

SOCIAL SCIENCES 1SS3: INQUIRY IN THE SOCIAL SCIENCES

Theme: Migration, Labour, and Resistance

Section: C04, Winter, 2022
Timeslot: Fridays 8:30–11:20 am
Location: L.R. [Wilson Hall](#) (LRW) 1056M

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Land Acknowledgement

McMaster University is located on the traditional Territories of the Mississauga and Haudenosaunee nations. The land is protected by the Dish with One Spoon Wampum, which is an agreement to share and protect the land. Across Turtle Island many Indigenous peoples work toward decolonization by resisting violent and extractive colonial practices. I encourage you to learn more about one such struggle taking place on unceded Six Nations territory. [Listen here.](#)

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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: Migration, Labour, and Resistance

The course thinks through the realities of migrating to Canada by engaging with the political, economic, socio-cultural, and global conditions of present-day migrations. Key themes will include migrant workers, gender and migration, and precarious immigration status. Class discussion and learning activities will guide students through processes of

developing critical questions, narrowing the field of investigation, and writing a critical analysis. Students will be introduced to a variety of social science methods and will learn to unpack the relationship between a research vantage point and possible findings.

Building a Learning Community

My approach to teaching begins from the premise that individual learning is best supported by developing an active learning community. I encourage learning through discussion and place a strong emphasis on class participation. You will be asked to work collectively and to develop your ability to engage in respectful and intellectually generous discussion. Class participation will be challenging yet free of racism, sexism, classism, ableism, or any other form of bigotry. There is an expectation that the class will be an inclusive and positive space.

You may want to check out

[Pride Community Centre](#)

[Indigenous Student Services](#)

[Black Student Success Centre](#)

It is important that you come to class prepared to discuss the weekly topics. You are expected to devote sufficient time for class preparation, which means completing the readings, class activities, and assignments in a timely manner.

Accessibility

I strive to create an accessible learning environment, which supports the learning needs of all students. You are always welcome to chat with me about learning supports and accessibility needs.

Required Readings

All required readings can be accessed online via the [McMaster Library](#) or A2L course site. Engaging with these materials and reading them prior to class will be necessary in order to actively participate in the course.

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 and generate questions through dialogue;
- communicate a reasoned response to research questions; and
- critically reflect on your learning process.

Evaluation Breakdown

	Weight	Due Date
<i>Library Modules</i>	5	January 28
<i>Essay Proposal</i>	15	February 11
<i>Annotated Bibliography & Citation Chain Essay Plan</i>	25	March 11
	10	March 25
<i>Research Paper</i>	30	April 8
<i>Class participation</i>	15	Ongoing

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.

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., *Writing Research Papers Across the Curriculum*. Boston: Thomson Wadsworth.
- Northey, M. & Tepperman, L. *Making Sense. A Student's Guide to Research and Writing. Social Sciences*. Don Mills: Oxford University Press.
- *Inquiry in the Social Sciences: An Inquiry Approach to Critical Thinking*. Soc Sci 1SS3 Custom Edition. McGraw-Hill. (Custom version of the first edition of *Reason in the Balance* by Bailin and Battersby.)
- Haig, J., MacMillan, V., Raikes, G., *Cites & Sources, An APA Documentation Guide*. Toronto: Nelson.

Weekly Topics and Reading Schedule

Week 1 – January 14 Introduction

No Readings

Week 2 – January 21 Framing: Political Economy of Migration

1. Cairns, & Sears, A. (2015). An Interesting Idea, In Theory. In *A good book, in theory: making sense through inquiry*. University of Toronto Press.
2. Hanieh, A. (2019). The contradictions of global migration. *Socialist Register*, 55, 50-78.
3. Mirchandani, & Poster, W. (2018). Enactments of Nationhood in Transnational Call Centers. In *Borders in Service: Enactments of Nationhood in Transnational Call Centres*. University of Toronto Press.

Week 3 – Jan 28 Migrant Workers: Unfree Labour **Due: Library Modules**

1. Cairns, & Sears, A. (2015). Theory Matters. In *A good book, in theory: making sense through inquiry*. University of Toronto Press.
2. Choudry, & Smith, A. A. (2016). Introduction: Struggling against unfree labour. In *Unfree labour? Struggles of migrant and immigrant workers in Canada*. PM Press.

