

## SOCIAL SCIENCES 1SS3: INQUIRY IN THE SOCIAL SCIENCES

### Course Details

#### Section Details

- Section C01
- Theme: Religion and Conflict
- Fall, 2022
- Thursdays, 2:30 PM-5:20 PM
- LRW 1056

#### Instructor Details

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Office Hours: Tuesdays 12:00PM-1:00 PM or by appointment, via Zoom

#### Inquiry Courses:

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).

#### Theme: Religion and Conflict

While the focus of this course is on the *process of inquiry*, the theme of our section “Religion and Conflict” will provide the content that we will use to develop analytical and critical thinking skills.

Conflict, in its various forms, has long been a serious threat to humanity, and has greatly influenced politics, societies and the media. Although the motivations of conflict are typically diverse and complex, conflict and religion have often been understood to have a long-standing relationship. Indeed, religion and religious language have frequently been employed both to legitimize and, conversely, to condemn acts of violence, war, and conflict. Yet what is the relationship between religion and conflict? Is religion truly a major cause of conflict? Are there other equally significant motivations or causes? There are many ways that people in the social sciences seek to understand the relationship between religion and conflict: Is this relationship related to culture or politics? Are there different models, which may help us to understand the interrelationship between religion and conflict? Why does it matter? What all agree upon is that social, cultural, and political factors influence the relationship between religion and conflict.

## **Course Objectives**

Upon successful completion of this course you will be able to:

- develop and refine a research question;
- obtain relevant information to answer this question;
- critically evaluate the validity and relevance of academic research;
- collaborate with fellow students to undertake peer and self-assessment;
- communicate a reasoned response to research questions; and
- critically reflect on your learning process.

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**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.

**Required Readings**

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

- Northey, M. (2019). *Making Sense: A Student’s Guide to Research and Writing* (9<sup>th</sup> ed). Don Mills: Oxford University Press.
- Other readings, which are available on Avenue and electronically

**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:

- Hubbuch, S., (2005) *Writing Research Papers Across the Curriculum*. 5<sup>th</sup> Ed. Boston: Thomson Wadsworth.
- *Inquiry in the Social Sciences: An Inquiry Approach to Critical Thinking*. Soc Sci 1SS3 Custom Edition. McGraw-Hill.
- Haig, J., MacMillan, V., Raikes, G. (2010), *Cites & Sources, An APA Documentation Guide*, (3<sup>rd</sup> ed.), Toronto: Nelson.

**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 or eBooks can be found through the McMaster library website, or through links in the content section of Avenue to Learn.

## **University and Course Policies**

### **Online and Electronic Course Components (University Policy)**

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.

### **Course Policy on Digital Submissions**

The written assignments in this course will be submitted via the digital Assignments function on Avenue to Learn, found under the Assessments tab. Many file types are compatible with the submission system, including Microsoft Word, WordPerfect, 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 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 that have already been 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

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Individual assignments submitted electronically must somehow include your last name in the filename, e.g. Smith\_Assignment\_5\_Article\_Assessments.pdf

### **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.

## **COURSES WITH AN ON-LINE ELEMENT**

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). 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, 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 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.

## **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.

## **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**

**Some courses may** use 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).

### **Originality Checking (University Policy)**

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **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 Avenue 2 Learn, 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.

### **Accommodations and Exceptions – Course Policies**

#### **Requests for Relief for Missed Academic Term Work - McMaster Student Absence Form (MSAF) (University Policy)**

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 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.

## **Accommodations and Exceptions – University Policies**

### **Course Policy on Accommodation and Exception**

All students, please note: If you need to request accommodation or exception for any reason, please note that making your request as soon as possible will allow greater flexibility in making arrangements. Delaying your request will typically result in a progressively narrower range of options being available for accommodation.

Students registered with SAS are encouraged to note the guidance on the [SAS Website](#): “When your instructor reviews and acknowledges receipt of your accommodations, an auto generated email will be sent to you requesting you to communicate with your instructor. You are expected to communicate at the beginning of the term with each of your instructors for all courses with accommodations requested. SAS strongly recommends you meet with your instructors in person to discuss your accommodation plan and implementation.”

Early communication about whether, when and how your registered accommodations might apply to this course will help to identify options and make contingency plans. Please follow-up on the acknowledgment of your letter by making contact with the instructor, even if you do not yet wish to make requests based on your accommodations. Delaying this follow-up communication will typically result in a progressively narrower range of options being available for accommodation.

