



McMaster University, Faculty of Social Sciences, SOCSCI 1SS3 (C07)

INQUIRY IN THE SOCIAL SCIENCES: EATING AND DRINKING

Winter 2022

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Lecture: Wednesdays, 8:30-11:20am

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Office Hours: Mondays, 12-1 or by
appointment

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Land Acknowledgement

I acknowledge that McMaster University is located on the traditional territories of the Mississauga and Haudenosaunee nations, within the lands protected by the “Dish with One Spoon” Wampum agreement. In this agreement, the dish represents the land, and the spoon represents the people, who are to take only what they need, and protect the land for future generations. Additionally, I am currently residing in traditional territories of the Haudenosaunee, Anishnawbe, and Neutral Peoples, in the land known as the Haldimand Tract. This land was given in compensation to the Six Nations of the Grand River and Mississaugas of the Credit First Nation in 1784, but today only 5% of that land remains under their protection. I encourage you to learn more about the lands you inhabit. If you’re in Canada, you can start by visiting Native-Land (<https://native-land.ca/>) or Whose Land (<https://www.whose.land/en/>).

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).

This course will help you consider multiple lines of inquiry to view a problem holistically. In doing so, it will also help develop your critical thinking skills, relevant in both academic and professional environments.

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.

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
- Group work skills.

Course Theme: Eating and Drinking. While the focus of this course is on the process of inquiry, the theme “Eating and Drinking” will provide the content that we will use to develop analytical and critical thinking skills.

Eating and drinking is about much more than caloric intake. In the first phase of our class, we will begin to examine how food and drink are viewed or influenced by our cultures, histories, families, and environments. In subsequent classes and in your research paper/capstone assignment you will have the opportunity to further explore how individuals and groups understand, use and debate ideas about the foods we consume.

The theme of eating and drinking, 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.

Intended Learning Outcomes

By the end of the course students should be able to:

1. Write and refine a researchable question.
2. Access relevant information to answer this question.
3. Critically evaluate the validity and relevance of academic research.
4. Communicate a reasoned response to the researchable questions.
5. Evaluate and provide constructive feedback for other writers.
6. Reflect on your learning process.

Your Instructor



Hi! My name is Creighton (she/her). I'm a PhD Candidate in Biological Anthropology at McMaster University. In my research, I explore the social and biological experiences of adolescence in the Roman Empire, including using changes in diet to learn about how people aged! What I love most about my research, is that I get to use scientific methods to answer social questions about life in the past. Outside of academia, I love to quilt (which I learned how to do via YouTube) and go on canoe tripping adventures.

I'm looking forward to getting to know all of you, and please don't hesitate to reach out with any questions or concerns at any point this semester.

Required Materials and Texts

Muller, Jake. (2015). *Writing in the Social Sciences: A Guide for Term Papers and Book Reviews, 2nd Edition*. Oxford University Press.

The reference above is for the second edition of this book. The first edition (published in 2010) has a little less in the book but may be more cost effective. There is also an e-book version. You are welcome to **purchase whichever copy you prefer**. As some page numbers may be different between the two versions, I'll do my best indicate which chapters or sub-sections are to be read (any page numbers are relevant to the second edition). Additional readings will be available through the McMaster Library system or uploaded to our course shell on Avenue to Learn.

Class Format

This course will be held in-person, with Avenue to Learn serving as the remote base for all relevant course content and assignment submissions. Lectures will take place in a single three-hour block, with content broken up with various activities and breaks to support your learning. Weekly readings, videos and/or podcasts will be posted to Avenue to Learn a minimum of one week prior to the associated class. Students are expected to complete the readings and be ready to engage in discussions and activities during class.

It is my hope to deliver a course that engages all learners. This includes designing assignments that can be completed in different formats and providing course content in different modalities. If there is any portion of the course that you feel you cannot engage in or complete to the best of your ability, please reach out to me via email or on MS Teams (@averylc) to learn how I can better support your learning.

Course Evaluation – Overview

Assignments are designed to build on each other, providing skills and feedback essential for the next step of the inquiry process. If you have any concerns about the following assignments (content, format, timeline etc.), please reach out to me in advanced, to see what can be done to help you succeed in this course. Assessments are to be submitted on Avenue to Learn. Understanding that things will happen that are beyond your control, some assignments have flexible due dates, allowing you to take control of when you submit them (Library Skills Test and Reflections). For assignments with due dates, please do your best to submit on time, or use your MSAF for unique circumstances. For more serious circumstances, please reach out, so we can find the support you need to help you succeed. If I have not heard from you to discuss why your assignment is late, a late penalty of 5% per day, including weekend days, will be applied.

