

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2021

Course Change Information

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

Have course count as a Lived Environments Theme course under new GE.

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

Topic lends itself very well to this theme.

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)?

None

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
Course Title Paris
Transcript Abbreviation Paris
Course Description Exploration of the lived environment 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, and fashion.
Previous Value 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
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, Wooster

[Previous Value](#)

[Columbus, Lima, Mansfield, Marion, Newark](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 1803.01 or 1803.03.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0901

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Lived Environments

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[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

- GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.
 - 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.](#)

[Previous Value](#)

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

Sought Concurrence

No

Attachments

- FR2803.01 sample syllabus final.docx: syllabus
(Syllabus. Owner: Willging,Jennifer)
- FR2803.01 submission-lived-environments.pdf: GE submission form
(Other Supporting Documentation. Owner: Willging,Jennifer)

Comments

- This revision would not change the French or French and Francophone Studies BA curriculum maps. *(by Willging,Jennifer on 09/29/2021 11:59 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Willging,Jennifer | 09/29/2021 12:01 PM | Submitted for Approval |
| Approved | Willging,Jennifer | 09/29/2021 12:05 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 10/20/2021 12:58 PM | College Approval |
| Pending Approval | Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea | 10/20/2021 12:58 PM | ASCCAO Approval |

French 2803.01 Paris (Lived Environments GE theme course)

Sample syllabus

Spring 202X

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 a variety of media (maps, paintings, photographs, films, 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. Each two-week unit will treat representations of a specific event or era in Parisian history that



had a significant impact on the city's organization, architecture, and/or demography, and together the units will give us a general understanding of Parisian history over the last 230 years and of the multiple ways in which that history has been represented, and thus manipulated for various purposes.

General Education Goals and Expected Learning Outcomes

As part of the Lived Environments Theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

Expected learning outcomes:

- 1.1 Engage with the complexity and uncertainty of human-environment interactions.
- 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Expected learning outcomes:

- 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- 2.2 Describe how humans perceive and represent the environments with which they interact.
- 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

This course fulfills these goals by asking students to examine a number of representations of the city of Paris and its people in various media over the last two and a half centuries. Through encountering representations such as a classic novel about a young provincial who comes to 19th-century Paris to make his fortune (Balzac's *Old Goriot*), a film about a young woman's quest to make modern Paris a kinder and gentler urban space (Jeanet's *Amélie*), and a memoir about an upper-middle class family's "experiment" in living in a diverse neighborhood, thereby putting its socially progressive convictions to the test, students will not only learn the history and geography of one lived environment in particular, they will also become equipped to understand and describe how human communities perceive, are affected by, and also act upon their environments. Moreover, students will not just study specific representations of a particular urban environment, Paris, they will also reflect on the nature of representation itself, its agents, its means, its goals, and its effects on real lives.

Additional (A) expected learning outcomes pertaining to the specific lived environment treated in this course, the city of Paris:

A1. Describe the geographic evolution of the city of Paris since the Gallo-Roman period (means: viewing and analyzing maps; viewing and listening to lectures; reading and analyzing literary, historical and critical readings; viewing and analyzing films and instructional videos)

A2. Describe the cultural, social, and political history of Paris since the French Revolution (means: viewing, listening to, and/or reading lectures, instructional videos, and literary, historical, and critical texts; participating in oral and written discussions).

A3. Recognize that geographic sites are imbued with multiple and sometimes conflicting cultural meanings that can persist but also evolve over time (means: viewing, listening to, and/or reading lectures, instructional videos, and literary, historical and critical texts; participating in oral and written discussions; conducting, synthesizing, and presenting research conducted on a specific event or site)

A4. Identify demographic inequalities and their causes within and around the city of Paris and recognize such inequalities and their causes in other cities (means: viewing, listening to, and/or reading map, lectures, instructional videos, and literary, historical and critical texts; participating in oral and written discussions)

A5. Navigate the geography of modern Paris on foot and by metro (means: viewing and analyzing maps, viewing instructional videos on using the metro, and completing corresponding exercises)



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 schedule during the week.

Pace of online activities: This course is generally 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://www.ohio.edu/bylaws-on-instruction) (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

To purchase:

Casey Harison, *Paris in Modern Times: From the Old Regime to the Present Day* (Bloomsbury, 2019 (historical survey). Available at Barnes and Noble on High St., <https://www.barnesandnoble.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) (novel)

Marguerite Duras, *The War* (1985) (memoir)

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

Norimitsu Onishi, "A Racial Awakening in France" (mainstream press article)

Michael Behrent, English summary and review of Géraldine Smith's memoir in French, *Rue Jean-Pierre Timbaud* (2016)

Other short articles and web sites

Stanley Donen, *Funny Face* (1957) (film)

Jean-Pierre Jeanet, *Amélie* (2001) (film)

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](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 Tuesday class | 15% |
| Attendance and active participation in small-group Zoom sessions (4) | 10% |
| Discussion Board discussions (5) | 15% |
| Bi-weekly quizzes (6) | 35% |
| Research paper (5 pages) | 15% |
| Slide presentation of research paper (10 minutes) | 10% |

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 most reading or viewing assignments I will give you several 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 nearly bi-weekly **Quizzes** (6) 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 a 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, and if you use a quote from a source, cite it immediately 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 (nearly 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

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](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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.** .

