

Term Information

Effective Term Spring 2025

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 3802
Course Title Quebec
Transcript Abbreviation Quebec
Course Description Through exploring Quebec's cultural products (cuisine, sports, music, cinema, fashion, etc.), students examine how transformational forces like language policy impact the creation/consumption of culture across different communities, the roles different subgroups play in shaping Quebec's pop culture, and their ongoing influence on this French-speaking province's evolving cultural identity.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 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

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced No

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

Course Details

Course goals or learning objectives/outcomes

- See goals and ELOs for Traditions, Cultures, and Transformations theme and attached syllabus

Content Topic List

- French colonization of Canada
- Seven Years War
- Quebec's Quiet Revolution
- Language policy in Quebec
- Quebec's literature, film, television, cuisine, fashion, sports, etc.

Sought Concurrence

No

Attachments

- Syllabus_FR 3802 GE_May 28.docx: syllabus
(Syllabus. Owner: Willging, Jennifer)
- submission-traditions_Quebec_WW.pdf: GE goals and ELOs sheet
(GEC Model Curriculum Compliance Stmt. Owner: Willging, Jennifer)
- French 3802 cover-sheet.pdf: distance approval cover sheet
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FR Major Curriculum Map rev 5-31-24.docx: French major curriculum map
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FFS Major Curriculum Map rev 5-31-24.docx: French and Francophone Studies major curr map
(Other Supporting Documentation. Owner: Willging, Jennifer)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging, Jennifer	05/31/2024 03:07 PM	Submitted for Approval
Approved	Heller, Sarah-Grace	06/03/2024 12:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/21/2024 01:35 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/21/2024 01:35 PM	ASCCAO Approval



Syllabus

FRENCH 3802

Quebec: From Poutine to Pop Music and Everything in Between

50-word blurb:

Through exploring Quebec's cultural products (e.g., cuisine, sports, music, cinema, fashion, etc.), students examine how transformational forces (e.g., language policy) impact the creation/consumption of culture across different communities, the roles that different subgroups play in shaping Quebec's pop culture, and their ongoing influence on this French-speaking province's evolving cultural identity.

Spring 2025

3 Credit Hours

Online

Course overview

Instructor

- Wynne Wong
- wong.240@osu.edu
- 614-292-4938
- Course Zoom Link: TBA
- Office Hours: TBA
- Zoom Link: TBA

Note: My preferred method of contact is by e-mail at wong.240@osu.edu.

Course description

This course satisfies the goals and meets the expected GE learning outcomes for the theme of Traditions, Cultures, and Transformations.



The popular culture of a society reflects the cultural identities, values, and aspirations of individuals and communities of that society. In Quebec, popular culture did not just constitute forms of cultural expression, it awakened a society's desire for change. Centuries after the British conquest, while the then so-called "French Canadians" were the majority in numbers, it was a subculture group—the minority English speakers—who held economic and social power in the province. Around the 1950s, artists who were fueled by the desire to build a distinct French-speaking nation within Canada and who wanted French speakers to take control of their own destiny used music and other vehicles of cultural expression to sow the seeds of change. This movement eventually culminated in the Quiet Revolution, which put power and control back in the hands of French speakers.

Quebec's cultural landscape today reflects many diverse influences, such as those of Indigenous communities, French settlers, British colonists, and different waves of global immigration. This course examines the evolution of Quebec's cultural products/vehicles of cultural expression to gain an understanding of how the Quiet Revolution was a transformational ideology, how it created power shifts between dominant and non-dominant subcultures, and how Quebec's modern-day, post-Quiet Revolution era continues to impact dominant and non-dominant subcultures differently.

Course expected learning outcomes

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

1. Identify the cultural products of Quebec that have contributed to making Quebec a distinct society in North America.
2. Understand how certain vehicles of cultural expression in Quebec played important roles in catalyzing social and linguistic reforms that ultimately led to the Quiet Revolution.
3. Understand how the Quiet Revolution of Quebec was a transformational force that shifted power roles between dominant and non-dominant subcultures.
4. Understand how social and linguistic reforms of the Quiet Revolution and technological advances impacted the development and circulation of cultural products of Quebec.
5. Reflect on how social/linguistic reforms of the Quiet Revolution have impacted and continue to impact dominant and non-dominant subcultures differently in Quebec.



