

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 Quebec
Transcript Abbreviation Quebec Study Tour
Course Description This interdisciplinary course introduces students to the history and culture of Quebec with time spent in Montreal, Ottawa, and Quebec City. The course examines core institutions and traditions through lecture, discussion and experiential learning of the region's history, politics, literature, geography and science.
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 the history and culture of Quebec in comparison to the U.S., function outside the U.S. effectively, and reflect on their experiences.

Content Topic List

- History
- Geography
- Literature
- Politics
- Science
- Culture

Attachments

- ASC 2798 04 (Intro to Quebec).docx

(Syllabus. Owner: Hanlin,Deborah Kay)

Comments

- Sent back for revision. *(by Vankeerbergen,Bernadette Chantal on 10/18/2013 03:56 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
Revision Requested	Vankeerbergen,Bernadette Chantal	10/18/2013 03:57 PM	ASCCAO Approval
Submitted	Hanlin,Deborah Kay	11/01/2013 04:01 PM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	11/01/2013 04:02 PM	Unit Approval
Approved	Heysel,Garett Robert	11/04/2013 01:48 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	11/04/2013 01:48 PM	ASCCAO Approval

ASC 2798.04: Introduction to Quebec (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, 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 Quebec, Canada, 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 Quebec, 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 Quebecian 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's history and culture with appropriate readings in various disciplines (political science, literature, geography, and the French language). 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 Quebec'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. Stephane Roussel and Jean-Christophe Boucher, "The Influence of Quebec's Culture on Canadian Foreign Policy" and "The Myth of the Pacific Society: Quebec's Contemporary Strategic Culture," in *Canadian Foreign Policy: Classic Debates and New Ideas*, Duane

- Bratt and Christopher J. Kukucha, eds., Oxford University Press, (2011).
5. Leslie R. Alm, Ross E. Burkhart. (2006). "Differences That Matter: Canada, the United States and Environmental Policymaking," *Ameriquests*, vol 3, no 1.
 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 Quebec, Canada, and the U.S. (for example: give an account of the higher education system in Quebec. 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. The final paper is 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 Warner 226, telephone 366-9441; TDD available at the home page: <http://newark.osu.edu/studentlife/ODS/Pages/default.aspx>
- 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 Newark Writer's Studio: <http://newark.osu.edu/academics/degreesatnewark/english/tewritersstudio/Pages/index.aspx>

Course Structure

This course will have two major components.

- 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, activities include: 1. guided walks and bus tours in and around Montreal, Ottawa and Quebec City; 2. tours in self-selected student groups of museums and other sites; 3. attendance at specific cultural events; 4. journaling and reflection; 5. debriefing sessions; 6. 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:**, Stephane Roussel and Jean-Christophe Boucher (2011), "The Influence of Quebec's Culture on Canadian Foreign Policy" and "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)**
- Optional outing: Attend festivities related to Fête de Montréal (Montreal's anniversary)
- **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; tulip festival; 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)

May 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)

May 28 (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 Quebec, Canada, vs. U.S. history 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, language 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 collaboratively 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 us determine what areas in our particular teaching style 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 Quebec's 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. We 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 who directs study abroad on our campus and made available to the Office of International Affairs and others as necessary or desired.