INQUIRY 1SS3
INQUIRY IN THE SOCIAL SCIENCES
Topic: Conflict and Religion
Section C01
Winter 2018
Wednesdays, 8:30 AM–11:20 AM
L. R. Wilson Hall 1056

McMaster University
Faculty of Social Sciences

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Office Hours: Wednesdays, <u>TBD</u>; 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: Conflict and Religion

While the focus of this course is on the ***process of inquiry***, the theme of our section "Conflict and Religion" 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?

In our first class we will begin to identify how we understand the relationship between religion and conflict, both as individuals and in the larger society. In subsequent classes and in your research paper/capstone assignment you will have the opportunity to further explore this relationship.

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.

The theme of "Conflict and Religion" 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 <u>this</u> section of Inquiry:

➢ Hubbuch, S., (2005) *Writing Research Papers Across the Curriculum. 5th Ed.* Boston: Thomson Wadsworth.

➢ 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:

➢ Northey, M., Tepperman, L. & Albanese, P. (2009) *Making Sense. A Student's Guide to Research and Writing. Social Sciences.* 5th Ed. Don Mills: Oxford University Press.

➢ 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*, (3rd ed.), Toronto: Nelson.

Other Course Materials:

Additional material (news stories, videos, websites, etc.), available at no cost, will 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 through the McMaster library website, or through links in the content section of Avenue To Learn.

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: All written work in this course must be submitted electronically to Avenue before the due date. Written assignments 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 include a title page with your name, student number and email address, the topic title of the assignment and the date submitted. Your final research paper should be at least 7 pages, double spaced, and written in 12p Times New Roman. Like all other written assignments within this course, it should be submitted to the electronic Dropbox on Avenue.

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 written work is due at 8:00 AM on Wednesdays on the date stated via Avenue, unless other arrangements have been made in advance with the instructor. Late assignments will be penalized 3% a day (weekends [Saturday and Sunday] will count as one day).

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.

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:

1. Submitting work that is not your own.
2. Submitting your own material for which other credit has already been obtained in another course.
3. Using another writer's sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks.
4. Neglecting to properly cite the source of your ideas.
5. Improper collaboration in group work.
6. Copying or using unauthorized aids in tests and examinations.
7. 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 a self-reporting tool in [Mosaic](#). It is for **Undergraduate Students** to report absences DUE TO MINOR MEDICAL SITUATIONS that last up to 3 days and provides the ability to request accommodation for any missed academic work. The MSAF cannot be used during any final examination period. You may submit a maximum of ONE McMaster Student Absence Form (MSAF) request per term. It is YOUR responsibility to follow up with your instructor immediately (normally within 2 working days) to discuss possible consideration. 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: If you are absent for reasons other than medical, for more than 3 days, or exceed one request per term you MUST visit your Associate Dean's Office (Faculty Office) at the Faculty of Social Sciences to request an MSAF exception link. You may be required to provide supporting documentation (see instructions below for "MSAF Exception Checklist" which explain procedures that do not fit within the MSAF process outlined here).

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 C01): 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 MUGSI.

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

Evaluation and Assignments

Assignment	% of Grade	Due Date
Academic Skills Test	15%	February 14, 2018
Capstone Assignment:		
Proposal	5%	January 31, 2018
Annotated Bibliography	10%	February 28, 2018
Research Paper Outline	5%	March 14, 2018
Presentation of Research	15%	TBA (either March 21, OR March 28, 2018)
Critique	5%	TBA (either March 21, March 28, 2018)
Final Research Paper	30%	April 4, 2018
Participation and Engagement (This also Includes: Reflection Papers, In-Class Research Sharing, In-Class Group Work, Research Essay Topic Question, Library Tour, AND Spontaneous Submissions [Either Online or In-Class])	15%	Throughout the Term

Reflection Papers: As part of students' participation and engagement marks, students will complete 5 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).

In addition to submitting your Reflection Papers, each student must also offer a brief response to at least one other student's Reflection Paper on weeks when Reflection Papers are due. Responses should be critical and reflective, offering both constructive criticism and thoughtfully engaging with your peers' work. Responses should be written in sentence format, and should be a minimum of three sentences. Responses should also be posted on Avenue in the form of a 'Reply' to other students' Reflection Papers.

Capstone Assignment: Students in this course will be working towards a "Capstone" Assignment, a cumulative project, which will develop throughout the term. There are several steps/submissions related to this project, including: a proposal, an annotated bibliography, a research paper outline, a presentation, a critique, and a research paper. You should begin to think about possible research questions and topics for this project from the outset of the course.

General Guidelines: Each submission should include a title page with your name, student number, e-mail address, the topic title of the assignment and the date upon which you submitted the assignment. All submissions should be double spaced, and written in 12pt Times New Roman with 1" margins. All submissions for the Capstone Assignment should be submitted to Dropbox on Avenue.

N.B.: Additional guidelines and topic examples are available on Avenue. Further instructions on how to complete each assignment will also be given IN-CLASS.

