![McMaster University logo]

![DeGroote School of Business - Education with Purpose logo]

Faculty of Business

Faculty of Business
IBH 1BB3
Insight and Inquiry: Questions to Change the World
Fall 2024

Instructor Information

Alpha Abebe
Email: abebea@mcmaster.ca
Office Hours:
By appointment

Course Information

Lecture: Mondays 2:30-5:20pm (in person lectures)
Course Dates: 09/03/2024 - 12/05/2024
Units: 3.00
Course Delivery Mode: In Person
Course Description: Effective leaders are able to formulate creative questions, recognizing that how we ask a question determines the nature of the answers available to us. Working in the technology-enriched environment of an active learning classroom, students will focus on how to ask good questions about specific issues and how to use those questions to interrogate evidence in different ways. Lectures (three hours) Prerequisite(s): Registration in Level 1 of the Integrated Business and Humanities Program Antirequisite(s): Not open to students with credit or enrolment in HUMAN 1QU3

Instructor-Specific Course Information

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.

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

Meeting Details

COURSE CONTENT DELIVERY:

Activity	Delivery	Description	Tool(s)
Lectures	Synchronous in Person	Lectures will be led by the Instructor and will also include in-class activities and discussions.	In Person (via Zoom if there is need to switch to virtual delivery)
Recorded Lectures	Asynchronous	Lectures will be recorded and available to view for the entirety of the course	Uploaded to Microsoft Teams weekly.
Announcements	Asynchronous	Important course information, material, and announcements will be shared on both A2L and MS Teams. Please ensure you have notifications and/or email alerts enabled for both of these platforms.	A2L and Teams

Important Links

- Mosaic
- Avenue to Learn
- Student Accessibility Services - Accommodations
- McMaster University Library
- eReserves

Course Elements

Credit Value: 3	**Leadership:** Yes	**IT Skills:** No	**Global View:** Yes
Avenue to Learn: Yes	**Ethics:** Yes	**Numeracy:** No	**Written Skills:** Yes
Participation: Yes	**Innovation:** Yes	**Group Work:** No	**Oral Skills:** Yes
Evidence-Based: Yes	**Experiential:** Yes	**Final Exam:** No	**Guest Speaker(s):** Yes

Course Learning Outcomes

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.

Required Materials and Texts

Textbook Listing: https://textbooks.mcmaster.ca
Web-based platforms used in this course (note: additional online tools and/or platforms may be introduced during the course):

- Avenue to Learn (A2L) for course readings, announcements, assignment submissions and grades: http://avenue.mcmaster.ca

- Zoom in the event we need to pivot to a virtual lecture and/or group work: https://zoom.us/

- Microsoft Teams for recorded lecture uploads, in class activities, and some announcements (invitation/code for the class team will be provided).

There is no textbook for this course. Electronic copies of all required readings will be posted on Avenue to Learn (A2L) and MS Teams. Below is a list of the readings that will be assigned. See lecture schedule below for further details regarding the required reading for each week:

- The Value of Humanities (2015). In. Holm, P., Jarrick, A., & Scott, D. Humanities world report 2015. Springer Nature.

- How to Engage Constructively in Courses that Take a Critical Social Justice Approach. (2017). In O. Sensoy, & R DiAngelo, Is Everyone Really Equal? An introduction to concepts in social justice education. Teachers College Press.

- Evaluating Statements and Identifying Sources. (2021). In. Kilcrease, B, How to Think, Read and Write in the Twenty-First Century. University of Toronto Press.

- S. Keshav. 2007. How to read a paper. SIGCOMM Comput. Commun. Rev. 37, 3 (July 2007), 83–84.

- From Topics to Questions. (2016) In. Boothe, W.C.; et al., The Craft of Research, 4th Edition. University of Chicago Press.

- 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.

