

IBH 1BB3
Insight and Inquiry: Questions to Change the World
Fall 2020 Course Outline

DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course will help students understand the value of critical thinking and strengthen their ability to ask and explore insightful questions about the world around them. Students will be introduced to a diverse range of ideas and tools that will benefit them in both their university and professional careers.

INSTRUCTORS AND CONTACT INFORMATION

INSTRUCTOR
Dr. Alpha Abebe
abebea@mcmaster.ca
Office: CNH 401
Office Hours: By Appointment

TEACHING ASSISTANT
TBD

Tuesday 2:30-4:20pm
Wednesday 3:30-4:20pm

NOTE: Some portions of this course will be offered asynchronously (pre-recorded). This means you will have the flexibility to view some course content at a time that suits you. As such, the class will not always be meeting virtually as a group during the time allotted to this course that is listed above.

COURSE ELEMENTS

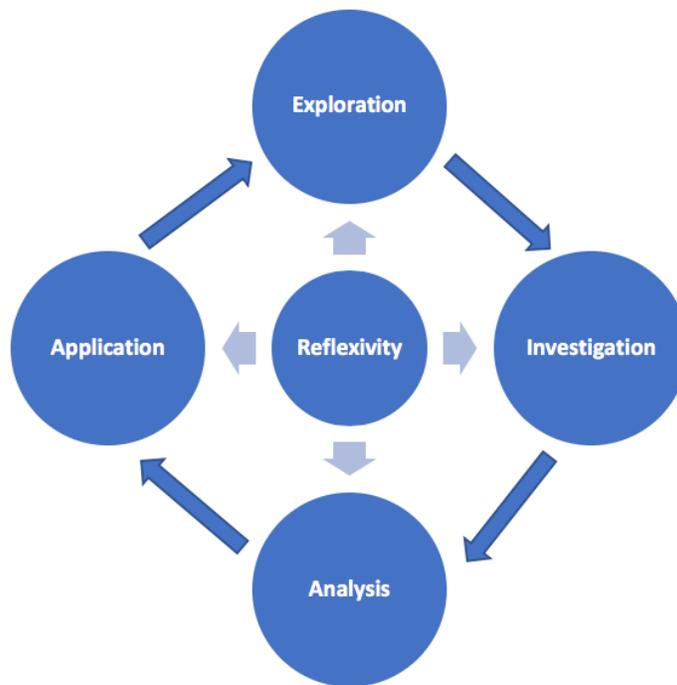
Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

COURSE DESCRIPTION

In a world of smartphones and Google, it seems we can find answers in an instant. However, the greatest challenge is to ask the right questions, recognizing that how we ask a question determines the nature of the answers available to us. Effective leaders are constantly formulating creative questions, about themselves and about the world around them. Working in the technology-enriched environment of an active learning classroom, students will focus on how to ask good questions about specific issues, how to collect and analyse information, and how to apply these insights in different ways.

Students will be introduced to an insight and inquiry process that challenges them to think critically and methodically in their pursuit of knowledge and understanding.

Insight & Inquiry Process



The skills students acquire in this course will apply to other university courses and the world beyond, including business, government and community.

LEARNING OUTCOMES

As a result of taking this course...

1. You will be able to define Humanities and articulate how the study of Humanities disciplines can complement the study of business and speak to real world issues.

2. You will recognize the importance and value of asking questions in all aspects of life, school, and work. You will be able to assess the quality of questions and identify how framing questions in different ways leads to different types of answers.
3. You will be challenged to think critically about your position and identities in society, and how this impacts the way you see and examine the world.
4. You will learn the value of empathy and humility, and ways to practice this when encountering and exploring perspectives and experiences that are different from your own.
5. You will have a broad understanding of the research cycle and will be able to identify a topic, define a question, and articulate a problem for any given research project.
6. You will become familiar with a variety of information sources and be able to both find them and evaluate their quality and utility. You will have been exposed to techniques for organizing and keeping track of your sources.
7. You will be provided with a variety of tips and strategies for succeeding in your university and professional careers.
8. You will learn and implement best practices for working in a group. You will work together in a group to gather and synthesize information as well as present your findings.

