

# SOCIAL SCIENCES 1SS3: INQUIRY IN THE SOCIAL SCIENCES

## Course Details

### Section Details

- Section 06
- Theme: Social Inequality and Social Justice
- Winter, 2022
- Mondays, 8:30am-11:20am
- Room: LRW 1065

### Instructor Details

Dr. Julie Gouweloos

Email: [gouwelj@mcmaster.ca](mailto:gouwelj@mcmaster.ca)

Office Hours: Mondays, 4:00pm-5:00pm (virtual)

### 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: Social Inequality and Social Justice

The theme will drive the theory and content that we will use to develop analytical and critical thinking skills. The course will start by understanding the potential of critical theories of social inequality. We then explore how complex issues of inequality are informed by sociocultural systems of racism, sexism, and classism (and beyond). Lastly, we explore strategies for working toward a more just world.

### 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:

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

## 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.
- Haig, J., MacMillan, V., Raikes, G., *Cites & Sources, An APA Documentation Guide*. 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

## 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) and Adobe Acrobat (.pdf). The program will not recognize many of the Apple programs (e.g. .pages). It is strongly recommended that students hand in assignments using Microsoft Word software (.doc or .docx). McMaster students have access to the Microsoft Office 365 package at no additional cost. It is recommended that students download the package [here](#).

## 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. Individual assignments submitted electronically must somehow include your last name in the filename, e.g. Wahab\_Research\_Question.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 their 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](http://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](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.

## **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

### 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 potential 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.

## Important Notes

### Land Acknowledgement

McMaster is located on the traditional territories of the Haudenosaunee and Anishinaabe peoples and within the lands protect by the Dish With One Spoon wampum agreement. We will meet, share, and learn on this land; as such we have a collective responsibility to acknowledge the significance of this agreement. For those of us who are settlers, I believe we have a duty to respect and honour the intimate relationship Indigenous peoples have to this land.

## Equity Statement

In this class I will work to promote an environment committed to equity and rooted in a spirit of generosity. As an 'active learning' course, students in this class are encouraged to speak up and participate during class meetings and be open to engage with challenging concepts and processes that help us to better understand the relationship between our personal experiences and larger social issues. Each of us enters the classroom with vastly different experiences and ideologies; therefore, it is important to acknowledge that diverse perspectives are valuable to classroom conversations; however, we must continually reflect on the how those perspectives can land for others. Further, while we will discuss *issues* including heterosexism, racism, classism, and ableism, behaviour that is heterosexist, racist, classist, and ableist will not be tolerated.

## COVID Statement

This is a challenging time for everyone. Students are learning and working in less-than-ideal circumstances. The syllabus above reflects the current aspirations for the course; however, in light of these challenging times, I also recognize the importance of flexibility. I encourage you to communicate with me if there is something specific that I can be doing to better support your learning experience in this course. Please also note that Instructors area also learning, teaching, and working in less-than-ideal circumstances and your patience and flexibility is appreciated.

## Contacting your Instructor

Please submit an email question or request only once; I will respond to your email within 2 weekdays. Email queries should be answerable with a "yes or no" response. For more complex or detailed queries please see me during office hours. Emails must include the course code in the subject line (e.g. SOCS1 1SS3). Please use proper email etiquette (e.g. salutations and some degree of formality).

## Assignment Breakdown

### Evaluation Breakdown

*Class Participation and Contribution: 15% (Weekly - see below)*

*Proposal & Research Question Assignment: 20% (Week 5 - Feb 7)*

*Research Skills and Online Library Modules: 5%*

*Citation Chain and Annotated Bibliography Assignment: 25% (Week 8 – Feb 28)*

*Final Research Assignment: 30% (Week 12 – March 29 @ 11:59pm)*

*Presentation: 5% (Weeks 13&14)*

**Note:** Detailed expectations for all assignments will be posted on our [A2L](#) class website under the Content heading.



## Class Participation and Contribution

Class participation is a vital component of this course. Therefore, it is expected that all students will be 'active' contributors 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). Each week students will be required to complete in-class tasks as part of their participation grades. These tasks will be assessed on completion and quality of work. Additionally, students will be required to create and lead discussion in a group setting at specific moments throughout the semester. The details of this will be further explained in class.