- How to Decide Upon a Methodology. (2009). In. Dawson, C. Introduction to research methods: A practical guide for anyone undertaking a research project (pp. 14-26). Hachette UK.
- Critical Analytical Writing. (2017). In. Cottrell, S. Critical Thinking Skills - Developing Effective Analysis and Argument (pp. 147-169). Macmillan Education 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.
- Tilley, S. (2016) Theorizing Data. In 'Doing Respectful Research' (pp. 163-171).

Class Format

In Person

Course Evaluation

GRADE COMPONENT	WEIGHT	DESCRIPTION
Class Engagement	10%	Short weekly reflection entries (1-2 paragraphs each)
Critical Analysis Assignment	25%	Multi-part written assignment
Social Media Reflection Paper	15%	Written assignment (800-1000 words)
Group Project	30%	Group deliverables = 20% • 15 points based on written submission • 5 points of grade based on class presentation 10% of grade based on peer evaluations
Final Reflection Paper	20%	Written assignment (1000 words)

Course Evaluation Details

1. CLASS ENGAGEMENT (10%)

Learning Objective:

Ensuring you get the most out of this course by regularly attending class as often as possible, reviewing the assigned readings, and reflecting on course material and discussions.

Task:

Actively engaging in class is critical to gaining the most out of the course content and experience and succeeding academically in the overall course.

Students will be responsible for submitting weekly reflection entries on A2L (1-2 paragraphs long) and this will serve as evidence of your engagement in the course. In these entries, you will be invited to reflect on something that stood out to you, challenged you, surprised you, sparked a particular emotion, and/or expanded your thinking from that week's lecture, discussions and/or readings. The writing does not have to be polished, and point form is fine as long as your thoughts are fully articulated.

Entries will not be graded individually; however successful completion of these entries will impact your grade in two ways:

1. These weekly entries will serve as very useful raw material for your final reflection paper. In the past, students who took the time to write consistent and thoughtful weekly reflections had the strongest final reflection papers – by far!

2. The successful completion of these weekly reflection entries will also count towards 10% of your final grade. This will be evaluated based on: a) how many entries you submit; b) whether or not you submit these weekly or rush them in at the end of the term; and c) overall evidence that your reflections demonstrate you are meaningfully engaging with and thinking through the course content.

2. Critical Analysis Assignment (25%)

Learning Objective:

Practice crafting effective research questions and develop strong critical analysis and application skills.

Task:

This assignment is designed to help you learn how to effectively move from a topic of interest, to good research questions, to critical analysis. You will start by identifying a topic relevant to the intersection of business and humanities.

Part A of this assignment (i.e. Annotated Bibliography) will be worth 10% of your final grade:

In the first part of the assignment, you will be tasked with developing a strong research question related to your topic of choice. In your submission for this part of the assignment, you will then locate, evaluate, and select three relevant scholarly articles from reputable peer-reviewed journals. Each article should offer distinct perspectives or methodologies related to your chosen topic and research question. Your submission should be 2 pages maximum (single spaced) and should include the following:

Structure:

Section 1): Introduction:

- Briefly describe your topic
- State your research question
- A brief reflection on why you chose this particular topic and research question, including any personal or academic interests that led you to it.

Section 2) Annotated Bibliography:

- List 3 academic sources (i.e. peer reviewed journal articles), each cited properly using APA format)
- Annotation: A brief paragraph under each article, where you justify its relevance to your research question and briefly summarize its main arguments and findings

Part B of this assignment (i.e. Analysis and Application Paper) should be 600-750 words and will be worth 15% of your final grade:

In this part of the assignment, you will explore how the theories, methodologies, and findings from the three articles in your annotated bibliography can be applied to a real-world context or a hypothetical scenario related to your topic. This exercise will help you connect academic research to practical applications.

Structure:

Section 1) Introduction:

- Begin with a brief restatement of your research question and topic.
- Highlight the key insights or themes from the three articles that you found most impactful or relevant.

Section 2) Real-World Application:

- Choose a specific real-world context, current event, or hypothetical scenario related to your research topic. This could be a business challenge, social issue, or cultural phenomenon.
- Discuss how the insights from the three articles could be applied to address or understand this context or scenario. Consider how the findings might inform decision-making, strategy, or further inquiry.