6. Understand how different subcultures over the course of history have impacted the creation and development of pop culture in Quebec and the impact these subcultures have had on shaping Quebec’s evolving cultural identity.

General education goals and expected learning outcomes

As part of the GE theme “Traditions, Cultures, and Transformations” category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals	Expected Learning Outcomes	Relevant Assignments
1. Analyze “Traditions, Cultures, and Transformations” at a more advanced and in-depth level than in the Foundations component.	1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.	Discussion forum facilitation Discussion forum participation Reflection papers Video Presentation
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.	Course readings/lectures Short quizzes Video presentation Final project
2. Integrate approaches to understanding traditions, cultures, and transformations 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.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.	Video presentation Final project
	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.	Discussion forums
3. Engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.	3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	Video presentation



	3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	Final project
	3.3 Examine the interactions among dominant and sub-cultures.	Course readings/lectures Reflection papers Final project
	3.4 Explore changes and continuities over time within a culture or society.	Course readings/lectures Discussion forums
4. Engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.	4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, culture.	Course readings/lectures Video presentation Reflection papers
	4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.	Discussion forums Final project

How this online course works

Mode of delivery

This 3-credit course, offered by the Department of French & Italian at OSU, is taught in English and delivered 100% online in an asynchronous format. The course may be taken from anywhere at any time as long as assignments are completed by established due dates. Optional weekly synchronous check-ins are also available via Carmen Zoom. We will decide when these will take place based on times that work best for students.

Pace of online activities

This course is organized into modules in Carmen. Each module typically requires that you (1) read the accompanying module companion to help orient you to the module (e.g., the lectures, the readings, etc.), (2) do required readings from required books and other readings that are available in Carmen (3) watch a video lecture in Carmen, (4) take a self-assessment quiz on the reading materials and lectures, and (5) engage in a discussion forum. Other assignments are described in detail in this syllabus and in Carmen. Due dates for all assignments are in the weekly schedule and are also in Carmen.



Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credit hours](http://go.osu.edu/credit-hours)), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

This is an asynchronous course with no required attendance. You are expected to complete each module and all assignments by due dates. Interaction and engagement will also be assessed via engagement in asynchronous discussion forums.

Weekly synchronous check-ins: These check-ins are optional. These meetings provide you with the opportunity to interact synchronously with me and with your peers. It is an opportunity to ask questions, to continue discussion on a topic, to start a new discussion on a topic, or just to say hello.

Office hours: My office hours are optional.

Course communication guidelines

Writing style

There is no need to participate in written class discussions as if you were writing a research paper. However, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for these discussions.

Tone and civility

Please 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 or when you do assignments, please cite your sources to back up what you say using either APA (American Psychological Association)



style or MLA (Modern Language Association) style. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying them into the Carmen discussion.

Course materials and technologies

Books

Required

Thúy, K. (2015). *Ru* (English version). Vintage Canada.

Tremblay, M. (1992). *Les belles soeurs* (English version). Talon Books.

Other Readings Available in Carmen (Subject to change)

Aglietta, A., Feisthauer Fournet, S., Osamede, I., & Mulowayi-Pelletier, T. (April 16, 2023). Building community through food: Montreal non-profit supports emerging Black chefs. *CBC News*.

<https://www.cbc.ca/news/canada/montreal/montreal-non-profit-supports-emerging-black-chefs-1.6805826>

Baillargeon, M. (2024). Impossible queerness in three transnational films by Xavier Dolan. In M. Gott & T. Schilt (Eds.), *Quebec cinema in the 21st Century: Transcending the national* (pp. 229–248). Liverpool University Press.