## Course Schedule

In an effort to make the course more accessible, many of the readings can be accessed via our A2L course site. For readings not posted on A2L, students can access these readings via the McMaster Library website. The assigned readings are to be completed *prior* to class.

### Weekly Breakdown

#### **Week 1 - January 10 - An Introduction to Inquiry and Social Inequality and Social Justice**

- Read the course syllabus *in its entirety* in preparation for our first class

#### **Week 2 – January 17 – Doing Social Science / Intersectional Ways of Knowing and Thinking**

- Eaton, J. & Morris, D. N. (2019). Doing Social Science: Theory and Research in the Social Sciences. In *Academic Literacy in the Social Sciences* (pp. 37-69). Canadian Scholars.
- Crenshaw, K. (2018). Why Intersectionality Can't Wait. In M. Hobbs & C. Rice (Eds.), *Gender and Women's Studies: Critical Terrain* (2<sup>nd</sup> ed., pp. 57-59), Women's Press.
- Additional reading posted on A2L

#### **Week 3 – January 24 – Asking Effective Questions / Settler Colonialism**

- Simpson, A. (2016). Whither settler colonialism? *Settler Colonial Studies*, 6(4), 438-445.

#### **Week 4 – January 31 – Evaluating Resources / Workshop**

- Reading posted on A2L

#### **Week 5 – February 7 – Constructing the 'Other' & Gender Based Violence**

- Razack, S. (2014). 'It happened more than once': Freezing deaths in Saskatchewan. *Canadian Journal of Women and the Law*, 26(1), 51-80.
- Additional reading posted on A2L
- **Proposal and Research Question Assignment DUE**

#### **Week 6 – February 14 – The Writing Process / Poverty**

- Reading posted on A2L

**Week 7 – February 21 – Winter Break Week – No class this week, enjoy!**

**Week 8 – February 28 – Analysis / The Myth of Meritocracy**

- Mijs, J. J. B. (2016). The Unfulfillable Promise of Meritocracy: Three Lessons and Their Implications for Justice in Education. *Social Justice Research*, 29, 14–34.
- Ackerman, E. (2010). Analyze This: Writing in the Social Sciences. In G. Graff & C. Birkenstein (Eds.) *They say / I say: the moves that matter in academic writing* (2<sup>nd</sup> ed., pp. 156-173). W. W. Norton & Co. (posted on A2L)
- **Citation Chain and Annotated Bibliography DUE**

**Week 9 – March 7 – Developing a Thesis / Race and Constructions of “Civility”**

- Silva, E. (2002). The linguistics of color-blind racism: How to talk nasty about blacks without sounding “racist.” *Critical Sociology*, 28(1–2), 41–64.
- Additional reading posted in A2L

**Week 10 – March 14 – Incorporating Evidence / Intersectionality, Social Justice, & Activism**

- Hubbuch, S. M. (2005). How to and How Not to Incorporate Your Evidence into Your Paper. In *Writing Research Papers Across the Curriculum* (5<sup>th</sup> ed., pp. 170-193). Wadsworth Cengage Learning.
- Gouweloos, J. (2021). Intersectional Prefigurative Politics: Queer Cabaret as Radical Resistance. *Mobilization: An International Quarterly*, 26(2), 239-255.

**Week 11 – March 21 – Incorporating Feedback / Strengthening our Writing**

- Readings Posted in A2L

**Week 12 – March 28 – Effective Presentations / Doing Allyship**

- Bishop, A. (2015). Step 5: Becoming and Ally. In *Becoming an Ally: Breaking the cycle of oppression in people* (3rd ed., pp. 87-105). Fernwood.
- **Final Writing Assignment Due March 28<sup>th</sup> @ 11:59pm**

**Week 13 – April 4 – Presentation Session I**

- No readings

**Week 14 – April 11 – Presentation Session II / Wrap up**

- No readings

**NOTE:** At certain points in the course, it may make sense to modify the schedule outlined above. The instructor reserves the right to modify elements of the course. *Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn (A2L) will supersede previously published outlines until published course outlines are updated.*