

**SOC SCI 1SS3 (C04) – Inquiry in the Social Sciences
“Gender and Inequality”**

Winter, 2018
Class meets: Mondays 8:30am – 11:20am
Class Location: LRW 1056

Instructor: Julie Gouweloos
Email: gouwelj@mcmaster.ca
Office Hours: Mondays by appointment
Office Location: KTH 208

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 primarily 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 Theme: Gender and Inequality

While the focus of this course is on the process of inquiry, the theme, “Gender and Inequality” will provide the content that we will use to develop analytical and critical thinking skills. The course will start by investigating theories of gender inequality. We then investigate how gender inequality manifests itself in various institutional and cultural contexts. Finally, we explore examples of resistance to gender inequality.

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
- Critically reflecting on your learning process

You will also work on developing academic skills that are transferable to your other university courses. These skills include:

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

Required Texts:

- 1) Hubbuch, S. (2005) Writing Research Papers Across the Curriculum. (5th ed.). Boston: Thomson Wadsworth. (Referred to as “H” in the class schedule below)
- 2) Additional material (journal articles, news stories, videos, websites, etc.), available at no cost, will be posted on our course Avenue to Learn site throughout the course. Engaging with these materials will be necessary in order to actively participate in the course. (Referred to as “A” in the class schedule below)

Suggested Text:

- 1) Haig, J., Macmillan, V., & Raikes, G. (2014). Cites and Sources: An APA Document Guide, Fourth Edition. Nelson Education Ltd. (ISBN 978-0-17-650852-4)
-

EVALUATION:

Marks will be assigned as follows:

- Class Participation: 15%
- Research Proposal & Elevator Pitch (Jan. 29): 5%
- Research Skills and Library Test (Feb. 12): 15%
- In-class open-book quiz (March 5): 10%
- Annotated Bibliography (March 19): 15%
- Presentation (March 26, April 2, or April 9): 10%
- Research Paper (April 9): 30%

Class Participation and Engagement:

Class participation and engagement 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**). 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.

Research Skills Library Modules and Test:

NOTE: This test may be administered in another classroom, please pay attention to the Avenue to Learn class website for the most up-to-date instructions.

Detailed expectations for all assignments will be posted on our Avenue to Learn class website.

ACCESSIBILITY:

The instructor is committed to creating a learning environment that is equitable and as accessible as possible. Every effort will be made to support students in an appropriate and confidential manner. If you require accommodations (instructional, curricular, or test) please approach Student Accessibility Services (<https://sas.mcmaster.ca/>). While every effort will be made to support students, it is the student's responsibility to arrange these accommodations. Students are required to approach Student Accessibility Services at the beginning of the term (by email at sas@mcmaster.ca or telephone: 905-525-9140 ext. 28652). If granted, students must present the instructor with the Student Accessibility Services accommodation form at the beginning of the term. The instructor is also committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements. Lastly, it is imperative that the class function as a "safe space"; therefore, guidelines around appropriate language and behaviour will be established collectively at the outset of the course. Please note that at no point is it appropriate to use language or behave in a way that is sexist, racist, Anti-LGBTQ2+, classist, ageist, or ableist.

MARKING & ASSIGNMENTS:

Assignments must be submitted both in hardcopy in class and to Avenue to Learn by the assignment due date. When submitting your assignments to Avenue to Learn, you must ensure that your last name is identified in the file name (e.g. "Gouweloos-Assignment 1.docx"). All pages should be numbered and have 1" margins. All text should be double-spaced in Times New Roman 12-point font. Failure to adhere to these guidelines will be reflected in the mark for the assignment.

Review of Marks

Assignments will be returned in a timely fashion. Upon returning assignments, the instructor will not review or discuss grades within the first 24 hours. The instructor will not discuss any grades over email. Please note that when a mark is reviewed, 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.

