

Term Information

Effective Term Autumn 2021
Previous Value Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like to change the number of FR 1803.01 to 2803.01 (FYI this course was originally submitted as an in-person course, but we recently had it approved for permanent distance delivery). We may in future revise and submit this course as a "Lived Environments" Theme course, but we would like to offer it in Spring 2022 at the 2000-level, before the Themes are implemented.

What is the rationale for the proposed change(s)?

A new French and Francophone Studies major was approved last Autumn, toward which students may count up to four courses taught in English. We would like several of the department's GE courses taught in English to count toward that major (a single-major student could choose whether to have it count toward the GE or the major, and a double major could potentially count it toward both). In the sample syllabus I am submitting, I have increased slightly the workload to better suit a 2000-level course (I have added a bit more, and more substantial, reading, as well as a short research paper in addition to a research presentation). I am also submitting the current syllabus for 1803.01 for comparison. Also fyi, we may request to increase the level of FR 1803.03 in future (this is a May-term study abroad course on Paris), and therefore we would like to keep the .01 designation of the course concerned here to maintain the distinction.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No additional resources will be needed.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area French
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2803.01
Previous Value 1803.01
Course Title Paris
Transcript Abbreviation Paris
Course Description Exploration of the city of Paris through the study of its history, geography, population, and cultural production, including but not limited to art, architecture, cinema, literature, fashion, and cuisine.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance

Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	None.
Previous Value	
Exclusions	Not open to students with credit for 1803.01 or 1803.03.
Previous Value	Not open to students with credit for 1803.02 and 1803.03.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0901
Subsidy Level	Baccalaureate Course
Previous Value	<i>General Studies Course</i>
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Culture and Ideas
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• 1. Students analyze and interpret major forms of human thought, culture, and expression.• 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
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Content Topic List

- Revolutionary Paris
- The 1860 Haussmann renovation of Paris
- Paris under the German Occupation 1940-44
- Paris in French literature
- Paris in French film
- Contemporary Paris quarter by quarter
- The Paris metro transit system
- Suburban Paris culture
- Taught in English

Previous Value

- *Medieval Paris*
- *Revolutionary Paris*
- *Paris under the German Occupation 1940-44*
- *Paris in French literature*
- *Paris in French film*
- *Contemporary Paris quarter by quarter*
- *The Paris metro transit system*
- *Suburban Paris culture*
- *Taught in English*

Sought Concurrence

No

Attachments

- 1803.01 syllabus SP21.docx: previous syllabus
(Syllabus. Owner: Willging, Jennifer)
- BA French Curriculum Map Feb 3 2021.docx: BA in French curriculum map
(Other Supporting Documentation. Owner: Willging, Jennifer)
- BA FFS Curriculum Map Feb 3 2021.docx: BA in French and Francophone Studies curriculum ma
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FR2803.01 sample syllabus.docx: 2803.01 sample syllabus
(Syllabus. Owner: Willging, Jennifer)
- French 2803.01 Tech review checklist.docx: Tech review checklist
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FR2803.01 sample syllabus.docx: Updated Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)

COURSE CHANGE REQUEST
2803.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/31/2021

Comments

- A syllabus with the updated Academic Misconduct Statement has been attached as requested. *(by Afanasyeva, Sofya on 03/18/2021 12:21 PM)*
- See 3-17-21 feedback email *(by Oldroyd, Shelby Quinn on 03/17/2021 01:37 PM)*
- I have changed the course number on this form, attached Ian's tech review checklist, and revised the new syllabus according to Bernadette's and Ian's recommendations. *(by Willging, Jennifer on 02/23/2021 11:17 AM)*
- - Please change the number of the course on the actual form. I cannot do this for you.
- Please upload Ian Anderson's filled out tech review sheet.
- If this is for a 100% DL request, make sure the syllabus is actually for 100% DL (this one says Distance Enhanced on p. 1 but then on p. 3 is says 100% online). *(by Vankeerbergen, Bernadette Chantal on 02/17/2021 05:01 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging, Jennifer	02/11/2021 04:48 PM	Submitted for Approval
Approved	Renga, Dana	02/11/2021 05:11 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/17/2021 05:01 PM	College Approval
Submitted	Willging, Jennifer	02/23/2021 11:17 AM	Submitted for Approval
Approved	Renga, Dana	02/23/2021 11:21 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/23/2021 05:07 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	03/17/2021 01:37 PM	ASCCAO Approval
Submitted	Afanasyeva, Sofya	03/18/2021 12:21 PM	Submitted for Approval
Approved	Renga, Dana	03/18/2021 12:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/31/2021 03:13 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/31/2021 03:13 PM	ASCCAO Approval

