**ASC 2798.04: Introduction to Canada (Montreal, Quebec) (3 credits)**

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Office Hours: TBA

\*Newark campus faculty members will alternate leading the travel portion and share each year the responsibility for providing on-campus lectures:

Ken Madsen, Geography

 Kate Ivanova, Political Science

 Robert Hughes, French Literature

 Jerry Curtis, French

GE Education Abroad Course

Goals:

* By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

* Students recognize and describe similarities, differences, and interconnections between their host country and the U.S.
* Students function effectively within their host country.
* Students articulate how their time abroad has enriched their academic experience.

Specific Goals and Learning Outcomes for this course:

Students recognize and describe similarities, differences, and interconnections between Canada and the U.S. by analyzing course materials, participating in class discussions, and writing a research paper. In this iteration of the course, students will compare U.S. and Canadian history and culture by spending time in Montreal (the commercial and cultural capital) as well as Ottawa (Canada’s capital) and Quebec City (capital of the province).

* Students function effectively outside the United States by living and studying in Quebec, Canada and by travelling independently both to and from and within Montreal and the province of Quebec.
* Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Quebec, through essays, journals, blogs, and group discussions.
* Students will gain a foundational knowledge of Quebec’s history, politics, and culture within the larger context of Canada’s history.
* Students will develop critical thinking skills by analyzing course materials and field experiences.
* Students will develop communications skills through journals, blog posts, class discussions, essays, and the collective sharing of their overseas experiences.

**Course Description**This interdisciplinary course introduces students to Quebec, Canada. This particular iteration of the course will examine Quebecoise history, culture, geography, politics and language by appropriate readings in each discipline. Among other topics, students will explore the bicultural, bilingual history of the province and spend time primarily in Montreal (the commercial and cultural capital), while also taking day trips to Ottawa (Canada’s capital) and Quebec City (capital of the province). In the process, students will be encouraged to think critically about their new surroundings and to reflect on what Canada’s bicultural and bilingual traditions and values can teach them about the United States and its history and position in the world.

**Required Texts and/or Lecture Topics**:

Most of the texts will be available electronically on Carmen.

1. Jacques Lacoursiere and Robin Philpot, *A People’s History of Quebec,*  (Baraka Books, 2009)
2. “More French than the French:  A Look at what it means to be French-Canadian” and accompanying reading, handout from the instructor.
3. Lecture: “Political Geography of the Quebec Secessionist Movement.”
4. “The Influence of Quebec’s Culture on Canadian Foreign Policy.” Stephane Roussel and Jean-Christophe Boucher (2011), “The Myth of the Pacific Society: Quebec’s Contemporary Strategic Culture,” in *Canadian Foreign Policy: Classic Debates and New Ideas* by Duane Bratt and Christopher J. Kukucha, eds., Oxford University Press, Chapter 16, pp. 277 – 300.
5. Leslie R. Alm, Ross E. Burkhart. “Differences That Matter: Canada, the United States and Environmental Policymaking.”
6. *Surfacing*, Margaret Atwood (Anchor, 1998).

**Course Requirements and Grades**

* Class Participation: 15%Students are expected to attend all classes. This course will include both lecture and discussion, and to receive a high participation grade, students are expected to attend class having prepared to discuss the readings thoughtfully with fellow students.
* Research Paper and Presentation: 40%[5% research proposal,10% oral presentation, 25% written essay]:Students must submit a 2000-word research paper on a topic of their choice, but one which addresses the similarities, differences, and interconnections between Canada and the U.S. (for example: give an account of the modern educational system in Montreal. How does it compare to the U.S. system?). Research proposals should be submitted by the end of the first week, and will be revised with instructor’s feedback during the second week. Each student will be responsible for giving one short oral presentation on their topic to the class while in Quebec, in coordination with the day’s planned activities. Final paper due on June 9.
* Reflection Paper: 15%Students must submit a 4-page minimum (double-spaced) reflection paper in which they address the following questions: 1. Describe the most striking similarities, differences, and interconnections you have encountered between Quebec, Canada and the U.S.? What do they reveal about these two countries? 2. Explain how you’ve developed an ability to function effectively in Quebec, Canada and what obstacles you’ve faced in the realms of verbal and non-verbal communication 3. Overall, how has this course enriched your academic experience? Use concrete examples (due in Carmen Dropbox May 30).
* Journal and Blog: 30%[20%journal entries; 10% blog posts]. Students will reflect on a) the assigned readings, and b) on what has intrigued, puzzled, irritated, and delighted them about life, people, and things in Quebec, Canada. Journal entries will consist of one entry per week of 150-200 words. For blog posts, groups of 3-4 students will choose from a list of topics and post photos, videos, and written reflections (1 post per week) based on their experiences.

**Grading Scale**

Grades will be calculated according to the following scale:

A: 95% and above; A-: 90% and above; B+: 87% and above; B: 82% and above; B-: 80% and above; C+: 77.5% and above; C:72.5% and above; C-: 70% and above; D+: 67.5% and above; D: 60% and above; E: below 60%

**Course Policies**

* Disability: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>
* Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/resource_csc.asp>). Here is a direct link for discussion of plagiarism: <http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm> Here is the direct link to the OSU Writing Center: [http://cstw.osu.edu](http://cstw.osu.edu/)

**Course Structure**

This course will have two majorcomponents.