Batson, C. (2014). Pink, Cirque, and the Québécoisisation de l'industrie. *Quebec Studies*, 58, 25–44.

Berg, W. (2010). Landscape and identity: Fiction and painting in lower Canada. *Quebec Studies*, 49, 127–144.

Doyon, A. (2023). Meet the Indigenous chefs serving up a taste of their culture. *National Post*. <https://nationalpost.com/life/food/meet-the-indigenous-chefs-serving-up-a-taste-of-their-culture> [3-minute read]

Dussault, G. (2016). *Dance in Quebec: Multiple identities*. Online publication. <https://www.numeridanse.tv/en/themas/courses/dance-quebec-collectivities-motion>



- Gérin-Lajoie, D. (2022). Language and power: Bill 101 and English minority language education in Quebec. In L. O'Donnell, P. Donovan, & B. Lewis (Eds.), *The Charter: Bill 101 and English-Speaking Quebec* (pp. 303-322). Presses de l'Université Laval.
- Gossage, P., & Little, J.I. (2023). Ch 11: Le début d'un temps nouveau. In *An illustrated history of Quebec: Tradition and modernity* (pp. 232-269). Oxford UP.
- Gossage, P., & Little, J.I. (2023). Ch 13: Contemporary Quebec. In *An illustrated history of Quebec: Tradition and modernity* (pp. 293-321). Oxford UP.
- Government of Canada Publications: *Canadian Radio-television and Telecommunications Commission*. "French-language music and Canadian content on radio." https://crtc.gc.ca/eng/cancon/r_french.htm
- Jouan, H. (Jan 6, 2024). In Quebec, inclusive comedy is getting more laughs. *Le Monde*. https://www.lemonde.fr/en/international/article/2024/01/06/in-quebec-inclusive-comedy-is-getting-more-laughs_6407358_4.html [9-min read]
- Kouostas, J. (2015). Brave New World: Robert Lepage and the First Nations presence. *Quebec Studies*, 59, 145-170.
- Lacoursière, J., & Philbot, R. (2009). Chapter 8: A province unlike the others. In *A People's history of Quebec* (pp. 118-138). Baraka Books/Septentrion.
- Lacoursière, J., & Philbot, R. (2009). Chapter 10: A new society comes to life. In *A People's history of Quebec* (pp. 155-178). Baraka Books/Septentrion.
- Leroux, L. (2014). North-south circus circulations: Where Québécois and American circus cultures meet. *Quebec Studies*, 58, 3-24.
- Lowrie, M. (May 19, 2021). Poutine is a national dish worth protecting: Quebec dairy farmers. *The Canadian Press*. <https://www.nationalobserver.com/2021/05/19/news/poutine-national-protection-Quebec-dairy-farmers-cheese>
- Mann, M. (March 2024). Quebec's new French revolution. *Macleans* [online magazine article] <https://macleans.ca/politics/quebec-french-language-laws/> [9-min read]
- Marshall, B. (2001). Women's cinema. In B. Marshall (Ed.), *Quebec national cinema* (pp. 208-238). McGill-Queen's University Press.
- McKenzie, A. (Jan 2024). *Food in Quebec: A journey through unique flavors*. Online Blog. <https://canadiantrainvacations.com/blog/food-in-quebec> [9-minute read]
- Proulx, R. (2008). The emergence of immigrant singers on the popular music scene in Quebec: Example of Corneille and Lynda Thalie. *Quebec Studies*, 45, 7-28.
- Revert, A. (Nov. 2023). How Quebec markets its music to the world. *Billboard Canada*. <https://ca.billboard.com/music/features/how-quebec-markets-its-music-to-the-world> [9-min read]
- Roy, B. (Dec 15, 2013). Chanson in Quebec. *The Canadian Encyclopedia* <https://www.thecanadianencyclopedia.ca/en/article/chanson-in-quebec-emc>
- Quebec Government Publications. *Charter of the French language*. <https://www.legisquebec.gouv.qc.ca/en/document/cs/c-11>