French 2803.01 Paris Syllabus

Spring 2021

Course Information

- **Course times and location:** synchronous Zoom meetings Tuesdays 2:30-3:30pm
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Jennifer Willging
- **Email:** willging.1@osu.edu
- **Office location:** 213 Hagerty Hall
- **Office hours:** Tuesdays 3:30-4:30, Wednesdays 10-11, and by appointment in Zoom:
<https://osu.zoom.us/j/2048426225?pwd=NU5raE5pYlloMVN0azNXdDVDOEhrdz09>
Passcode 901963
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

What was the city of Paris like in 1789, and how has its geography and society evolved over the last two+ centuries? By reading and viewing representations of Paris in various media (maps, paintings, photographs, films, music, and literary and historical texts), we will explore both how the city's landscape has shaped its society and how its increasingly diverse society has in turn shaped and transformed its landscape to suit Parisians' evolving needs, desires, and caprices.

Learning Outcomes

By the end of this course, students should successfully be able to:



- Describe the geographical evolution of the city of Paris since its origin (means of meeting these outcomes: lectures and readings)
- Describe the cultural, social, and political history of Paris since the French Revolution by having studied key events and sites throughout this period (means of meeting these outcomes: lectures, videos, and readings).
- Recognize that geographic sites are often imbued with deep and sometimes multiple cultural meanings that can persist but also change over time (means of meeting these outcomes: discussions of readings and videos/films)
- Read critically a variety of historical, literary, and cultural texts (means of meeting these outcomes: study questions on texts and films, oral and written discussions)
- Navigate the geography of modern Paris on foot and by metro (maps, metro exercises)
- Identify reputable academic sources and synthesize information gathered from them in a short research paper and presentation (means of meeting these outcomes: research project)

General Education Expected Learning Outcomes

As part of the Cultures and Ideas category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course fulfills these learning outcomes by assigning a wide variety of written and visual texts (historical, literary, cinematic, cartographic, etc.) and asking students to 1) answer study questions designed to ensure comprehension of these texts; 2) discuss their meaning in written and oral discussions with class members designed to elicit interpretation; 3) take bi-weekly quizzes to ensure that the texts and discussions have been synthesized; 4) write a 5-page research paper and perform a 10-minute oral and visual presentation of it on a place or moment in Parisian history not covered in class to demonstrate their ability to interpret secondary sources and to explain what the event or place reveals about the human beings who carried out or constructed it.

How This Online Course Works

Mode of delivery:

This course is 100% online. There is a required synchronous (real-time) session in Zoom each week Tuesdays 2:30-3:30pm EST. The rest of your work is found in Carmen and can be completed around your own scheduled during the week

Pace of online activities: This course is divided into **bi-weekly modules** that are released one week ahead of time. Students are expected to keep pace with deadlines listed on the Weekly Schedule below. Deadlines for various activities are generally Tuesdays by class time, Fridays by midnight, and/or Sundays by midnight).

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (weekly Zoom meetings and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance: at least twice per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Synchronous Tuesdays Zoom meetings: required**
Tuesday Zoom meetings are required. I will post recordings of synchronous Zoom sessions for those who cannot attend, but I can only give attendance credit to those who attend or who have informed me in advance of a serious, unavoidable, and documented reason for missing a session.
- **Participating in periodic discussion forums: see Weekly Schedule below**

Covid-19 Policies

Student illness or absence:

In the event that you are too ill with COVID-19 (or another documented illness) to attend a synchronous Zoom session or to complete an assignment by its deadline, your absence will be excused and the deadline extended so that you will still be able to make progress in this course. Zoom sessions will be recorded so that you may watch them when you are feeling better.

Course Materials and Technologies

Required Materials and/or Technologies

Casey Harison, *Paris in Modern Times: From the Old Regime to the Present Day* (Bloomsbury, 2019). Available at Barnes and Noble on High St., <https://www.barnesandnoble.com/.com>, and other online book sellers for \$32 to \$35. The OSU library also has three electronic copies students may consult <https://library.ohio-state.edu>, although access is restricted to three users at a time. If you plan to use the library copies, you must plan ahead to be sure you will have access in time for deadlines. Quizzes will be open-book, so if you don't own the book you will want to take special care to take good notes while reading.

Available in Carmen:

Honoré de Balzac, *Old Goriot* (1835).

Marguerite Duras, "Monsieur X, called here Pierre Rabier" and "Ter the Militiaman" in *The War* (1985)

Valerie Steele, *Paris Fashion: A Cultural History*. Oxford: Berg, 1998. Chpts. 1, 12, and 13.

Various other articles and web sites.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.



- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Student Services

For an overview of and contact information for the **student advising services** offered on the OSU main campus go to <http://advising.osu.edu>

For an overview of and contact information for **general student services** offered on the OSU main campus go to <https://contactbuckeyelink.osu.edu/>

Assignments, Grading, and Expectations

How Your Grade is Calculated

Attendance and active participation in all-class and small-group Zoom sessions	20%
Discussion Board discussions	15%
Bi-weekly quizzes (7)	40%
Research paper (5 pages)	20%
Slide presentation of research paper	5%

Descriptions of Course Assignments

Attendance and participation are crucial to your learning and your success in this course, so please arrive to every Zoom meeting (both full-class and small-group) on time and do your reading thoroughly beforehand. For many reading or viewing assignments I will give you a few study questions to guide you; please prepare answers to these questions *in writing* and bring them to class and to your small-group discussions so that you can participate as fully as possible. You may have one unexcused absence from the all-class Zoom meetings on Tuesdays without losing points; each unexcused absence after that will negatively affect your attendance and participation grade. In order to receive full credit for participation, you must not only attend but contribute meaningfully in both all-class and small-group discussions.

In response to questions I will provide, you will post on the **Discussion Board** for your small group several times this semester. Your grade for each post, which includes brief responses to at least two other posts, will be based on its thoroughness, depth, and clarity. Please compose your posts in Word or Goggle Docs in order to use the spell and grammar check and to save a copy before copying and pasting your posts on the Discussion Board.

Questions on the bi-weekly **Quizzes** (7) will cover information delivered in class, in recorded lectures, and in the texts and films you will read or watch. Each of the quizzes will be comprised of 20 multiple-choice and true/false questions and will cover only the material studied in the two weeks preceding it. Quizzes will be open-book but you will be limited to 30 minutes from the time you open each quiz on the day it is due, so you must be able to rely largely on your memory of the material learned. I will drop the lowest score you receive on these quizzes.

In your **Research Paper and Presentation** you will explore a site and/or event in Parisian history of your choosing (I will provide you with a list of suggestions). You will prepare an 8- to 10-minute slide presentation summarizing your research paper (some of my lectures could serve as a model for you). Each of you will present your work in a small-group Zoom meeting by the deadline on the Weekly Schedule. I encourage you to practice your presentation with a member of your group or a friend before the group meeting in which you record it. You will submit a brief evaluation of each of your group members' presentations, assessing clarity,

substance, and interest. These peer evaluations will be taken into consideration when I evaluate each presentation.

Academic integrity and collaboration: Your discussion posts should be your own original work (you will not be able to see others' posts until you have posted). Please answer study questions in writing before each all-class and small-group Zoom discussions so that you can contribute meaningfully. Quizzes are open-book but must be your work alone (you may not consult anyone else while taking them). In your research project, which must be your work alone, cite your sources at the end of the slide presentation, and if you use a quote from a source, cite it after the quote.

Timeliness of Assignments

Please refer to the Weekly Schedule (at the end of this Syllabus) for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Quizzes must be taken by the deadlines given (every two Sundays by midnight). Due to the collaborative nature of discussion-board discussion, I am not able to grade posts submitted after the deadline for each one. Small-group Zoom discussions must be recorded and the link submitted by deadlines given.

Instructor Feedback and Response Time

- Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem. If you have a question about the course that is not answered in the syllabus or elsewhere in Carmen, please contact me through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**. I will respond to e-mails sent after 5pm on a Friday on Monday morning.
- Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **seven days, although some assignments make take a few days longer**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E



Other Course Policies

Discussion and Communication Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. You should therefore compose your discussion-board posts in Word or Google-Docs so as to use the spell and grammar checks before copying and posting them onto the board (this way you will also be able to save your posts).
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Synchronous sessions:** During our Zoom sessions I ask that you use your real name and a clear photo of your face in your Carmen profile. I also ask that you **turn on your camera** when technologically possible so that the session feels as much as possible like an in-person class. If you are in a generally quiet space, feel free to leave your microphone on so that you can easily jump into discussions (if your dog barks, no worries, just switch it off until he has finished expressing himself ☺). You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

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://studentlife.osu.edu/csc/>.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from

harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.nationalsuicideline.org/) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video

- [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Sample Weekly Schedule*

*I may tweak this schedule slightly as we go along if I find we are getting behind, etc., but I will never make deadlines earlier than listed. Any changes will be in students' best interest. For example, I may add a brief recorded lecture some weeks if I find that students need additional explanation of certain readings.

Please consult this schedule regularly so as to be prepared and to complete assignments on time. I recommend that you download a copy and keep it handy on your computer desktop. You will also find it on the Syllabus page in Carmen (the full syllabus can be found in the first Carmen Module).

Tuesday deadlines are 2:30 pm (in time for Zoom class)
Friday and Sunday deadlines are midnight.

Discussion Boards are indicated in green
Small-group Zoom Discussions, in blue
Quizzes, in yellow

UNIT 1 – REVOLUTIONARY PARIS, 1789-1799

12-17 Jan.

Introduction to course in virtual Zoom class Tues.

Read Casey Harison, *Paris in Modern Times*, ch. 1 and watch my short lecture on “Paris Through the Ages.”

19-24 Jan.

