITY / PLAGIARISM DETECTION

This course uses a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## COURSES WITH AN ON-LINE ELEMENT

*Our course uses* on-line elements (e.g. e-mail, Avenue to Learn (A2L), Microsoft Teams). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course Instructor.

### **Avenue to Learn:**

We will use 'Avenue to Learn' (A2L) to distribute additional information about course assignments and expectations, including handouts and assignment guides, so you should make a point of accessing it frequently (at least twice per week) in order to keep up-to-date with our course. Any announcements about changes to assigned readings, office hours, or class cancellations will also be made through 'Avenue to Learn.' Students who are unfamiliar with the A2L system should familiarize themselves with the system as soon as possible; if you have any questions please seek immediate assistance or review the online tips and help available by visiting the McMaster 'Avenue to Learn' webpage.

## ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities.

These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of A2L, Teams, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office *normally within 10 working days of the beginning of term* in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## TENTATIVE SCHEDULE OF READINGS & LECTURES

The assigned readings are to be completed prior to tutorial and lectures. Assigned readings can be found via the McMaster Library website. Assigned readings can be found via the McMaster Library website. For those readings that cannot be accessed via the library, a copy will be posted on our A2L course site.

### Week 1 - Sept 10 - An Introduction to Inquiry and Gender Problems

- No Readings

### Week 2 - Sept 17 – Asking Questions / Thinking about Gender and Inequality

- Shaw, S. M. & Lee, J. (2020). Systems of Privilege and Inequality. In *Gendered Voices Feminist Visions: Classic and Contemporary Readings* (7<sup>th</sup> ed., pp. 41 – 94). New York: Oxford University Press.

### Week 3 - Sept 24 – Honing Our Questions / Gender Framing and Structure

- Lorber, J. (2012). Social Construction Feminism. In *Gender Inequality: Feminist Theories and Politics* (5<sup>th</sup> ed., pp. 207-230). New York: Oxford University Press.

### Week 4 – Oct 1 – Thinking Critically / Constructing Gender

- West, C. & Zimmerman, D. (2015). Doing Gender. In M. S. Kimmel, A. Aronson, & A. Kaler (Eds.), *The Gendered Society Reader* (3<sup>rd</sup> Canadian ed., pp. 34-45). Oxford University Press. (Original work published 1987)
- Lorber, J. (1994). Believing Is Seeing: Biology as Ideology. In *Paradoxes of Gender* (pp. 37-54). New Haven: Yale University Press.
- **Proposal and Research Question Assignment DUE**

### Week 5 - Oct 8 – Evaluating Resources / Rethinking Biology

- Fausto-Sterling, A. (2018). Duelling Dualisms. In M. Hobbs and C. Rice (Eds.), *Gender and Women's Studies: Critical Terrain* (2<sup>nd</sup> ed. pp. 132-143). Toronto: Women's Press. (Original work published in 2000)

- Fausto-Sterling, A. (2000). The Five Sexes: Revisited. *The Sciences*, 40(4), 18-23.

### **BREAK WEEK – Oct 15**

### **Week 6 – Oct 22 – The Writing Process / Masculinities**

- Connell, R. W. (2005). The Social Organization of Masculinity. In *Masculinities* (2<sup>nd</sup> ed., pp. 67-86). Berkley: University of California Press.
- **Online Modules DUE**

### **Week 7 – Oct 29 – Conducting Analysis / Beyond the Binary**

- Robinson, M. (2020). Two-Spirit Identity in a Time of Gender Fluidity. *Journal of Homosexuality*, 67(12), 1675-1690.
- Ackerman, E. (2010). Analyze This: Writing in the Social Sciences. In G. Graff & C. Birkenstein (Eds.) *They say / I say: the moves that matter in academic writing* (2<sup>nd</sup> ed., pp. ch. 17). W. W. Norton & Co.

### **Week 8 – Nov 5 – Applying Theory / Developing a Thesis**

- Reading Posted on A2L
- **Citation Chain and Annotated Bibliography DUE**

### **Week 9 – Nov 12 – Incorporating Evidence & Strengthening Our Writing**

- Hubbuch, S. M. (2005). How to and How Not to Incorporate Your Evidence into Your Paper. In *Writing Research Papers Across the Curriculum* (5<sup>th</sup> ed., pp. 170-193). Wadsworth Cengage Learning

### **Week 10 – Nov 19 – Effective Communication and Presentations**

- Reading Posted in A2L
- **Essay DUE**

### **Week 11 – Nov 30 – Incorporating Feedback**

- Reading Posted in A2L

### **Week 12 – Dec 3 – Wrap Up**

- No Readings
- **Presentation DUE**