Similarly, when you need to make a specific request regarding a course assignment based on your registered accommodations, getting in touch as early as possible will help ensure that a greater range of options for accommodation are available. Delaying your request until close to (or after) the assignment or test date will typically result in a progressively narrower range of options being available for accommodation.

### **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.

### **Additional Course Policies**

#### **Late Policy**

Written work is due at 11:59 PM on Fridays on the date stated via Avenue, unless otherwise indicated in the course outline or unless arrangements have been made in advance with the instructor. Exceptions to this schedule include the Critiques, which are due in-class (see calendar below for details). Late assignments will be penalized 3% a day (weekends [Saturday and Sunday] will count as one day).



## **Attendance and Participation**

Participation and engagement are essential requirements of this course (and of active learning). Therefore, it is expected that all students will be 'active' participants in this course. This means being actively involved in class activities and thoughtful discussion, and completing all assignments.

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 lower your participation grade. 'Negative' class participation includes (but is not limited to) the following: missing classes, distracting classmates with off-topic discussion, disruption of class/class activities, sleeping during class, dismissive or disrespectful language, coming to class late or leaving early, and use of electronic devices unrelated to class activities (e.g., watching cat videos).

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.

**Disclaimer:** Please note that, unless otherwise noted, the lectures, presentations, videos, and assignments in this course are the intellectual property of Andrew Knight-Messenger. Therefore, students should not share or disseminate class materials beyond the classroom.

## **Assignment Breakdown**

1. Academic Skills Modules; worth 5%; due on October 21, 2022
2. Brainstorming Assignment; worth 10%; due on September 23, 2022
3. Proposal; worth 5%; due on October 7, 2022
4. Annotated Bibliography; worth 10%; due on October 28, 2022
5. Research Paper Outline; worth 5%; due on November 11, 2022
6. Presentation of Research; worth 15%; due on either November 18, OR November 25, 2022)
7. Critique; worth 5%; due on either November 24, OR December 1, 2022
8. Final Research Paper; worth 30%; due on December 8, 2022
9. 4 Reflection Papers; worth 8%; due on September 9, September 16, September 30, and November 4, 2022
10. Participation and Engagement (including: Research Sharing, In-Class Group Work, Research Essay Topic Question, Library Tour, AND Spontaneous Submissions); worth 7%

## **Requirement/Assignment Details**

- 1) Academic Skills Modules
  - Students will complete 4 Academic Skills modules on Avenue. This mark is completion based.
- 2) Brainstorming Assignment

- Students develop a research question, identify key search terms, and compose a reflection about this process.
- 3) Proposal
- For this assignment, you are expected to choose a topic related to our course theme 'Religion and Conflict', which you believe is worth investigating. Your proposal should include your question(s), which you seek to address in your Final Research Paper, as well as an explanation about why you have chosen your topic and why you believe that it is significant to study. You should also include a hypothesis, as well as a statement about the approach, which you intend to employ within your work.
- 4) Annotated Bibliography
- This should include at least four relevant, peer-reviewed sources (journal articles, essays and/or books). You should include bibliographic entries for each of your sources, using APA style. Beneath each bibliographic entry, you should include: 1) a brief summary of your source, and 2) a critical analysis of the source, explaining why it is relevant for your research topic and how it will fit into your research project. In your critical analysis, you should also discuss any possible shortcomings that you may see within your sources. Your annotations should demonstrate that you have read the sources and understand their significance.
- 5) Research Paper Outline
- The purpose of this assignment is to give students an opportunity to come up with an outline, which can be used for writing their final Research Papers. The Research Paper Outline should be written in a bullet point format (though not in point form), but must highlight all of the major sections of the student's final paper. Your paper outline should demonstrate that you understand how your final essay will be structured both logically and stylistically. Upon completion of the outline, students should use the outline as a template for their final papers.
- 6) Presentation of Research
- Each student will prepare a brief audio and visual presentation (of about 5-6-minutes) based on the research of their capstone assignment.
  - Upload your video to our course online in Communications>Discussions>Video Presentation. (N.B.: Presentation slides are encouraged, though not required.)
  - Presenters should be prepared to respond to live feedback in-class.
  - Students will be assigned presentation and critique delivery dates by the fifth week of the course. Please note that these dates are NOT FLEXIBLE (unless proper documentation is provided ahead of time). Students MUST attend these classes on these dates in order to be marked for these assignments!
  - Ultimately, you should be able to incorporate relevant feedback into your final paper.
- 7) Critique
- Each student will be assigned to at least one other student's presentation. Respond to the candidate's presentation in-class with a 2-3-minute oral critique. Your critique

should respond to both the strengths and weaknesses of the presenter's topic and research.