Section 3) Future Inquiry:

- Suggest one or two areas for future research or action that stem from your analysis. What additional questions need to be answered, or what steps could be taken to further explore or address the issues raised in your paper?

3. Social Media Images and Representation 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:

In this assignment, you will explore how visual culture on social media platforms represents various social issues and individual experiences. You will analyze 3 images created by individual artists/creators (with publicly accessible and reputable accounts/platforms) focusing on their personal perspective and how it influences the representation of themes. You can find images on any mainstream and publicly accessible social media platform (e.g. Instagram, Tik Tok, X, Facebook) or an artist's/creator's personal website. The images can be generated through photography, or reproductions of other forms of visual art. You will then submit a reflection paper based on these images (see below), and include thumbnail versions of the images selected (along with hyperlinks to the source images) in an appendix to the paper.

Reflection Paper:

Your paper should be 800-1000 words and address the following in one cohesive reflective essay (not in question and answer format). 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. You are free to write about general reflections and thoughts about the images/platform/creator, however a significant portion of your writing should address the following questions:

- Common Themes: What do your selected artworks or media posts have in common? Identify the specific theme, social issue, or demographic group they focus on and discuss their similarities and differences.

- Artistic Choices: How do the artists use framing, lighting, color, texture, and other visual elements to convey their message? How do these choices affect your perception of the subjects depicted?

- Narrative Reinforcement or Challenge: Do these works reinforce or challenge existing mainstream narratives about the theme or group they represent? Provide examples from your selected artworks to support your analysis.

- Artist's Perspective: Reflect on how the artist's or creator's background and perspective might influence the representation and narrative of the artworks. How might their position affect the portrayal of the issues or experiences shown?

- Alternative Representation: If you were the creator, how might you approach these themes or issues differently? Discuss your reasoning and any potential changes in representation or storytelling.

4. Group Project – Exploring the Archives (30%)

Learning Objectives:

Building effective teamwork skills, gain exposure to the archives, foster reflection on the contemporary relevance historical documents and sources.

Tasks:

The class will be randomly assigned into groups that will work together on this project. Further details about the group project, including assignment questions and grading criteria, will be provided in a separate document during the course.

In this assignment, you will have the opportunity to engage with archival sources through a multifaceted exploration of their materiality, content, and relevance to our world today. As a precursor to the assignment, Myron Groover, McMaster Archives and Rare Books Librarian, will come to our class to offer a guest lecture about archival and primary sources. This will be followed by an experiential group project that will enhance your skills in collaborative research, historical analysis, and critical reflection.

As a group you will be randomly assigned a short historical document that can be found in the McMaster archives. You will then have the opportunity to visit the archives in person, organized through a sign-up sheet, to engage with the selected source in a shared group setting. As you delve into your assigned archival source, you will be encouraged to capture the material characteristics, written content, and contemporary relevance of the document.

The graded deliverables for this group assignment include the following:

1. Attendance at the McMaster Archives as a group (at least once) to view your assigned historical document in person.
2. You will be provided with a focused set of questions to reflect upon and research the archival source. Your group will then be tasked with submitting a written report that summarizes these observations, reflections, and research findings. More information regarding word count and format will be communicated.
3. Your group will then be tasked with preparing a 10-minute in-class presentation that will introduce the archival source to the class and summarize the key points from your report in an engaging and informative manner.

(All together, the group deliverables above will count towards 20% of your final grade)
4. Finally, 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. A link to a Google Form evaluation questionnaire will be provided at the end of the term.

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. You will be encouraged to draw on content from your weekly reflection entries, however this should not be a simple regurgitation of the entries, but rather, a summary and analysis of them.
The paper should be 1000 words in length. Further direction on this assignment may be provided closer to the end of the course.

Grading Scale

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

Course Schedule

NOTE: The Instructor may modify elements of the course, including the schedule below, and will notify students accordingly both in class and on the course platforms.

