



Inquiry 1SS3-C02: Inquiry in the Social Sciences

- Fridays, September 9-December 2, 2022, 8:30-11:20pm.
- Instructor: Dana Gillespie Tozer
- Office hours: virtually, by appointment
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Course Overview

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 rigorous 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).

Our Theme: “From Catcalling to Femicide: Exploring Gender Based Violence”

While the focus of this course is on the process of inquiry, the theme “From Catcalling to Femicide: Exploring Gender Based Violence” will provide the content that we will use to develop analytical and critical thinking skills.

Violence against women/gender-based violence (VAW/GBV) was a virtually invisible social problem until it was brought to the political and social agenda by feminist activists 50 years ago. This course will take a bird’s eye view of this important political and sociological issue, where we will define gender based violence as both a social problem and a social movement; consider and critique the approaches to both understanding gender-based violence, as well as intervening and preventing it; and explore its impacts with attention to intersectionality and experience, oppression, power and resistance.

The theme of gender-based violence is vast and there is no possible way we can commit to fully understanding all aspects and perspectives connected to this topic. However, the design of this course is rooted in grounded theory – we will build up content based on areas of interest from participants, which provides ample flexibility to enable you to engage your own areas of interest within this topic, while demonstrating and developing the skills of inquiry.

CONTENT WARNING

This class may contain information that could be triggering to people who have or have not lived with violence. If the material becomes emotionally overwhelming at any point during the semester, please talk to the Instructor and/or seek the support of formal or informal resources that can help. Additionally, when framing and articulating your ideas and considerations in our classroom spaces, please be mindful of how they may be perceived and how they may impact others, and aim to contribute to creating an inclusive and safe(r) space for all members of our class.

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.

Required Texts:

Northey, M., Tepperman, L., & Albanese, P. (2018). *Making Sense: A Student’s Guide to Research and Writing (7th ed.)*. Don Mills, ON: Oxford University Press.

Other Course Materials:

Additional material (news stories, articles, videos, websites, podcasts, 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 can be found in the content section of Avenue To Learn.

Course Requirements/Assignments**Requirements Overview and Deadlines**

Assignment #	Assessment Activity*	% of Grade	Due Date
1	Three Research Questions	15%	1-October-2022
2	Article Summary and Reflection 1	15%	21-October-2022
3	Article Summary and Reflection 2	15%	4-November-2022
4	Paper Proposal and Annotated Bibliography	20%	25-November-2022
5	Final Paper	35%	16-December-2022

****A thorough outline and rubric for each assignment will be provided and posted on A2L***

Assignment Submission and Grading**Form and Style**

- Written assignments must be typed and double-spaced and submitted with a front page containing the title, student's name, student number, and the date. Number all pages (except title page).
- Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman or Arial 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
- Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a copy of your assignments.

Avenue to Learn or Courses with an On-line Element

In this course, we will be using Avenue to Learn. 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 with the course instructor.

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.

McMaster University Statement on Inclusivity and Academic Integrity

The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community.

These values are foundational to ensuring campus environments – both in-person and virtual –are conducive to personal wellbeing and academic success.

Inclusivity and a Culture of Respect

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. Expectations are described in [Code of Student Rights & Responsibilities](#)

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.

Additional information about the Code and netiquette can be found [here](#)

Academic Integrity and Honesty

As a McMaster student, you are expected to exhibit honesty and ethical behaviour in all aspects of the learning process. The academic credentials that you earn are rooted in the 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 which reads: "Grade of F assigned for academic dishonesty") and/or suspension or expulsion from the university).

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

Some helpful information can be found [here](#).

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.

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 to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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.

E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including 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, they may not reply.

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".

Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – **in advance** of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

At approximately 60 days after the end of term, the Mosaic system will automatically change an INC to the default grade.

Course Weekly Topics and Readings

This lecture schedule is based upon current university and public health guidelines and may be subject to changes during the term. Any changes to the schedule or course delivery will be communicated on the course announcements section on Avenue to Learn. Please check the announcements prior to attending class.

Week 1: September 9th

Topics:

- Introductions all around: to our topic, our course and each other

Week 2: September 16th

Topics:

- Thinking about the context: historical and current climates
- Learning to write and think

Preparation:

- Read: Northey et al: chapter 1
- Module 1 – Academic Integrity

Week 3: September 23rd

Topics:

- Thinking about how we frame the issue: exploring theory
- Learning to form a research question

Preparation:

- Read: Northey et al: chapter 3
- Module 2 – Forming a Research Question

Week 4: September 30th – no class; National Day for Truth and Reconciliation

Assignment 1 due via A2L October 1st

Week 5: October 7th

Topics:

- Library Presentation

Preparation:

- Review Module 3 – Finding Academic Sources

Week 6: October 14th – no class; reading week

Week 7: October 21st

Topics:

- Thinking about intersectionality: groups at increased risk
- Case study: NFB documentary - Mary Two-Axe Earley: I Am Indian Again

Preparation:

- Article Summaries presented in class

Assignment 2 due via A2L October 21st/23rd

Week 8: October 28th

Topics:

- Thinking about those who choose violence: exploring perpetrators of violence
- Case Study: NFB documentary – A Better Man

Preparation:

- Review Module 4 – Evaluating Sources
- Netflix docuseries: I Just Killed My Dad (optional)

Week 9: November 4th

Topics:

- Thinking about arguing with writing and style

Preparation:

- Read: Northey et al.: chapter 7
- Review Module 5 – Citing Sources
- Article Summaries presented in class

Assignment 3 due via A2L November 4th/6th

Week 10: November 11th

Topics:

- Thinking about how we respond: community and institutional responses
- Starting to think about writing our final paper

Preparation:

- Read: Northey et al.: chapter 8
- Watch: NFB documentary - Gender Matters: A Virtual Discussion on Violence Against Women

Week 11: November 18th

Topics:

- Thinking about critiques: criticisms and responses to feminist movement and theory
- Continuing our learning on writing for academia

Preparation:

- Watch: NFB documentary - Status Quo? The Unfinished Business of Feminism in Canada
- Northey et al.: chapters 12, 13, 14 (optional)

Week 12: November 25th

Topics:

- Thinking about representation: curating gender in media

Preparation:

- Watch: Netflix documentary – This Changes Everything (optional)

Assignment 4 due via A2L November 25th

Week 13: December 2nd

- Virtual drop in week – no preparation; Instructor available re: any questions or discussion

Assignment 5 – last day for submissions via A2L: December 16th