1. Research Paper Proposal – 5%, due 26 January 2022
2. Annotated Bibliography – 10%, due 9 February 2022
3. Research Paper Outline – 10%, due 16 February 2022
4. Library Training Sessions – 5%, due 1 March 2022
5. Paper Draft and Feedback Request – 10%, 16 March 2022
6. Peer Feedback – 15%, due 30 March 2022

7. Final Research Paper – 25%, due 13 April 2022
8. Reflections – 20%, due at various points throughout the semester

Course Evaluation – Details

Research Paper Proposal (5%), due 26 January 2022

In one page (double-spaced, 1.5 spacing, 12-point font) write a paper proposal describing the topic (related to our theme) that you will investigate, as well as your research question(s) and research hypothesis. You will also include an explanation as to why you have chosen your topic (e.g., why you believe it is significant to study). I will provide feedback on this quickly, to help ensure you are on the right track. This assignment will help you achieve ILO 1

Annotated Bibliography (10%), due 9 February 2022

Complete an annotated bibliography, incorporating four to six relevant and peer-reviewed sources. For each entry, include the bibliographic information (using APA) style, followed by a summary and critical analysis. You should explain why it is relevant for your research topic, how it will fit into your research project, and any possible shortcomings you see. This will help you achieve ILO 2 and 3.

Research Paper Outline (10%), due 16 February 2022

Construct an outline of the paper you intend to write, highlighting all the major sections of your paper. This will likely include the research question and/or hypothesis, and all key discussion points in your paper. I will provide feedback, again, to make sure you're on the right track. The outline will then serve as the template as you write your final paper. This will help you achieve ILO 1 and 4.

Library Training Sessions (5%), due 1 March 2022

Any time prior to 1 March 2021 (e.g., by the end of Reading Week) complete the Library Training Sessions (approximately three hours) available via Avenue to Learn. This will help set you up for success for your research and writing assessments, both in this course and throughout your time at university. This will help you achieve ILO 2.

Paper Draft and Feedback Request (10%), 16 March 2022

Complete a draft of your paper to share with a peer in your class (5-7 pages, 1.5 spacing, 12-point font). As blind feedback is not always useful, so you will also include a short write up (less than one page) about the type of feedback you're specifically looking for (we will discuss this more in class). This will help you achieve ILO 4 and 6.

Peer Feedback (15%), due 30 March 2022

Assess a peer's paper, providing feedback focused around the area they asked for help. Respond to both the strengths and weaknesses of the research. This will help you achieve ILO 5 and 6.

Final Research Paper (25%), due 13 April 2022

Submit your final paper. Papers should be 5-7 pages in length (1.5 spacing, 12-point font), and should include at least four peer reviewed sources. You should incorporate the feedback provided by the instructor and your peer throughout the semester. This will help you achieve ILO 1 and 4. Note: the drop box for this assignment will open early, allowing you to submit and view the Turnitin report. From there, you can make edits and upload another version prior to the due date (11 April 2022). Only the most recent submission will be evaluated.

Reflections (20%), due at various points throughout the semester

In this course, we'll focus on six distinct steps in the writing process, including (1) paper proposals, (2) annotated bibliographies, (3) paper outlines, (4) rough drafts, (5) giving and receiving feedback, and (6) final papers. Throughout the semester, stop and reflect on four of those stages, including how it has helped your writing, and what skills you're taking away from it. Question prompts will be provided. This will help you achieve ILO 6.

Course Policies

Submission of Assignments

All assignments will be submitted through Avenue to Learn, including written work (weekly responses, essays, etc.) and exams. Deadlines are set for midnight on Friday nights.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

I employ a compassionate late policy, where late penalties are not deducted for two days after the due date. If I have not heard from you to discuss why your assignment is late, a late penalty of 5% per day, including weekend days, will be applied after that point.

Absences, Missed Work, Illness

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](#)” (MSAF). If you have used your MSAF, and still need relief from academic work, please visit the Faculty of Social Sciences (or your home faculty) to discuss what alternatives might be possible.

Avenue to Learn

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, usernames 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.

Turnitin.com

In this course, we will be using Turnitin.com, a web-based service integrated with Avenue to Learn. In this class, Turnitin.com is used as a teaching and learning tool, to provide you with more information about your writing style and referencing practices. This program can also be used to detect instances of plagiarism. By submitting to the Avenue to Learn submission folder, your assignments will be scanned by Turnitin.com, checking for academic dishonesty, grammatical errors, and more. Students who do not wish to submit their work to Turnitin.com must inform the instructor at the beginning of the semester. 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 to go www.mcmaster.ca/academicintegrity.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior 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 behavior 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 types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation 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 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code. Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Faculty of Social Sciences 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, the instructor may not reply at his or her discretion.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. 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 with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification

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.