Read *Paris in Modern Times* ch. 2 and watch John Green’s “The French Revolution”

<https://www.youtube.com/watch?v=ITTvKwCylFY> (12 min) for class Tues

Read Olympe de Gouge’s Declaration of the Rights of Woman

<https://revolution.chnm.org/d/293/> and post responses (minimum 250 words) to study questions on **Discussion Board 1** by Fri.

Respond to at least two posts (minimum 50 words each) and take **Quiz 1** by Sun.

UNIT 2 – RESTAURATION PARIS, 1815-30

26-31 Jan.

Read *Paris in Modern Times* ch. 3; the brief summary of *Old Goriot* here

<https://www.cliffsnotes.com/literature//le-pre-goriot/book-summary>; and Honoré de Balzac, *Old Goriot* (in Carmen) pp. 6-52.

Read *Old Goriot* 53-124 and discuss answers to study questions to this point in small-group **Zoom Discussion 1**, submitting link to recording by Sun.

2-7 Feb.

Read *Old Goriot* pp. 125-210 and answer study questions for class Tues.

Read *Old Goriot* pp. 211-end and post answers to study questions on this last section of novel on [Discussion Board 2](#), and listen to my 20-min lecture by Fri.

Respond to at least two posts and take [Quiz 2](#) by Sun.

UNIT 3 – HAUSSMANN'S PARIS, 1853-70

9-14 Feb.

Read *Paris in Modern Times* ch. 4 for class Tues

Read *Paris in Modern Times* ch. 5 and watch video "G-E Haussmann, the Man Who Built Paris" <https://www.youtube.com/watch?v=SIHISCvh0JA> (12 min) by Sun

15-21 Feb.

Read "Beyond the Façade"

<https://trace.tennessee.edu/cgi/viewcontent.cgi?article=1321&context=pursuit> and post answers to study questions on [Discussion Board 3](#) before class Tues.

Read *Paris in Modern Times* ch. 6 and respond to at least two posts on "Beyond the Façade" by Fri.

Take [Quiz 3](#) by Sun.

UNIT 4 – MOBILE PARIS, 1900-

23-28 Feb.

NO CLASS TUES (instructional break)

Read *Paris in Modern Times* ch. 7 and "History and Station Names of the Paris Metro"

<http://metro.paris/en/theme/history-and-station-names> and submit answers to study questions in writing by Sun.

2-7 Mar.

Read *Paris in Modern Times* 8 and "The Metro: The Long Debate" (Carmen) for class Tues.

Watch video "How to Use the Paris Metro" <https://www.youtube.com/watch?v=T0YS5si8bJs> then complete the Paris Metro exercises (Carmen) and post answers on [Discussion Board 4](#) by Fri.

Respond to two posts and take [Quiz 4](#) by Sun.

UNIT 5 – OCCUPIED PARIS, 1940-44

9-14 Mar.

Read *Paris in Modern Times* ch. 9. and chose your research project topic.

Read "A History of Paris During the German Occupation"

<https://www.discoverwalks.com/blog/world-war-ii-paris/> and listen to my 20-min recorded lecture introducing Marguerite Duras' "Monsieur X., Called Here Pierre Rabier"



16-21 Mar.

Read Duras, "Ter le milicien," for class Tues

Post answers to questions on "Ter" in **Discussion Board 5** by Fri

Respond to two at least posts and take **Quiz 5** by Sun.

UNIT 6 – FASHIONABLE PARIS, 1940-59

23-28 Mar.

Read *Paris in Modern Times* ch. 10 and **turn in a 300- to 350-word abstract and a bibliography of at least five reputable sources** (articles, books, reputable web sites, etc.) **for your research project** by class Tues

Read Steele, *Paris Fashion* ch. 1 and 13 by Fri and discuss answers to study questions in small-group **Zoom Discussion 2**, submitting link to recording by Sun.

30 Mar.-4 Apr.

Watch film *Funny Face* (1957) and answer questions in writing for class Tues.

NOTHING FOR TH (instructional break)

Take **Quiz 6** by Sun.

UNIT 7 –MOSAIC PARIS, 1962-present

6-11 Apr.

Watch Ladj Ly's 2019 adaption of Victor Hugo's *Les Misérables*, set in a racially diverse Parisian suburb and answer study questions in writing for class Tues.

Read *Paris in Modern Times* ch. 11 and discuss study question on *Les Misérables* in small-group **Zoom Discussion 3**, submitting link to recording by Sun.

13-18 Apr.

Read *Paris in Modern Times* ch. 12 and Onishi, "A Racial Awakening in France" for class Tues.