* Total Lecture and Discussion Sessions in Newark and in Quebec: 14 for a total of 25.5 hrs with sessions averaging two hours.
* In Quebec, potential activities: 1. guided walks and visits in and around Montreal, Ottawa and Quebec City; 2. tours of museums and other sites; 3. lectures or discussion groups with native students; 4. required attendance at specific cultural events 5. scavenger hunt to learn geography of city; 6. journaling; 8. debriefing sessions; 9. free time for students

**Tentative Schedule**

**May Term 2014**

Class sessions will be held in weekdays in Newark during Weeks 1, 2 and 4 for a total of 17 structured class hours pre- and post-travel. Students will also have 8.5 hours of structured class time for oral presentations, discussion and reflection while in Quebec (for a total of 25.5 hours of formal instruction). The remaining 1 credit will be earned with 25 hours of excursions and field trips, organized by the instructor and required of students, in Quebec. Students will be based in Montreal and take two day trips (to Ottawa and Quebec City).

**Newark campus lectures (Weeks 1-2)**

**Week 1 (7 hours of instructional time)**

May 5 (2 hours)

* **Introduction to the course. Reading and discussion:** *The People’s History of Quebec*.

May 7 (2 hours)

* **Lecture and discussion**: “More French than the French:  A Look at what it means to be French-Canadian” and accompanying reading, handout from the instructor.

May 9 (3 hours)

* **Reading and discussion**: “Political Geography of the Quebec Secessionist Movement.”
* **Assignment: Research proposal due (1 hour discussion)**

**Week 2 (6 hours of instructional time)**

May 12 (2 hours)

* **Reading and discussion:** Roussel, Stephane and Jean-Christophe Boucher (2011), “The Myth of the Pacific Society: Quebec’s Contemporary Strategic Culture,” in *Canadian Foreign Policy: Classic Debates and New Ideas* by Duane Bratt and Christopher J. Kukucha, eds., Oxford University Press, Chapter 16, pp. 277 – 300.

May 14 (2 hours)

* **Reading and discussion:** Leslie R. Alm, Ross E. Burkhart. “Differences That Matter: Canada, the United States and Environmental Policymaking.”

May 16 (3 hrs total: 2 hours instruction; plus safety and travel logistics, 1 hour)

* **Reading and discussion:** Margaret Atwood, *Surfacing.*
* **Assignment: Research paper proposal (revised) due**
* Students sign liability paperwork, review travel logistics

**Week 3: Travel to Montreal (8.5 hours of instructional time; 25 of excursions)**

May 17 (Saturday) – 3 hours of excursions, 1 of instruction

* Flight to Montreal (arrive early afternoon)
* **Outing: Bus tour of Montreal**  (3 hours).
* **Reflection (1 hour of journaling, blogging and discussing)**

May 18 (Sunday) 4 hours of excursions, 1 of instruction

* **Morning reflections and oral presentation (1 hour of formal instruction)**
* **Tours: McCord Museum of Canadian History; Centaur Theatre (4 hours)**

May 19 (Monday): 1.5 hour of instruction for reflection and journaling;

* **Morning reflections and oral presentation (1 hour of formal instruction)**
* **Tours**: students in groups tour museums or sites in Montreal (with pre-approval of instructor)

May 20 (Tuesday): 4 hours of excursions, 2 of instruction

* **Morning reflections and oral presentations (2 hours of formal instruction)**
* **Tour: Montreal Botanical Garden, Insectarium, Biodome**

May 21 (Wednesday): 8 hours of excursions.

* Day trip to Ottawa (8 hours in Ottawa). City tour; Museum of Civilization; Parliament.

May 22 (Thursday): 1 hour of instruction

* **Morning reflections and oral presentation (1 hour of formal instruction)**
* Tours: students in groups tour museums or sites in Montreal (with pre-approval of instructor)

Mary 23 (Friday): Day trip to Quebec City (2 hours of instruction, 6 of excursions)

* Walking tour of Quebec City; Parliament, Château Frontenac, Place Royale; Ste-Anne shrine; Cable car up the Montmorency Falls; Old Quebec (6 hours in Quebec City)

May 24 (Saturday): Return to Ohio

**Week 4 (4 hours of instruction time)**

May28 (Wednesday)

* Research paper discussion and planning (2 hours)
* Debriefing with all faculty members, students (2 hours)

May 30

* Reflection paper due

June 9

* Research paper due

**GE assessment plan**

The final reflection papers will be used to assess the degree to which students have achieved the GE learning objectives of recognizing similarities, differences and interconnections among host and home countries; functioning effectively abroad; and articulating how their time abroad has enriched their academic experience. I intend to use the standard rubric being developed to review this assignment for assessment purposes. I will also give the students a pre- and post-travel survey and compare the answers to evaluate their ability to compare the two countries and their knowledge of Canadian (specifically Quebecoise) vs. US history, science, and culture. The pre-travel responses will provide the baseline for comparison. Potential questions include specifics about the history and culture of Quebec (what do you know about the Quebec secessionist movement? What American states is Montreal near?). If students do not show significant increase in their ability to compare the two countries and knowledge of Quebec history, science and culture, I will revise the syllabus in order to incorporate more or different readings, lectures, discussions or excursions as seems appropriate. Because several faculty members will provide the pre-travel lectures, I will share the results of these assessments and work with them to revise their portions of the course as necessary. I also intend to ask students to fill out a discursive evaluation of the course that will help me determine what areas in my particular teaching style, and those of my colleagues, need improvement. For example, I will ask students to evaluate how well the pre-travel lectures prepared them to understand and interpret what they observed in-country. I will expect students to show significant increase in their understanding of Quebecoise politics, geography, history, culture and science. I would expect students to successfully answer 90% of the questions on the post-travel survey, but anticipate that only 20% will do so on the pre-travel survey. I will share the information I gather on student success with the colleagues co-teaching the class, and since we intend to rotate leading the course abroad, I will work closely with the next year’s leader to evaluate the ability of the planned activities abroad to connect to the readings and lectures. The data will be archived by the assistant dean of study abroad on our campus and available to the Office of International Affairs and others as necessary or desired.