COURSE MATERIALS AND READINGS

1. Web-based platforms used in this course (note: additional online tools and/or platforms may be introduced during the course):
 - Avenue to Learn (A2L) registration for course readings, discussions, and announcements: <http://avenue.mcmaster.ca>
 - Echo360 registration for course lectures, discussions, and engagement: <https://help.echo360.com/hc/en-us/articles/360039793831-Getting-Students-Started>
 - Zoom registration for course lectures and discussions: <https://zoom.us/>
2. You should purchase the following book:
 - Madsbjerg, Christian. (2017). *Sensemaking: The Power of the Humanities in the Age of the Algorithm*. Hachette Books.
3. Electronic copies of the following and any additional or alternative course readings will be posted on A2L:
 - How to Engage Constructively in Courses that Take a Critical Social Justice Approach. (2017). In O. Sensoy, & R DiAngelo, *An Introduction to Key Concepts in Social Justice Education* (pp. 27-45). Teachers College Press.
 - Clifford, G. (1973). Thick description: Toward an interpretive theory of culture. *The interpretation of cultures*, 3-30.
 - Perreault, G., & Paul, N. (2018). An image of refugees through the social media lens: A narrative framing analysis of the Humans of New York series 'Syrian Americans'. *Journal of Applied Journalism & Media Studies*, 7, 79-102.

- Fujii, L. A. (2012). 'Research Ethics 101: Dilemmas and Responsibilities.' *PS: Political Science & Politics*, 45(4), 717–23.
- How to Define Your Project. (2009). In. Dawson, C. *Introduction to research methods: A practical guide for anyone undertaking a research project* (pp. 2-13). Hachette UK.
- How to Choose Your Research Methods. (2009). In. Dawson, C. *Introduction to research methods: A practical guide for anyone undertaking a research project* (pp. 14-26). Hachette UK.
- Remington-Doucette, S. (2013). Wicked Problems and their Resolution. In *Sustainable World: Approaches to Analyzing & Resolving Wicked Problems* (pp. 43-80). Kendall Hunt Publishing.

COURSE OVERVIEW AND ASSESSMENT

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
PRE-RECORDED LECTURE ON CORE CONTENT	Asynchronous	Recorded lecture vids (~20min. each)	Video or Voiceover PowerPoint in Echo360
DISCUSSION FORUM	Asynchronous	Discussion questions based on pre-recorded lecture and readings posted	Echo360 or A2L
LIVE LECTURES AND TUTORIALS	Synchronous	1hr. live session with Instructor and/or TA; opportunity to elaborate on content, present challenges, engage discussion	Zoom
READINGS	Asynchronous	Tied to weekly topics and discussions	Readings linked in Avenue or in assigned book
TEAM WORK AND SMALL GROUP DISCUSSIONS	Both	Synch: Breakout rooms during live lecture/tutorials Asynch: Small groups/team discussion threads	Synch: Zoom Asynch: Echo360 or A2L

GRADE COMPONENT	WEIGHT	DESCRIPTION
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PARTICIPATION	10%	Attendance & Contributions on Zoom Contributions to weekly online discussions on Echo360 or A2L
PERSPECTIVE JOURNALING	15%	Written assignment (1100-1400 words)
HONY REFLECTION PAPER	15%	Written assignment (800-1000 words)
GROUP PROJECT	40%	30% of grade based on team deliverables 10% of grade based on peer evaluations
FINAL REFLECTION PAPER	20%	Written assignment (1000 words)

COURSE DELIVERABLES

1. Perspective Journaling (15%)

Learning Objective:

Appreciating and examining the perspectives and lived experiences of other people and learning how to be self-reflexive in this process.

Task:

In this assignment, you will be tasked with writing 2 journal entries that narrate the perspectives of different people relating to the same historical event. You will be provided with a list of suggested historical events to choose from (if you want to choose a different event it must be approved by your Instructor or Teaching Assistant). You will need to become familiar enough with this historical period and social/political event to understand how different groups of people were affected by it.

You must create two different 'characters' based in that time period and write a journal entry in their voice and from the perspective you imagine they might have on the events happening around them **given their social location, demographic characteristics, and lived experience**. Ensure that these two characters are distinct enough from each other that you are able to explore and empathize with contrasting perspectives of the same event. Each journal entry should be 400-500 words (800-1000 words combined).