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

- The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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](https://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)

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

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.

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/l/le-pre-goriot/book-summary>; and Honoré de Balzac, *Old Goriot* (in Carmen) pp. 6-52 for class Tues.

Read *Old Goriot* pp. 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.

Read *Paris in Modern Times* chs. 7 and 8 for class Tues.

Read “History and Station Names of the Paris Metro” <http://metro.paris/en/theme/history-and-station-names> and “The Metro: The Long Debate” (Carmen). Discuss answers to questions on the latter in small-group Zoom Discussion 2, submitting link to recording by Sun.

NO QUIZ FOR THIS MINI-UNIT

UNIT 5 – OCCUPIED PARIS, 1940-44

2-7 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’ memoir, *The War*.

9-14 Mar.

Read Duras, *The War*, and post answers to study questions on Discussion Board 4 before class on Tues.

Revise your answers to study questions if necessary and respond to two at least other posts by Fri. Take take Quiz 4 by Sun.

16-21 Mar. SPRING BREAK – no class



UNIT 6 – FASHIONABLE PARIS, 1940-59

23-28 Mar.

Read *Paris in Modern Times* ch. 10 for class Tues

Read Steele, *Paris Fashion* ch. 1, 12, and 13 by Fri and discuss answers to study questions in small-group Zoom Discussion 3, submitting link to recording by Sun.

30 Mar.-4 Apr.

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

Compose and submit in Assignments 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 Friday

Take Quiz 5 by Sun.

UNIT 7 –MOSAIC PARIS, 1962-present

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 4 (minimum 35 minutes), submitting link to recording by Sun.

13-18 Apr.

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

Read Behrent, summary and review of Géraldine Smith's *Rue Jean-Pierre Timbaud* and post answers to study questions in Discussion Board 5 by Thursday and respond to at least two posts by Friday.

Take Quiz 6 by Sunday.

Tuesday, Apr. 20 – extended office hours for consultation on research project

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



GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number FR2803.01

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the f

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Along with reading a general history of the city of Paris from the French Revolution to the present (Harison, Paris in Modern Times), students will analyze a number of challenging primary texts that represent the city and its people at different historical moments and through various ideological lenses (novels such as Balzac's Old Goriot; memoirs such as Duras's The War; articles such as Onitsu's "A Racial Awakening in France, Where Race Is a Taboo Topic"; and films such as Jeunet's Amélie). Rather than simply giving students a survey of significant events and an overview of the geographical expansion of the city, this course will ask them to think about how historical, cultural, and aesthetic representations of the city are produced and how they are used either to maintain or to challenge the status quo and/or normative beliefs. They will be asked not just to study specific representations but to reflect on the nature of representation itself, its agents, its means, its goals, and its effects on real lives.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will read a variety of literary, historical, and critical texts about the city of Paris and answer in writing 5 to 6 comprehension and interpretation questions on each text. On days on which the entire class or small groups meet in Zoom, students will bring their answers to these questions to help them participate in discussion; on days without Zoom meetings, they will post their answers on small-group discussion boards and comment on their group members' answers. These questions will ask them to consider, among other things, who wrote the text, when, for what audience, for what purposes, through what rhetorical or stylistic means, and to what effects. Such texts include Olympe de Gouge's Declaration of the Rights of Woman and the Female Citizen, which demands that women benefit equally from the democratic republic revolutionary Paris was attempting to create in 1789; Honoré de Balzac's Old Goriot, which recounts the story of a young provincial's attempt to succeed in early 19th-century Parisian high society; and Géraldine Smith's memoir Rue Jean-Pierre Timbaud, which critically assesses her bourgeois family's attempt to embrace contemporary Parisian multiculturalism. Students' efforts to read the texts and answer these questions will be evaluated through credit given for all-class and small-group oral and written discussions, and their understanding will be evaluated through quizzes.

Just a couple of examples of my study questions on Balzac's Old Goriot:

1. According to the narrator, what is the character of the neighborhood where the Vauquer boardinghouse is situated (between the faubourg Saint-Marceau and the Latin Quarter)? 2. What is Mme Vauquer's boarding house like? How is the social and economic standing of each of the residents reflected in the space s/he occupies within her boarding house? (sketch the house and the residents' position within it) etc.). 3. During Eugene's visit with Mme de Beauséant, Mme de Langeais comes to call, and when Eugene mentions Old Goriot, she is able to recount his story. What seems to be her opinion of Goriot, and of the political period in which he made his fortune, and why?