Tuesday 20 Apr. – no class, office hours for consultation on research papers and presentations

Friday 23 Apr. – submit link to your group's research presentations' video by midnight

Monday 26 Apr. – submit research paper in Assignments

Wednesday 28 Apr. – submit your brief evaluation of each of your group members' research presentations by midnight

French 1803.01 Paris

History and Geography of Paris from the Revolution to Right Now

Spring 2021

Course Information

- **Course times and location:** synchronous Zoom meetings Tuesdays 2:30-3:30 at <https://osu.zoom.us/j/96236526284?pwd=SIZH0XpRSTB4SnY1ME9SM1c3QTh3dz09>
Passcode 8y366y
- **Credit hours:** 3
- **Mode of delivery:** Distance Enhanced (required Zoom meetings Tues. 2:30-3:30)

Instructor

- **Name:** Prof. Jennifer Willging
- **Email:** willging.1@osu.edu
- **Office location:** Hagerty 226
- **Office hours:** Tues 4-5 pm, Wed 11 am - 12 pm and by appointment in Zoom <https://osu.zoom.us/j/2048426225?pwd=NU5raE5pYlloMVN0azNXdDVDOEhrdz09>
Passcode 901963
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

What was the city of Paris like in 1789, and how has its geography and society changed over the last two+ centuries? By reading and viewing representations of Paris in various media (maps, paintings, photographs, films, music, and literary and historical texts), we will explore both how the city's landscape has shaped its society and how its society has in turn shaped and transformed its landscape to suit the Parisians' evolving needs, desires, and caprices.



Learning Outcomes

By the end of this course, students should successfully be able to:

- Describe the historical evolution of the city of Paris since its origin (lectures and readings)
- Describe the cultural, social, and political history of Paris since the French Revolution through having studied key events and sites throughout this period (lectures, videos, and readings).
- Recognize that geographic sites are often imbued with deep and sometimes multiple cultural meanings that can change over time (discussions of readings and videos/films)
- Read critically a variety of historical, literary, and cultural texts (study questions on texts, discussion)
- Recognize the geography of modern Paris and navigate it on foot or by metro (maps, metro exercises)
- Conduct historical research and present it in a clear and engaging manner (research project)

General Education Expected Learning Outcomes

As part of the Cultures and Ideas category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression (oral and written discussions, research project).
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior (oral and written discussions, quizzes, research project).

How This Online Course Works

This course is 100% online. There is a required synchronous (real-time) session in Zoom each week on Tuesdays from 2:30-3:30 pm. The rest of your work can be found in Carmen.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with the deadlines indicated on the Weekly Schedule below (deadlines for various activities are generally Tuesdays by class time, Fridays by midnight, and Sunday by midnight).

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.go.osu.edu/credit-hours) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of [C average.

Attendance and participation requirements: Research shows that regular participation is one of the highest predictors of success. Participation in the live weekly Zoom discussion T 2:30-3:30 and the periodic small-group Zoom discussions is required, as is logging into the Carmen course page *at least* once per week (although you will likely log in several times per week).

Covid-19 Policies

Student illness or absence:

In the event that you are feeling ill with COVID-19 symptoms, you have been diagnosed with COVID-19, or you must quarantine because you have been exposed to someone with COVID-19, your absences will be excused and you will still be able to make progress in this course. Please contact me right away, as some accommodations may require extra set-up or planning. If given at least 1-hour advance notice for device and room set-up, I should be able to record the class session and post the recording on Carmen. Alternate assignments or extensions may be arranged.

Instructor illness or absence:

If I am quarantined but am well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email no later than two hours prior to class. If I am too ill to teach the course for a period of time, the designated backup instructor for this course will step in.

Should the Ohio State University Main Campus move to full online instruction due to closure, our in-person classes will be moved to Zoom and links to the meetings will be provided.

Course Materials and Technologies

Required Texts

Casey Harison, *Paris in Modern Times: From the Old Regime to the Present Day* (Bloomsbury, 2019). Available at Barnes and Noble.com, Amazon.com, and other online book sellers for \$32 to \$35. The OSU library also has three electronic copies students may consult <https://library.ohio-state.edu>, although access is restricted to three users at a time. If you plan to use the library copies, you must plan ahead to be sure you will have access in time for deadlines. Quizzes will be open-book, so if you don't own the book you will want to take special care to take good notes while reading.

Available in Carmen:

Honoré de Balzac, excerpts from *Old Goriot* (1835).

Marguerite Duras, "Monsieur X, called here Pierre Rabier." *The War* (1985)

Valerie Steele, *Paris Fashion: A Cultural History*. Oxford: Berg, 1998. Chpts. 12-13.

Various other articles and sites.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.



- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Assignments, Grading, and Expectations

How Your Grade is Calculated

Attendance and active participation in all-class and small-group Zoom sessions	25%
Discussion Board discussions	15%
Bi-weekly quizzes (7)	40%
Research presentation	20%

Descriptions of Course Assignments

Attendance and participation are crucial to your learning and your success in this course, so please arrive to every Zoom meeting (both full-class and small-group) on time and do your reading thoroughly beforehand. For many reading or viewing assignments I will give you a few study questions to guide you; please prepare answers to these questions *in writing* and bring them to class and to your small-group discussions so that you can participate as fully as possible. You may have one unexcused absence from the all-class Zoom meetings on Tuesdays without losing points; each unexcused absence after that will negatively affect your attendance and participation grade. In order to receive full credit for participation, you must not only attend but contribute meaningfully in both all-class and small-group discussions.

In response to questions I will provide, you will post on the **Discussion Board** for your small group several times this semester. Your grade for each post, which includes brief responses to at least two other posts, will be based on its thoroughness, depth, and clarity. Please compose your posts in Word or Goggle Docs in order to use the spell and grammar check and to save a copy before copying and pasting your posts on the Discussion Board.

Questions on the bi-weekly **Quizzes** (7) will cover information delivered in class, in recorded lectures, and in the texts and films you will read or watch. Each of the quizzes will be comprised of 15 or so multiple-choice and true/false questions and will cover only the material studied in the two weeks preceding it. Quizzes will be open-book but you will be limited to 30 minutes from the time you open each quiz on the day it is due. I will drop the lowest score you receive on these quizzes.

In your **Research Presentation** you will explore a site and/or event in Parisian history of your choosing (I will provide you with a list of suggestions). You will prepare an 8- to 10-minute presentation of your research using slides to illustrate it (some of my lectures could serve as a model for you). Each of you will present your research in a small-group Zoom meeting that you will record by Monday April 26 by midnight. I encourage you to practice your presentation with a member of your group or a friend before the group meeting in which you record it. By Wednesday April 28 you will submit a brief evaluation of each of your group members' presentations, assessing clarity, substance, and interest. These peer evaluations will be taken into consideration when I evaluate each presentation.

Academic integrity and collaboration: Your discussion posts should be your own original work (you will not be able to see others' posts until you have posted). Please answer study questions in writing before

each all-class and small-group Zoom discussions so that you can contribute meaningfully. Quizzes are open-book but must be your work alone (you may not consult anyone else while taking them). In your research project, which must be your work alone, cite your sources at the end of the slide presentation, and if you use a quote from a source, cite it after the quote.

Timeliness of Assignments

Please refer to the course syllabus for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Quizzes must be taken by the deadlines given (every two Sundays at midnight). Due to the collaborative nature of discussion-board discussion, I am not able to grade posts submitted after the deadline for each one. Small-group Zoom discussions must be recorded and the link submitted by deadlines given.

Instructor Feedback and Response Time

- Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem. If you have a question about the course that is not answered in the syllabus or elsewhere in Carmen, please contact me through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**. I will respond to e-mails sent after 5pm on a Friday on Monday morning.
- **Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within seven days, although some assignments may take a few days longer. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. You should therefore compose your discussion-board posts in Word or Google-Docs so as to use the spell and grammar checks before copying and posting them onto the board (this way you will also be able to save your posts).
- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Synchronous sessions:** During our Zoom sessions I ask you to **turn on your camera** when technologically possible so that the session feels as much as possible like an in-person class. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom is our classroom space where respectful interactions are expected.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)



- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.



Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Weekly Schedule*

*I may tweak this schedule slightly as we go along if I find we are getting behind, etc., but I will never make deadlines earlier than listed. Any changes will be in students' best interest. For example, I may add a brief recorded lecture some weeks if I find that students need additional explanation of certain readings.

Please consult this schedule regularly so as to be prepared and to complete assignments on time. I recommend that you download a copy and keep handy it on your computer desktop. You will also find it on the Syllabus page in Carmen (the full syllabus can be found in the first Carmen Module).

Tuesday deadlines are 2:30 pm (in time for Zoom class)
Friday and Sunday deadlines are midnight.

Discussion Boards are indicated in green
Small-group Zoom Discussions, in blue
Quizzes, in yellow

UNIT 1 – REVOLUTIONARY PARIS, 1789-1799

12-17 Jan.

Introduction to course in virtual Zoom class Tues.

Read Casey Harison, *Paris in Modern Times*, ch. 1 and **IF** we didn't have time for it in class, watch my short lecture on "Paris Through the Ages."

19-24 Jan.

Read *Paris in Modern Times* ch. 2 and watch John Green's "The French Revolution"

<https://www.youtube.com/watch?v=ITTvKwCylFY> (12 min) for class Tues

Read Olympe de Gouge's Declaration of the Rights of Woman <https://revolution.chnm.org/d/293/> and post responses (minimum 250 words) to study questions on **Discussion Board 1** by Fri.

Respond to at least two posts (minimum 50 words each) and take **Quiz 1** by Sun.

UNIT 2 – RESTAURATION PARIS, 1815-30

26-31 Jan.