Finally, you must include a 300-400 word introduction in your own voice, where you provide background information about the characters you chose and how this background explains their perspectives in the journal entries. **You should demonstrate through this introduction that you have done sufficient background research to inform your journal entries including at least 3 external sources (these should be properly referenced, but do not need to be cited)**

2. Humans of New York Reflection Paper (15%)

Learning Objective:

Using photography and social media to think critically about how to examine, frame and represent the world and people around us.

Task:

Humans of New York (HONY) is a photoblog launched by Brandon Stanton in 2010. It includes portraits and interviews collected on the streets of New York City, which are then posted on social media for public consumption and engagement. HONY has over 18 million followers on its Facebook page, over 10.6 million on Instagram, and the HONY photo book is a New York Times best seller.

HONY has gained a reputation for images that 'humanize' people from all walks of life by offering an intimate glimpse into their struggles, hopes and dreams. This intimacy is achieved both through the visual details of the image itself, as well as the text that accompanies each photo. While we rarely think about Brandon Stanton when looking at HONY, it is important to remember that each image represents a series of conscious and unconscious decisions about how to frame, focus, and position the subject and details in each photo. In addition, the ways in which these images are consumed and interpreted is also determined by individual and societal factors that shape how we perceive various issues and people.

In this assignment, you will be tasked with selecting and analyzing 3-5 HONY images (and their accompanying stories). The images you select should have something in common either because they portray a common experience, social issue, or demographic group. You should begin by reading the Perreault, & Paul (2018) reading to understand how to think critically and deeply about the content and narratives of HONY images.

Your paper should be 800-1000 words. You are free to write about general reflections and thoughts about HONY, however a significant portion of your writing should address the following questions:

- What do your selected images have in common? What specific experience, social issue, or demographic group are they focused on? How are they similar and different from each other?
- How does the way that Brandon Stanton frames, lights, and otherwise captures the human subjects in these images affect the way that you perceive them?
- Do these images reinforce or challenge existing mainstream narratives about this experience, social issue, or demographic group?
- Reflecting on Brandon's positionality, how might this have affected the nature of these images and the personal stories that were told to him?
- How would you shoot these images and tell these stories differently if you were the photographer, and why?

3. Group Project - 2020 Vision: Organizational 5-Year Strategic Plan (40%)

Learning Objectives:

Building effective teamwork skills. Learning how to apply the insight and inquiry process outside an academic setting and communicating ideas to different audiences.

Tasks:

The class will be randomly assigned into groups that will work together on this project. Each team will research and decide upon a Hamilton-based organization/company that will be the focus of this project. The organization/company can be a non-profit organization, a government body, a social enterprise, or a for profit business.

Your group will conduct research and analysis to identify a gap or opportunity in the mission, scope or approach of the selected organization/company. For example, are they suited to the post-COVID world? Do they have an equity gap in terms of who they are serving? Are they effectively capitalizing upon the benefits of social media and other youth-focused platforms and tools? Your group will then act as a group of consultants that are working towards making this organization/company more relevant and/or responsive to the needs and realities of 2020 and beyond.

Your project deliverables will be developed with the leaders of the organization/company in mind as an audience or reader. You will essentially be submitting a simulated 'pitch' to this organization/company, compelling them to address this gap/opportunity in their strategic plan for the next 5 years. The project deliverables will be submitted to and graded by the Instructor and TA, however you may also decide (as a group) to share the project ideas with the actual organization/company upon completion.

You will have a fair amount of room to get creative and think outside of the box with this assignment – so don't be afraid of that freedom, have fun with it!

Further details regarding the group project instructions and deliverables will be provided near the beginning of the course.

Note that 10% of your individual group project grade will be calculated based on the average score from peer feedback surveys where team members anonymously evaluate you based on your share of the workload and the quality of your contributions. The other 30% of your grade will be the same as everyone else on your team and calculated based on the submitted project deliverables.

4. **Class Participation** (10%)

Learning Objective:

Ensuring you get the most out of this course by regularly attending class and reviewing the assigned readings before each class.

