

Term Information

Effective Term Spring 2014

General Information

Course Bulletin Listing/Subject Area Arts and Sciences
Fiscal Unit/Academic Org ASC Administration - D4350
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2798.04
Course Title Introduction to the History, Politics, Geography and Culture and Language of Montreal
Transcript Abbreviation Global Montreal
Course Description This interdisciplinary study tour introduces students to the history, politics, culture and language of Montreal. The course examines core institutions, traditions, and issues through lecture, discussion and experiential learning of government, literature, geography and language as well as other relevant materials.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Permission of instructor
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Education Abroad (new)

Course Details

Course goals or learning objectives/outcomes

- Students gain knowledge of Canadian history and culture in comparison to the U.S., function well outside U.S. effectively, and reflect on their experiences.

Content Topic List

- History
- Geography
- Literature
- Science
- Culture of Montreal, Quebec, Canada

Attachments

- ASC 2798 syllabus (Montreal May '14) final revBV.docx
(Syllabus. Owner: Hanlin,Deborah Kay)

Comments

- Attach revised proposal *(by Vankeerbergen,Bernadette Chantal on 07/08/2013 02:09 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hanlin,Deborah Kay	06/14/2013 09:38 AM	Submitted for Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/08/2013 02:09 PM	Unit Approval
Submitted	Hanlin,Deborah Kay	07/08/2013 02:41 PM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	07/09/2013 09:59 AM	Unit Approval
Approved	Heysel,Garett Robert	07/09/2013 11:48 AM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	07/09/2013 11:48 AM	ASCCAO Approval

ASC 2798.04: Introduction to the History, Politics, Geography, Culture and Language of Montreal (3 credits)

Professor Jose Cabral (Department of Chemistry)*
2052 Founders Hall
740-366-9347/cabral.1@osu.edu
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.
- Students function effectively outside the United States by living and studying in Montreal and by travelling independently both to and from and within Montreal.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their

experiences in Montreal through essays, journals, blogs, and group discussions.

- Students will gain a foundational knowledge of Canadian history, politics, and culture.
- 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 the History, Politics, Geography, Literature, Science, Culture and Languages of Montreal, Quebec, Canada. This particular iteration of the course will examine Quebecois history, culture, geography, politics and language by appropriate readings in each discipline. Students will become familiar with the broad sweep of Canadian history, the development of Canada's institutions, the linguistic history, and the nation's rich cultural heritage. Among other topics, students will explore Franco-Anglo dual cultures of the city; they will study the impact of heritage; and they will examine key aspects of Canadian culture, like education, literature, entertainment, and technology. In the process, students will be encouraged to think critically about their new surroundings and to reflect on what Canadian traditions and values can teach them about the United States and its position in the world.

Required Texts and/or Lecture Topics:

1. Most of the texts will be available electronically on Carmen.
2. "More French than the French: A Look at what it means to be French-Canadian" and accompanying reading, handout from the instructor.
3. Margaret Atwood, *Surfacing*.
4. James, Patrick (2012), *Canada and Conflict: A hard-hitting look at Canadian security post-9/11, from the Afghanistan war to US relations and Arctic sovereignty*, Oxford University Press, Chapters 5 and 6, pp. 66 – 117.
5. 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.
6. Eva Krugly-Smolka and Peter C. Taylor, eds., *Inquiry in Science Education: International Perspectives*, *Culture and Comparative Studies*, 2004, pp. 397-419.
 7. Lecture: "Political Geography of the Quebec Secessionist Movement."
 8. Other Resources:
 - Office for Science and Society, McGill Univ., Montreal, CA
 - Science and Technology Council (Canada)
 - <http://www.mcgill.ca/oss/who-we-are>
 - <http://sciencepolicy.ca/cspc2010>
 - The State of Science and Technology in Canada, 2012
 - <http://sciencepolicy.ca/news/state-science-and-technology-canada-2012>
 - <http://www.stic-csti.ca/eic/site/stic-csti.nsf/eng/Home>

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 Toronto. 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 Montreal, in coordination with the day's planned activities. Final paper due on May 31.
- 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

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 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 Monday June xx).

- 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 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>

Course Structure

This course will have two major components.

- Total Lecture and Discussion Sessions in Newark and in Montreal: 14 for a total of 25.5 hrs with sessions averaging two hours.
- In Montreal, potential activities: 1. half-day guided walks and visits in and around Montreal; 2. guided tours; 3. placement with host families for observance of daily routines of people; 4. 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 Montreal (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 Montreal.

Newark campus lectures (Weeks 1-2)

Week 1 (7 hours of instructional time)

May 5 (2 hours)

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

May 7 (2 hours)

- **Lecture:** "Political Geography of the Quebec Secessionist Movement."

May 9 (3 hours)

- **Reading:** Patrick James, *Canada and Conflict: A hard-hitting look at Canadian security post-9/11, from the Afghanistan War to US relations and Arctic sovereignty*, Oxford University Press, Chapters 5 and 6, pp. 66 – 117.
- **Assignment: Research proposal due (1 hour discussion)**

Week 2 (6 hours of instructional time)

May 12 (2 hours)

9. **Reading:** 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:** Eva Krugly-Smolkska and Peter C. Taylor, eds., *Inquiry in Science Education: International Perspectives, Culture and Comparative Studies*, 2004, pp. 397-419.

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

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

Week 3 (8.5 hours of instructional time; 25 of excursions)

May 17 (leave on Saturday) – 4 hours of excursions, 1 of instruction

- Travel to Montreal (arrive late afternoon)
- **Possible outing: Le Bateau-Mouche** cruise up the St Lawrence River (90 min).
- **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)**
- **Tour: McCord Museum of Canadian History; Old Montreal; play at Centaur Theatre**

May 19 (Monday): 1.5 hour of instruction for reflection and journaling; students then on their own

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): Students on their own

May 22 (Thursday): 5 hours of excursions, 1 of instruction

- **Morning reflections and oral presentation (1 hour of formal instruction)**
- **Tour: Plateau Neighborhood, Mont Royal Park, Redpath Museum**

May 23-25 (Friday-Saturday): Overnight trip via train to Quebec City (2 hours of instruction, 8 of sightseeing)

- Walking tour of Quebec City; Parliament, Château Frontenac, Place Royale; Ste-Anne shrine; Cable car up the Montmorency Falls; Old Quebec

May 25 (Sunday): Return to Ohio

Week 4 (4 hours of instruction time)

May 28 (Wednesday)

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

May 30

- Research paper due

June 9

- Reflection 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 vs. US history, science, and culture. The pre-travel responses will provide the baseline for comparison. Potential questions include specifics about Canadian history and culture (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 Canadian 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 Canadian 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.