WEEK	DATE	TOPIC	DEADLINES & INFO	READINGS
1	Sept 9	Introduction: Syllabus overview, course expectations, and understanding 'insight and inquiry'.	N/A	N/A

2	Sept 16	Foundational knowledge and skills for this course and university: critical thinking, study hacks, understanding 'humanities'	N/A	'The Value of Humanities' (2015). by Holm, P., Jarrick, A., & Scott, D.
3	Sept 23	'Where do you know from': reflexivity, social location, and critical analysis	N/A	'How to Engage Constructively in Courses that Take a Critical Social Justice Approach' by Sensoy & Diangelo

<table>
<tr><td colspan="5" style="background-color:orange">Week 4 (Sept 30) NO CLASS: National Day for Truth and Reconciliation (aka Orange Shirt Day)

NOTE: This is more than a day off, it is an opportunity for personal and collective learning, reflection and action. Please visit the following link for more info and learning/reflection resources: https://dailynews.mcmaster.ca/articles/national-day-for-truth-and-reconciliation-2023-events-and-resources/</td></tr>
</table>

5	Oct 7	First half of lecture: First half of lecture: Archival and primary sources (guest lecture) Second half of lecture: Library research skills, evaluating information sources, research process and methods	Guest lecturer: Myron Groover (first half of lecture DUE: Social Media Reflection Paper (October 10)	'Evaluating Statements and Identifying Sources' (2021). by Bethany Kilcrease & 'How to Read a Paper' (2007). by S. Keshav

WEEK 6 - NO CLASS Mid-term Recess: October 14-20

7	Oct 21	Anatomy of a question: narrowing a topic to a research question, developing strong research questions; Research ethics: protocols and perspectives		'From Topics to Questions' by Boothe et al.
8	Oct 28	Understanding qualitative and quantitative research: How are these methods used to tackle big questions? How do they differ and/or complement each other?	Guest Lecturer: Alice Romo	'How to Decide upon A Methodology' by Catherine Dawson.

			DUE: Critical Analysis Part A (Oct 27)	
9	Nov 4	Exploring, understanding and representing the world through the arts	N/A	'An image of refugees through the social media lens' (2018) by Perreault & Paul.
10	Nov 11	Interpreting data: understanding theoretical frameworks, different traditions and approaches to making sense of data	N/A	'Theorizing Data' (2016) by Susan Tilley.
11	Nov 18	Communicating a message: constructing an argument and mastering storytelling, knowledge translation for different audiences	N/A	'Critical Analytical Writing' by Stella Cottrell
12	Nov 25	Wicked problems: how can we use information to tackle society's 'wicked problems'?	DUE: Critical Analysis Part B (Nov 22)	'Wicked Problems and their Resolution' by Remington-Doucette.
13	Dec 2	★ Group Presentations ★	N/A	N/A
14	Dec 9	Course wrap up, review and reflections	DUE: Group Project Report (Dec 6)

DUE: Final Reflection Paper (December 8) | N/A |

Late Assignments

Unless otherwise stated, all written assignments are due by 11:59pm on the due date indicated on the course outline.

Late assignments will be subject to a 3% per day late penalty (includes weekends and holidays) for up to seven (7) days. After this date, no assignments will be accepted and a grade of zero (0) will be applied.

Extensions for course work that will not incur a late penalty must be approved by the Instructor before the due date. Extensions are generally only granted for illness, emergencies, and extenuating circumstances. Note that this is distinct from the McMaster Student Absence Form (MSAF) submission process.

Turnitin.com

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.

Generative AI: Use Prohibited

Students are not permitted to use generative AI in this course. In alignment with McMaster academic integrity policy, it "shall be an offence knowingly to … submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also state in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

APPROVED ADVISORY STATEMENTS

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.

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

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. Avenue to Learn, 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, 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.

Requests for Relief for Missed Academic Term 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/

Non-Commerce students must follow the Missed Course Work protocols outlined by their home faculty and Program Office.

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, Avenue to Learn and/or McMaster email.