#### 8) Final Research Paper

- This is your final project. Papers are to be approximately 7 pages in length, and should employ at least four peer reviewed sources. (N.B.: You may include different sources in your final paper than those included within your Annotated Bibliography, if you determine that they are no longer suitable for the purposes of your Research Paper.) Students are encouraged to take constructive feedback from previous projects (the Proposal, Annotated Bibliography, Paper Outline and Presentation) into consideration when writing this paper.

#### 9) Reflection Papers

- Students will complete 4 short Reflection Papers (150-200 words in length), which will be submitted at set times during the term (please refer to "Course Schedule"). Reflection Papers are responses to class lectures, discussion, and readings. Reflection papers need not be written as research papers, but should be written with attention to both grammar and style. Students will reflect upon a particular question, which will be given in class and posted on Avenue the week before the Reflection Paper is due. Reflection Papers take on a variety of forms: personal reflection, response of either agreement or disagreement, a series of follow-up questions, a combination of the former, etc. Students must post their Reflection Papers on Avenue in the Inquiry Discussion Forum (rather than submit them to Dropbox).

#### 10) Participation and Engagement

- 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.
- 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.

## Course Schedule

### Week 1: September 8, 2022

#### Topics:

- Introduction
- What is the relationship between Religion and Conflict?

### Week 2: September 15, 2022

#### Topics:

- Academia 101
- Theoretical Frameworks for Religion and Conflict

#### Readings:

- *Making Sense*, Chapter 1 (“Writing and Thinking”)
- Online Module 2 – Forming a Research Question (N.B.: Available on Avenue)

### Week 3: September 22, 2022

#### Topics:

- The Essentials of Constructing a Good Proposal
- Insider Vs. Outsider

#### Readings:

- *Making Sense*, Chapter 2 (“Writing an Essay”)
- Online Module 3 – Finding Academic Sources (N.B.: Available on Avenue)

### Week 4: September 29, 2022

#### Topics:

- Developing Basic Research Skills
- Thesis Statements

#### Readings:

- *Making Sense*, Chapter 9 (“Writing Examinations”)
- Online Module 4 – Evaluating Sources (N.B.: Available on Avenue)

### Week 5: October 6, 2022

#### Topics:

- Credible Sources
- Documentation and Citation
- Case Study: The Troubles in Northern Ireland

#### Readings:

- *Making Sense*, Chapter 7 (“Documenting Sources”)
- Online Module 5 – Citing Sources (N.B.: Available on Avenue)
- “Northern Ireland: Religion in War and Peace” (N.B.: Available at: <https://berkleycenter.georgetown.edu/publications/northern-ireland-religion-in-war-and-peace> )

### Week 6: October 20, 2022

#### Readings:

- Online Module 1 – Academic Integrity (N.B. Available on Avenue)

### Week 7: October 27, 2022

#### Topics:

- Critical Reading and Thinking
- Case Study: The 1979 Iranian Revolution

Readings:

- *Making Sense*, Chapter 11 (“Writing with Style”), & Chapter 12 (“Common Errors in Grammar and Usage”)
- Iran: Religious Elements of the 1979 Islamic Revolution (N.B.: Available at: <https://berkleycenter.georgetown.edu/publications/iran-religious-elements-of-the-1979-islamic-revolution> )

**Week 8: November 3, 2022**

Topics:

- Academic Honesty
- Grammar and Style

Readings:

- *Making Sense*, Chapter 13 (“Punctuation”), & Chapter 14 (“Misused Words and Phrases”)

**Week 9: November 10, 2022**

Topics:

- Preparation for Final Research Papers

**Week 10: November 17, 2022**

Topics:

- Oral Presentations Workshop
- Case Study: The Iraqi Invasion of 2003

Topics:

- *Making Sense*, Chapter 8 (“Giving an Oral Presentation”)
- “Iraq: Buttressing Peace with the Iraqi-Religious Congress” (N.B.: (N.B.: Available at: <https://berkleycenter.georgetown.edu/publications/iraq-buttressing-peace-with-the-iraqi-inter-religious-congress> )

**Week 11: November 24, 2022**

Topics:

- Student Presentations and Critiques

**Week 12: December 1, 2022**

Topics:

- Student Presentations and Critiques

**Week 13: December 8, 2022**

Topics:

- Review, Evaluation, and Conclusions