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will read and analyze literary, historical, and scholarly texts on Paris throughout the semester, and their understanding of these texts will be evaluated through oral and written discussions and quizzes.

Students will also conduct research on a specific event or site in Paris not already discussed in depth in class. Some examples of events and sites I suggest include:

- The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces
- Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.
- The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps
- The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.

Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

In Unit 2 (on Restoration Paris) and Unit 7 (on contemporary Paris) in particular, students will compare the geography and demographics of a city with which they are familiar (like Columbus or Cleveland) with what they learn about Paris. For example, as students learn the names and characteristics of different neighborhoods in Paris, they will be asked to consider the names and characteristics of neighborhoods in other cities they may know and be asked to reflect on the varying demographics and material characteristics of neighborhoods and on the historical causes of inequalities among them (e.g. why the west side of many cities, including Paris and Columbus, are richer than the east sides). Their participation in these discussions will be evaluated, and their understanding of the ideas discussed will be evaluated through the quizzes.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Throughout the semester students will share their reflections on course material with their classmates in weekly all-class as well as small-group oral and written discussions, thereby gaining a sense of their own level of engagement, effort, and understanding as compared to those of other students. In this way students will be given the opportunity to learn from their colleagues and not just the instructor, and also to enrich other students' knowledge and understanding. Students will also assess other students' research presentations and have their presentation assessed by their peers.

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

By studying the geographic, demographic, and architectural evolution of the city of Paris over time, students will understand how the contingencies of human history affect human environments, recognizing the impermanence of such environments in general. For example, by studying the history of the Île de la cité (the small island in the Seine river in the center of Paris), students will learn about the rapid transformation of a neighborhood from an overcrowded slum to prime real estate and about the social costs of such a transformation. And in studying the building and expansion of the Paris metro, students will learn about the ideological debates behind seemingly neutral structures and institutions like the metro, and about the social and economic consequences of choices that were made in the creation and subsequent refashionings of that institution or structure.

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will learn about the political evolution of France and the city of Paris from the late 18th century to today and will gauge the effects of these political shifts on the material and demographic characteristics of the city (and vice-versa). For example, in Unit 3, Haussmann's Paris, students will learn that it was Louis-Napoleon Bonaparte's 1851 coup d'état, which transformed the 2nd Republic into the 2nd Empire, that gave the government the authority necessary to rapidly transform the city from a maze of medieval streets to the grid of wide boulevards and vistas it is today. They will thus consider the benefits and the costs of this rapid transformation, and, on a more general level, the benefits and the costs of more- versus less-authoritarian governments (the varied responses of governments around the world to the Covid-19 pandemic could serve as a concrete example for such a discussion).

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Throughout the course but especially in Unit 7, Contemporary Paris: Myth vs. Reality, students will discuss how the signifier "Paris" came to be associated with such notions as revolution, romance, sex, tradition, luxury, and fashion (rather than, say, industry, finance, innovation, or modernity), and how the development of such associations both influence further evolution of the city and occlude certain urban realities such as poverty, crime, racism, etc.). And in discussions at both the beginning and end of the semester, students will consider the stereotypes of Paris and the Parisians with which they are familiar and how the course and possibly their own visits to Paris have either reinforced or challenged these stereotypes.

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will study representations of Paris in literature, film, and photography in particular. For example, in Unit 3, Haussmann's Paris, we will analyze a number of "before" and "after" photographs of the neighborhoods that were renovated during the 2nd Empire, asking who commissioned the photos, who took them, for what purposes, and to what effects. In Unit 5, Occupied Paris, we will study the minute descriptions of over 60 Parisian sites in Marguerite Duras's memoirs of the Second World War and ask how they affect the reader's interpretation of Duras' portrait of a city under German rule. And in Unit 7, Contemporary Paris, we will study the highly stylized and idealized depiction of Paris in the 2001 film *Amélie* and discuss both its nostalgic appeal and its disturbing erasure of "unpleasant" realities such as poverty, crime, and discrimination.

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ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

In Unit 7, Contemporary Paris, for example, we will study Géraldine Smith's contention, in her memoir *La Rue Jean-Pierre Timbaud*, that the ideal of a "multicultural France" held by a certain subset of Parisians (the bobos or bohemian bourgeois) is naive and that such an ideal can in fact thwart rather than foster economic equality and social justice. Smith critiques her own unwitting participation in a kind of neo-colonialism when she and her family move to a socio-economically mixed neighborhood in order, they believe, to practice what they preach and, perhaps, to "improve" the lives of their less privileged neighbors. That their neighbors, in response to concrete political events, seem to increasingly reject integration initially disappoints them but eventually teaches them that social solidarity is a luxury that many feel they cannot afford. See also my response to ELO 2.1.