Read *Paris in Modern Times* ch. 3; the brief summary of *Old Gloriot* here

<https://www.cliffsnotes.com/literature/l/le-pre-goriot/book-summary>; and Honoré de Balzac, *Old Goriot* (in Carmen) pp. 6-30 up to "...the vanity of a citizen whose foible is gratified" for class Tues.

Read *Old Goriot* 97-122 from "Where am I to drive, sir?" to "It was five o'clock..." and pp. 143-71 from "Yes!" said Eugene" to "...the heart is a sure guide" and discuss answers to study questions to this point in small-group **Zoom Discussion 1**, submitting link to recording by Sun.



2-7 Feb.

Read *Old Goriot* pp. 242-307 from “Two days later, Poiret and Mlle Michonneau...” to “The mouthpiece of hope was the portly Sylvie” and answer study questions for class Tues.

Read *Old Goriot* pp. 366-end from “At half past eight the doctor arrived” to the end, post answers to study questions on this last section of novel on [Discussion Board 2](#), and listen to my 20-min lecture by Fri.

Respond to at least two posts and take [Quiz 2](#) by Sun.

UNIT 3 – HAUSSMANN’S PARIS, 1853-70

9-14 Feb.

Read *Paris in Modern Times* ch. 4 for class Tues

Read *Paris in Modern Times* ch. 5 and watch video “G-E Haussmann, the Man Who Built Paris” <https://www.youtube.com/watch?v=SIHISCvh0JA> (12 min) by Sun

15-21 Feb.

Read “Beyond the Façade”

<https://trace.tennessee.edu/cgi/viewcontent.cgi?article=1321&context=pursuit> and post answers to study questions on [Discussion Board 3](#) before class Tues.

Read *Paris in Modern Times* ch. 6 and respond to at least two posts on “Beyond the Façade” by Fri.

Take [Quiz 3](#) by Sun.

UNIT 4 – MOBILE PARIS, 1900-

23-28 Feb.

NO CLASS TUES (instructional break)

Read *Paris in Modern Times* ch. 7 and “The Metro: The Long Debate” (Carmen) and answer study questions in writing by Sun.

2-7 Mar.

Read *Paris in Modern Times* 8 for class Tues.

Watch video “How to Use the Paris Metro” <https://www.youtube.com/watch?v=T0YS5si8bJs> then complete the Paris Metro exercises (Carmen) and post answers on [Discussion Board 4](#) by Fri.

Respond to two posts and take [Quiz 4](#) by Sun.

UNIT 5 – OCCUPIED PARIS, 1940-44

9-14 Mar.

Read *Paris in Modern Times* ch. 9. for class Tues and **choose a topic for your research project in order to start collecting sources**

Read “A History of Paris During the German Occupation” <https://www.discoverwalks.com/blog/world-war-ii-paris/> and listen to my 15-min recorded lecture introducing Marguerite Duras’ “Monsieur X., Called Here Pierre Rabier”



16-21 Mar.

Read Duras, “Monsieur X., Called Here Pierre Rabier,” for class Tues
 Post answers to questions on “Monsieur X.” in [Discussion Board 5](#) by Fri
 Respond to two at least posts and take [Quiz 5](#) by Sun.

UNIT 6 – FASHIONABLE PARIS, 1940-59

23-28 Mar.

Read *Paris in Modern Times* ch. 10 and **turn in a 300- to 350-word abstract and a bibliography of at least five sources** (articles, books, reputable web sites, etc.) **for your research project** by class Tues

Read Steele, *Paris Fashion* ch. 1 and 13 by Fri and discuss answers to study questions in small-group [Zoom Discussion 2](#), submitting link to recording by Sun.

30 Mar.-4 Apr.

Watch film *Funny Face* (1957) and answer questions in writing for class Tues.
 NOTHING FOR TH (instructional break)
 Take [Quiz 6](#) by Sun.

UNIT 7 – CONTEMPORARY PARIS: Myth versus reality

6-11 Apr.

Watch Jean-Pierre Jeanet’s film *Amélie* (Secured Media Library) and answer study questions in writing for class Tues.

Read *Paris in Modern Times* ch. 11 and discuss study question on *Amélie* in small-group [Zoom Discussion 3](#), submitting link to recording by Sun.

13-18 Apr.

Read *Paris in Modern Times* ch. 12 and articles on Charlie Hebdo attacks for class

Tuesday 20 Apr. – no class, office hours for consultation on research presentations

Monday 26 Apr. – submit link to your group’s research presentations’ video by midnight

Wednesday 28 Apr. – submit your brief evaluation of each of your group members’ research presentations by midnight



Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: French 2803.01

Instructor: Prof. Jennifer Willging

Summary: History and Geography of Paris from the Revolution to Right Now

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Synchronous lectures • Zoom • Carmen discussion boards.
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Please add statement b I have added this statement on pg. 5
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Please add statement c I have added this statement on pg. 5
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the

				Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 2/22/21
- Reviewed by: Ian Anderson

Notes: Add statements b&c below. Syllabus states, “Should the Ohio State University Main Campus move to full online instruction due to closure, our in-person classes will be moved to Zoom and links to the meetings will be provided,” however it is already a 100% DL class. I have corrected this error.