Tasks:

Switching to an online platform in the middle of a pandemic means that course participation will look differently than it has in the past. However, actively engaging in the class is still critical to gaining the most out of the course content and experience. Your participation mark will be evaluated based on your attendance and participation in the live tutorials/lectures, as well as the quality and quantity of your responses to online discussion forums. Further direction will be provided on this at the beginning of the course.

5. **Final Class Reflection Paper** (20%)

Learning Objective:

Synthesizing and thinking critically about the material and ideas you have encountered in the course, and how they have impacted you.

Tasks:

In this assignment, you are to submit a paper reflecting on the entirety of the course. You are encouraged to practice reflexive writing, and talk about how your thoughts and perspectives were challenged, reinforced, or otherwise impacted by the class material, reading, lectures, discussions, activities, etc. You are expected to refer to some assigned readings from the class in your paper, however this is not an academic research paper.

The paper should be 1000 words in length. Further direction on this assignment may be provided closer to the end of the course.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

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” and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

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

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.

COURSES WITH AN ON-LINE ELEMENT

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.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

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.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

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)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students 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

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.

EXTREME CIRCUMSTANCES

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.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 1BB3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

IBH 1BB3 Insight and Inquiry: Questions to Change the World Fall 2020 Course Schedule

NOTES: Asynchronous pre-recorded lectures will usually be posted on Wednesdays and will remain available to view on the course page once uploaded.

The blend of synchronous and asynchronous content might be disorienting at first. So, to help here is a **sample** workflow to help you imagine how you might organize your time on this course during a typical week:

Sample Personal Work Schedule	
DAY OF THE WEEK	COURSE-RELATED ACTIVITY
Friday	Review reading assignment for the upcoming week
Saturday	Work on upcoming assignment or group project
Sunday	<i>Take a nice walk in the park</i>
Monday	Login to Echo360 to review and respond to discussion forum questions from the previous week
Tuesday	Attend live synchronous lecture/tutorial for approx. 1 hour on Zoom to discuss reading and lecture from previous week
Wednesday	Login to Echo360 to view an approx. 20-minute pre-recorded lecture on a new topic for next week
Thursday	<i>Bake some cookies and catch up on Netflix show</i>

****The most important thing to remember is that before every Tuesday, which is when we will hold synchronous live lectures and discussions, you are expected to have viewed the pre-recorded lecture and completed the assigned reading from the previous week****

WEEK	DATE/FORMAT	DETAILS/ASSIGNMENTS
1	Date: Tuesday September 8 Format: Synchronous live lecture/tutorial and discussion	TOPIC: Introduction to the course and each other. Review of syllabus and class expectations.
1	Date: Wednesday September 9 Format: Asynchronous (pre-recorded) lecture	TOPIC 1: How can you prepare to succeed in university and the IBH program? How can you work effectively in teams? TOPIC 2: What are the humanities and why are they valuable in academia, business, government, and society?
2	Date: Tuesday September 15 Format: Synchronous live lecture/tutorial and discussion	READING: 'Sensemaking' by Christian Madsbjerg: Forward, Introduction, and Chapter 1 *Further direction on the Perspective Journaling assignment will be provided on this day
2	Date: Wednesday September 16 Format: Asynchronous (pre-recorded) lecture	TOPIC: What is reflexivity and why is it important? How are you positioned in society and how does this shape your paradigm? *Teams will be finalized for group project*
3	Date: Tuesday September 22 Format: Synchronous live lecture/tutorial and discussion	READING: 'How to Engage Constructively in Courses that Take a Critical Social Justice Approach' by Sensoy & Diangelo
3	Date: Wednesday September 23 Format: Asynchronous (pre-recorded) lecture	TOPIC: What are some important ethical principles when conducting research or documenting people's stories? What can we learn from the mistakes of researchers and journalists in the past and present?
4	Date: Tuesday September 29 Format: Synchronous live lecture/tutorial and discussion	READING: 'Research Ethics 101' by Lee Ann Fujii
4	Date: Wednesday September 30 Format: Asynchronous (pre-recorded) lecture	TOPIC: How are societies organized and how do they create meaning? What is culture and how do we understand our own and other people's cultures?