Week 4 – Feb 4 Migrant Workers: Temporary Workers Programs

1. Binford, A. L. (2019). Assessing temporary foreign worker programs through the prism of Canada's Seasonal Agricultural Worker Program: can they be reformed or should they be eliminated?. *Dialectical Anthropology*, 43(4), 347-366.
2. Walia, H. (2021). The Kalafa System in the Gulf States. In *Border and Rule: Global migration, capitalism, and the rise of racist nationalism*. Haymarket Books.

Week 5 – Feb11 Migrant Workers: (Dis)Embodied Work **Due: Proposal**

1. Mirchandani, K. (2015). Flesh in voice: The no-touch embodiment of transnational customer service workers. *Organization (London, England)*, 22(6), 909–923. <https://doi.org/10.1177/135050841452777>

Week 6 – Feb 18 Migrant Workers: Women, Race, & Nation

1. Polanco, G. (2016). Globalizing “Immobile” Worksites: Fast Food under Canada’s Temporary Foreign Worker Program. In *Unfree labour? Struggles of migrant and immigrant workers in Canada*. PM Press.
 2. Perreñas, R.S. (2015). The Global Migration of Filipino Domestic Workers. In *Servants of globalization: migration and domestic work*. Stanford University Press.
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Break – February 25 No Class

Week 7 – Mar 4 Precarious Immigration Status

1. Goldring, Berinstein, C., & Bernhard, J. K. (2009). Institutionalizing precarious migratory status in Canada. *Citizenship Studies*, 13(3), 239–265.
<https://doi.org/10.1080/1362102090285064>

Week 8 – Mar 11 Neoliberalism & Precarious Migration

Due: Bibliography

1. Zetter, R., & Ruaudel, H. (2018). Refugees' right to work and access to labour markets: constraints, challenges and ways forward. *Forced Migration Review*, (58), 4-7.

Week 9 – Mar 18 Neoliberalism & Precarious Migration

1. Cairns, & Sears, A. (2015). But how do you know? In *A good book, in theory: making sense through inquiry*. University of Toronto Press.
2. Ritchie, G. (2018). Civil society, the state, and private sponsorship: the political economy of refugee resettlement. *International Journal of Lifelong Education*, 37(6), 663-675.

Week 10 – Mar 25 Critical Responses to Precarious Migration

Due: Essay Plan

1. Jeffries, F., & Ridgley, J. (2020). Building the sanctuary city from the ground up: Abolitionist solidarity and transformative reform. *Citizenship Studies*, 24(4), 548–567.

Week 11 – April 1 Revisiting Core Themes

Recap and reflection on learning
No readings

Week 12 – April 8 Study Session

Due: Research Paper

Assignments

Participation

- 15 Marks
- In class and online

Participation is part of the learning process. Being an active class member helps to build our learning community, while at the same time concretizing your knowledge and building skills. Participation could include asking questions, active listening, completing group activities, participating in polls, taking notes, and/or updating the class about events.

Library Modules

- 5 Marks
- Due January 28

See Avenue to Learn for instructions.

Essay Proposal

- 15 Marks
- Due February 11

The purpose of writing an essay proposal is to consider what you have learned, in relation to course themes, and then identify a specific issue that you will engage more deeply. Writing an essay proposal is a great way to narrow your area of interest and concretize the focus of your final paper. See Worksheet: Essay Proposal for detailed instructions.

Annotated Bibliography & Citation Chain

- 25 Marks
- Due March 11

The purpose of completing an annotated bibliography and citation chain is to build research and writing skills. Specifically, this assignment will help you to identify scholarly articles related to your topic and then build from those sources to find additional research. Annotating your bibliography will develop your ability to summarize and synthesize information. See Worksheet: Bibliography for detailed instructions.

Essay Plan

- 10 Marks
- Due March 25

Planning is an essential part of writing. The purpose of writing an essay plan is to organize your thoughts and to develop a scaffolding for your ideas. See Worksheet: Essay plan for detailed instructions.

Final Research Paper

- 30 Marks
- Due April 8

A strong research paper will demonstrate knowledge of course themes and a critical engagement with your chose topic. Writing a research essay is a great way to demonstrate and concretize your learning, and to build skills in areas of evidenced analysis. See Worksheet: Final Research Paper for detailed instructions.

University and Course Policies

Courses with an On-Line Element (University Policy)

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.

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 (.doc or .docx), 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 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

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.

Academic Integrity (University Policy)

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](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), 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 (University Policy)

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.

Accommodations and Exceptions – University 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 (University Policy)

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) (University Policy)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO Policy. Students requiring a RISO accommodation 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 (University Policy)

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.

Conduct Expectations (University Policy)

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.

Extreme Circumstances (University Policy)

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 – Course Policies

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.