^aThe following statement about disability services (recommended 16 point font): **I have increased the font to 16 pt.**

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu> **pg. 5**

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/> **pg. 5**

French Major Curriculum Map

Goal 1: Critical Analysis – Students demonstrate the ability to critically read and analyze texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly and persuasively without cultural bias or stereotypes.

Goal 2: Language Proficiency – Students demonstrate at least an Advanced Low level of proficiency in reading and at least an Intermediate High level in writing, listening, and speaking French. We strive for Advanced Low in all four skills, but we recognize that a more realistic outcome in writing, listening, and speaking is Intermediate High.

Goal 3: Intercultural Competence – Students demonstrate the attitudes (respect, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve their goals to some degree in any context

B = basic I = intermediate A = advanced

	Goal 1	Goal 2	Goal 3
Required FR courses			
FR1101 (GE)	B	B	B
FR1102 (GE)	B	B	B
FR1103 (GE)	B/I	B/I	B/I
FR1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	B/I
FR2101(H)	I	I	I
FR3101	I	I	I
Elective FR, IT or FRIT courses taught in English			
FR2061 (GE)	B		B
FR2501 (GE)	B		B
FR2801 (GE)	B		B
FR2803.01	B		B
FRIT3052 (GE)	I		I
FRIT3053 (GE)	I		I

FRIT3054	I		I
FRIT3301 (GE)	I		I
FR3801 (GE)	I		I
FR4690	A	(A if in a French- speaking context)	A
FR5051	A		A
FRIT5061	A		A
Elective FR courses taught in French			
3102	I	I	I
3103	I	I	I
3201	I	I	I
3202		I	I
3401	I	I	I
3402	I	I	I
3403	I	I	I
3501	I	I	I
3502	I	I	I
3570	I	I	I
3701	I	I	I
4100	A	A	A
4401	A	A	A
4402	A	A	A
5103	A	A	A
5104	A	A	A
5105	A	A	A
5201	A	A	A
5202	A	A	A
5203	A	A	A
5204	A	A	A
5205	A	A	A
5206	A	A	A
5401	A	A	A
5402	A	A	A
5403	A	A	A
5701	A	A	A

French and Francophone Studies Major Curriculum Map

Goal 1: Students will critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, film, music, and social and political structures. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students demonstrate their level of proficiency in French by achieving an acceptable score on a test measuring skills in reading, writing, listening, and speaking French.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or International Studies, to contextualize and critically interpret French and Francophone issues, movements and/or significant contributions.

B = basic I = intermediate A = advanced

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	
2101(H)	I	I	
3101	I	I	
Elective FR or FRIT courses taught in English			
FRIT2061 (GE)	B		
2501 (GE)	B		
2801 (GE)	B		
2803.01 (GE)	B		
FRIT3052 (GE)	I		
FRIT3053 (GE)	I		
FRIT3054 (GE)	I		
FRIT3301	I		
3801 (GE)	I		
4690	A	(A if in a French-speaking context)	
IT5051	A		
FRIT5061	A		

Elective FR courses taught in French			
3102	I	I	
3103	I	I	
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3570	I	I	
3701	I	I	
4100	A	A	
4401	A	A	
4402	A	A	
5103	A	A	
5104	A	A	
5105	A	A	
5201	A	A	
5202	A	A	
5203	A	A	
5204	A	A	
5205	A	A	
5206	A	A	
5401	A	A	
5402	A	A	
5403	A	A	
5701	A	A	
Extra-departmental courses			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
5957.02	A		A
Film Studies:			
3660	I		I
4640	A		A
4650	A		A
4670H	A		A
4895	A		A
Geography:			

5601	A		A
History:			
2203	B		B
2302	B		B
2303	B		B
3249	I		I
3250	I		I
3263	I		I
3270	I		I
3301	I		I
3304	I		I
3306	I		I
3308	I		I
3552	I		I
3798.06	I		I
History of Art:			
3611	I		I
4050	A		A
4421	A		A
4550	A		A
5001	A		A
5611	A		A
5612	A		A
5621	A		A
International Studies:			
2000	B		B
3350	I		I
4515	A		A
4534	A		A
4800	A		A
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Arabic:			
2241	B		B
2702	B		B
Near Eastern Languages and Cultures:			
3201	I		I
3501	I		I
Philosophy:			
3230	I		I
3261	I		I

5261	A		A
Political Science:			
3290	I		I
3596	I		I
3910	I		I
4200	A		A
4210	A		A
4214	A		A
4332	A		A
4285	A		A