- Quebec Government Publications. *Modernization of the Charter of the French language (Bill 96)*. <https://www.quebec.ca/en/government/policies-orientations/french-language/modernization-charter-french-language>
- Santoro, M. (2023). Does it matter who directs the story? Comparing Québec's immigrant cinema and the cinema of immigration through case studies of Karaman and Deraspe, Villeneuve and Bensaddek. *Quebec Studies*, 76, 61-88.
- Siddiqi, M. (Mar 2015). Poutine nation: Quebecois cuisine is having a moment — but what makes it so palatable to the rest of the country? *National Post* <https://nationalpost.com/life/food/poutine-nation-quebecois-cuisine-is-having-a-moment-but-what-makes-it-so-palatable-to-the-rest-of-the-country> [4-minute read]
- Tembeck, I. (2005). Dance, the Church, and repressive morals in Catholic Quebec (pp. 19-50). In N. Jackson (Ed.), *Right to dance, dancing for rights* (pp. 19-50). Banff Center Press.
- Valentine, J., & Toal, B. (2021). The rocket, the riot, and the revolution: Hockey in French Canada. *Canadian Ethnic Studies Journal*, 53(3), 241-260.
- Verus, A.C. (2017). Why Québec's music industry is still divided over language. *Fader* [online article]. <https://www.thefader.com/2017/01/12/english-bilingual-music-quebec>
- Williams, D. (2022). Unintended consequences: Bill 101 and the English-speaking Black community. In L. O'Donnell, P. Donovan, & B. Lewis (Eds.), *The Charter: Bill 101 and English-Speaking Quebec* (pp. 387-397). Presses de l'Université Laval.
- Wong, L. L., & Dennie, M. (2021). I feel more Canadian with hockey: Identity and belonging via ice hockey in a diverse Canada. *Canadian Ethnic Studies Journal*, 53(3), 183- 217.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743



Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- 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.
- Download the Duo Mobile application to 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) and IT support staff will work out a solution with you.



Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Quizzes	10%
Reflection papers (7)	15%
Discussion Forum Facilitation	15%
Discussion Forum Participation	15%
Video Presentation	20%
Final Project	25%
Total	100%

Description of major course assignments

Quizzes 10%

Quizzes are auto-graded in Carmen and are meant to be self-assessments of your understanding of course readings and lectures as you engage in an advanced, in-depth, scholarly exploration of the topic of traditions, cultures, and transformations.



Academic integrity and collaboration guidelines: Quizzes are included as self-checks but are expected to be completed on your own. The use of AI tools is not allowed and will be considered academic misconduct.

Reflection Papers 15%

For each cultural product or form of cultural expression studied, you will write a short paper in which you reflect on what you have learned about the art form in question. Alternatively, you may video or audio record this assignment in lieu of turning in a written paper.

Please read the requirements and consult the grading rubric to help you plan the content of this assignment.

Requirements:

- Each paper should be 1 to 2 pages long single-spaced. If submitting an audio or video recording, the length of the recording should be 3-5 minutes long.
- Briefly summarize what you learned about the cultural product and what the main take-aways were for you.
- Do research on your own to provide other examples of this cultural product that were not discussed in the readings or lectures (e.g., other chefs, authors, songs, films, etc.) that you found interesting.
- Identify examples of sub-cultures (e.g., Indigenous communities, anglophone community, LGBTQ+ community, ethnic and immigrant communities, etc.) that have influenced this form of cultural expression.
- Where relevant, point out how interactions between different communities (e.g., dominant and non-dominant subcultures) impacted the evolution of this cultural product.
- Cite references in APA or MLA style. If submitting a video or audio file, submit references separately in written format.