Final Paper Topic Question: Begin to think of some topics and questions regarding the course theme (Conflict and Religion) that interest you. The topic should be as precise as possible, and should relate to any topic on Conflict and Religion. Students must post their final paper topic question on Avenue in the Inquiry Discussion Forum. Students will also bring their Topic Questions to class for group discussion. A good way to prepare for this exercise is to think of what interests you about the topic of Conflict and Religion and to begin asking questions, such as 'how' and 'why'.

In addition to submitting your Final Paper Topic Question, each student must offer a brief response to at least one other student's Topic Question. Responses should be critical and reflective, offering both constructive criticism and thoughtfully engaging with your peers' work. Responses should be written in sentence format, and should be a minimum of three sentences. Responses should also be posted on Avenue in the form of a 'Reply' to other students' Topic Question.

Proposal: For this assignment, you are expected to choose a topic related to our 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.

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.

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 may be written in a point form format, 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.

Presentations and Critiques: Each student will be responsible for giving a 8-10 minute presentation based on the research of their capstone assignment. In addition to giving the presentation, students should be prepared to address questions about their research from other students in a 2 minute question period. Furthermore, each student will be assigned to give a 3-4 minute critique of another student's presentation. The presenter must provide a copy of their presentation to their critic, through e-mail, at least three business days before their presentation date. You may have notes prepared for your presentation, but you may not have a 'script'. You are expected to be able to engage with students' questions and concerns about your research, and, ultimately, you should be able to incorporate relevant feedback into your final paper.

Critiques should be between 3-4 minutes. Critiques should be constructive in their engagement with the presenter's topic. Your critique should respond to both the strengths and weaknesses of the presenter's topic and research.

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!

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.

Course Schedule

N.B.: There will be some weeks, when you will be asked to bring a DRAFT of particular assignments to class. These items will be marked with 'B.T.C.' ('Bring To Class'). The purpose of this is to share your work with other students and gain useful feedback in-class about your work. You may either bring a paper copy or an electronic copy.

Date	Readings Before Class	Assignments Due (By 8:00 AM, Wednesdays, Before Class on Avenue)	Class Topics
January 10, 2018			Introduction Is There a Relationship Between Religion and Conflict?
January 17, 2018	*Writing Research Papers*, Chapter 1 ("What Is a Research Paper"), AND Chapter 2 ("Where Do I Begin?") "Northern Ireland: Religion in War and Peace" (N.B.: Available at: https://berkleycenter.georgetown.edu/publications/northern-ireland-religion-in-war-and-peace)	*Reflection Papers 1* *AND B.T.C. Final Essay Topic Question*	What Are the Causes of Conflict? The Essentials of Constructing a Good Proposal
January 24, 2018	*Writing Research Papers*, Chapter 3 ("Finding the Evidence") Library Modules 1, 2, 3, 4, 5, & 6 (N.B.: Available on Avenue) "Iraq: Buttressing Peace with the Iraqi-Religious Congress" (N.B.: Available at: https://berkleycenter.georgetown.edu/publications/iraq-buttressing-peace-with-the-iraqi-inter-religious-congress)	*Reflection Papers 2*	Insider vs. Outsider Perspectives The Thesis Statement
January 31, 2018	Writing Research Papers, Chapter 6 (How to and How Not to Incorporate Your Evidence into Your Paper) Library Modules 7, 8, & 9 (N.B.: Available on Avenue)	*Proposal Due (5%)*	Developing Basic Research Skills Library Tour
February 7, 2018	Writing Research Papers, Chapter 8 (Documenting Your Sources: The Basics); AND Writing Research Papers, Appendix C (The APA Style) Library Modules 10, 11, &	*Reflection Papers 3*	Credible Sources Documentation and Citation Academic Honesty

	Academic Integrity Modules (N.B.: Available on Avenue)		
February 14, 2018		*Academic Skills Test (In-Class) (15%)*	In-Class Academic Skills Test
February 21, 2018			MID-TERM RECESS (NO CLASS)
February 28, 2018	*Writing Research Papers*, Chapter 4 ("Reading Critically and Taking Notes") 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)	*Annotated Bibliography Due (10%)*	Religion, Conflict and Lived Experience Critical Reading and Thinking
March 7, 2018	Writing Research Papers, Chapter 5 (Writing Your Paper)	*Reflection Papers 4* *AND B.T.C. A Draft Copy of Your Research Paper Outline*	Film Screening of 'The Other Son' (2012) Grammar and Style
March 14, 2018	Writing Research Papers, Chapter 7 (Polishing Your Final Draft) Sri Lanka: Civil War along Ethnoreligious Lines (N.B.: Available at: < https://berkleycenter.georgetown.edu/publications/sri-lanka-civil-war-along-ethno-religious-lines>)	*Research Paper Outline* (5%) *AND Reflection Papers 5*	What are the Effects of Conflict? Common Essay Errors Oral Presentations Workshop
March 21, 2018		*Presentations (15%)* *AND Critiques (5%) (In-Class)*	Student Presentations and Critiques (To Be Scheduled)
March 28, 2018		*Presentations (15%)* *AND Critiques (5%) (In-Class)*	Student Presentations and Critiques (To Be Scheduled)
April 4, 2017		*Final Research Paper (30%)* *Research Sharing (In Class)*	Review, Evaluation and Conclusions