Late Assignments and Absences

All excuses for missed work due to illness, injury and family emergency must be vetted through the office of the Associate Dean of Social Science. Please follow the procedure as outlined on the Faculty of Social Sciences website. For late assignments without approved excuses, you must make arrangements directly with me to hand in the assignment. Assignments will be marked down 3% if turned in late on the day it is due, and an additional 5% for each day it is late after that, including weekend days and holidays. 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 students an opportunity 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 to discuss possible consideration. 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). You may be required to provide supporting documentation.

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at www.mcmaster.ca/senate/academic/ac_integrity.htm

Some examples include:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. In assignments, complete citations are required for all quotes and paraphrases. Consult a writing style guide for information on how to properly cite the work of others.
2. Improper collaboration in group work. In this course, I encourage students to work together to understand concepts, discuss ideas, study for exams, etc. Improper collaboration would be defined as using the work of others to get out of doing your own work, claiming the work of others as your own, etc.
3. Copying or using unauthorized aids in tests and examinations.

ONLINE COMPONENTS:

Avenue to Learn

This course can be accessed through McMaster's learning system, Avenue to Learn (Avenue). You are required to login and use the tools and materials available through this on-line system. You must submit your assignments here, and your grades, course outline, and any announcements will be posted here.

To login to Avenue to Learn go to: avenue.mcmaster.ca

MAC ID: if your email is gouwelj@mcmaster.ca, then your MAC ID is [gouwelj](mailto:gouwelj@mcmaster.ca)

Password: same as your MAC ID email password

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. Check your Avenue to Learn on a regular basis as course amendments and required readings will be updated throughout the course.

Email

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors, and from students to staff, must originate from the student's own McMaster University e-mail account. **Do not use the mail feature in Avenue to Learn as this can cause unhelpful delays and errors.** Please consider email and instant messaging equivalent to any other form of written communication. You are expected to follow rules of spelling, grammar and etiquette. In addition, please include a proper greeting, such as "Dear,..." and a closing that includes your full name, such as "Sincerely,..." Email containing questions that can be answered by referring to this syllabus or to Avenue to Learn may not be answered. While I aim to answer emails within 48 hours, please note that this is not always possible.

Turnitin.com:

In this course, we will be using a web-based service (Turnitin.com) to reveal plagiarism. To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Note: 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 their McMaster email and Avenue to Learn at least weekly during the term and to note any changes.

Class Schedule continues on the following page...

CLASS SCHEDULE:

Date	Theme	Inquiry	Readings	Due
Jan. 8	Thinking about gender inequality	What is inquiry?		
Jan. 15	Perspectives on gender	What is a research paper?	(H) Section 1 (A) Readings posted on Avenue	
Jan. 22	Gender inequality and social institutions	How do we ask good questions?	(H) Section 2 (A) Group readings *	
Jan. 29	Contemporary issues in gender inequality: open	How do we find evidence? (Library visit)	(H) Section 3 Bring your issue	Meet in the classroom@ 8:30am and we will walk over to the library together Proposal & Pitch Due (5%)
Feb. 5	Gender and the body	How do we read critically?	(H) Section 4 (A) Group readings *	
Feb. 12	Research Skills and Library Test (15%)		Review all online library skills modules	Research Skills and Library Test (15%)
Feb. 21 - Reading Week - No Class				
Feb. 26	Rethinking and resisting gender inequality	How do we think critically? How do we prepare for tests?	(A) Group readings *	
Mar. 5	Thinking critically about gender inequality		Review all gender readings	Open book quiz (10%)
Mar. 12	Gender and violence	How do we develop a thesis?	(H) Section 5 (A) Group readings *	
Mar. 19	Contemporary Issues in gender inequality	How do we incorporate evidence?	(H) Section 6 (A) Group readings *	Annotated bibliography due (15%)
Mar. 26	Writing workshop		(H) Section 7&8	Presentations
Apr. 2	Writing workshop		No readings	Presentations
Apr. 9	Wrap up		No readings	Presentations Final paper due (30%)

* You are only required to read the material that has been assigned to your group.