		DUE: Group project team contract (ungraded)
5	Date: Tuesday October 6 Format: Synchronous live lecture/tutorial and discussion	READING: <i>'Thick description: Toward an interpretive theory of culture'</i> by Clifford Geertz DUE: Perspective Journaling Assignment
5	Date: Wednesday October 7 Format: Asynchronous (pre-recorded) lecture	TOPIC: What is knowledge and how is it constructed in society? How is power and inequity reflected in the knowledge production process?
Mid-Term Recess: October 12-18		
6	Date: Tuesday October 20 Format: Synchronous live lecture/tutorial and discussion	READING: <i>'Sensemaking'</i> by Christian Madsbjerg: Chapter 4
6	Date: Wednesday October 21 Format: Asynchronous (pre-recorded) lecture	TOPIC: What can the arts in general, and photography in particular, teach us about how to explore and represent other worlds and experiences?
7	Date: Tuesday October 27 Format: Synchronous live lecture/tutorial and discussion	READING <i>'An image of refugees through the social media lens'</i> by Perreault & Paul.
7	Date: Wednesday October 28 Format: Asynchronous (pre-recorded) lecture	TOPIC: What are different sources of information (academic, web based, artistic, lived experience, etc.) and how should we evaluate and use them? What manual and technological tools can help us organize the sources and data we collect?
8	Date: Tuesday November 3 Format: Synchronous live lecture/tutorial and discussion	READING: <i>'How to Define Your Project'</i> by Catherine Dawson DUE: HONY reflection paper
8	Date: Wednesday November 4 Format: Meet synchronously with your group project teams.	*This week is blocked off to provide you with focused time to meet synchronously with your teams and work on your group projects. There will be no lectures, videos or readings for this week.
9	Date: Tuesday November 10 Format: Meet synchronously with your group project teams.	

9	<p>Date: Wednesday November 11</p> <p>Format: Asynchronous (pre-recorded) lecture</p>	<p>TOPIC: What are theoretical frameworks? How can these frameworks shape how we interpret and make sense of data?</p>
10	<p>Date: Tuesday November 17</p> <p>Format: Synchronous live lecture/tutorial and discussion</p>	<p>READING: '<i>Sensemaking</i>' by Christian Madsbjerg: Chapter 5</p>
10	<p>Date: Wednesday November 18</p> <p>Format: Asynchronous (pre-recorded) lecture</p>	<p>**GUEST LECTURER: (To be confirmed)**</p> <p>How are quantitative research methods used to tackle big questions? How do quantitative and qualitative methods differ and/or complement each other?</p>
11	<p>Date: Tuesday November 24</p> <p>Format: Synchronous guest speaker panel and discussion</p>	<p>READING: <i>How to Choose Your Research Methods</i>' by Catherine Dawson</p> <p>DUE: Group project written component</p> <p>DUE: Group project peer feedback survey</p>
11	<p>Date: Wednesday November 25</p> <p>Format: Asynchronous (pre-recorded) lecture</p>	<p>TOPIC: How is data interpreted in various sectors and disciplines? How can we be reflexive and critical in how we interpret data?</p>
12	<p>Date: Tuesday December 1</p> <p>Format: Synchronous live lecture/tutorial and discussion</p>	<p>READING: '<i>Sensemaking</i>' by Christian Madsbjerg: Chapter 7.</p>
12	<p>Date: Wednesday December 2</p> <p>Format: Asynchronous (pre-recorded) lecture</p> <p>& Synchronous live group presentations</p>	<p>TOPIC: What are 'wicked problems', and how can we use information to tackle them and promote justice, peace and prosperity?</p> <p>★ <i>Group Presentations</i> ★</p>
13	<p>Date: Tuesday December 8</p> <p>Format: Synchronous live group presentations</p>	<p>READING: '<i>Wicked Problems and their Resolution</i>' by Remington-Doucette.</p> <p>★ <i>Group Presentations</i> ★</p>
13	<p>Date: Wednesday December 9</p> <p>Format: Synchronous live group presentations</p>	<p>TOPIC: Final reflections, feedback and class evaluations</p> <p>★ <i>Group Presentations</i> ★</p> <p>DUE: Final class reflection paper</p>