Grading Rubric for Reflections	
Assignment briefly summarizes important points from readings and lecture about the cultural product/form of cultural expression.	/5
Assignment clearly demonstrates what the take-aways were from the readings and lecture about this cultural product for the student.	/5



Assignment provides additional examples of the cultural product or creators of the cultural product not treated in the readings or the lecture and explains why these are interesting to the student.	/5
Assignment provides examples of sub-cultures (e.g., Indigenous communities, anglophone community, LGBTQ+ community, ethnic and immigrant communities, etc.) that have influenced this form of cultural expression. Where relevant, the paper discusses how interactions between different communities impacted the evolution of this cultural product.	/5
Assignment clearly demonstrates that the student has done meaningful independent research on this topic.	/5
Assignment is written or articulated in a clear and concise manner.	/5
Length of paper is between 1 to 2 pages single spaced. Length of recording is 3-5 minutes. References are appropriately cited in MLA or APA style.	/5
Total	/35

Academic integrity and collaboration guidelines: Reflections should be your own original work. You should follow MLA or APA style to cite any sources. The use of AI tools is not allowed and will be considered academic misconduct.

Discussion Forum Facilitation 15%

This assignment gives you the opportunity to engage more deeply with the lectures and the readings in a particular module through leading your peers in a discussion. Your responsibility is to develop a discussion that encourages the class to engage critically with the readings and lectures of the module you have chosen to facilitate. At the end of the week’s discussion, you will submit also a summary of what the class discussed to recap for your peers the salient points that came out of each discussion as well as questions/issues that could be discussed further.

Please read the requirements and consult the grading rubric to help you plan your discussion facilitation.

Part 1. Discussion Facilitation



Requirements:

- Select the week/module that you would like to facilitate.
- Launch your discussion by being the first to reply to the discussion forum for your selected week and group. You should launch your discussion by Monday before midnight.
- Reply with your discussion prompt. You should use the suggested prompt as a starting point, but you should add to it or modify it to make the discussion topic your own. Keep in mind the prompt must encourage the class to engage critically with the readings and the lecture.
- Check the discussion forum each day for at least 5 days during your facilitation week. Show your engagement as the facilitator by commenting on your peers' responses, answering their questions and/or posing a new question to move the discussion along.
- Rather than having separate conversations with peers, always try to engage the whole class in discussion by addressing the entire class to encourage them to jump in. Ask follow-up questions as appropriate.

Tips:

- In order to successfully facilitate the discussion of a module, you need to have viewed the lecture and critically engaged with the readings.
- It may be helpful to recap important points/issues from the lecture/readings in your prompt.
- Lead the group in discussing the lecture/readings critically. Do not merely assess comprehension of readings. Do not ask the group to summarize or answer factual questions (e.g., "When was Bill 101 passed?") that everyone has read.

Part 2. Discussion Summary

At the end of your discussion week, you will submit in Carmen a summary of what the class discussed. Your summary report may be written (500-600 words) or in video format (around 3-5 minutes).

Requirements:

- If submitting a written summary, make sure you double space your word document.
- Briefly introduce your topic/prompt.
- Summarize how the discussion unfolded. Focus on points the class agreed on, opposing views, and new insights that came out of the discussion. Did the class



arrive at any conclusions? Did new questions come up? Are there any points you wish you had more time to discuss?

- Cite any references in APA or MLA style.
- Post your summary in Carmen in the discussion forum designated for this assignment. You have one week following the end of the discussion (Sunday before midnight) to post your summary. Your summary will be visible for the class to read.
- In addition to posting your summary in the discussion forum in Carmen, please also submit your report to me in Carmen in "Assignments" so a grade can be assigned to you.
- See template in Carmen.

DISCUSSION FORUM FACILITATION				
10 points				
Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
Facilitated discussion actively by posting at least once for five out of the seven days.	Generally facilitated discussion actively but only posted four out of the seven days.	Sometimes facilitated discussion actively. Missed about two days of required posting.	Missed three days or more of posting.	/10
Posts clearly demonstrated in depth and critical understanding of lecture/readings.	Posts generally demonstrated in depth and critical understanding of lecture/readings.	Posts sometimes demonstrated in depth and critical understanding of lecture/readings.	Most posts did not demonstrate in depth and critical understanding of lecture/readings.	
Posts consistently encouraged class to engage critically with course content and to interact with each other in discussion.	Posts mostly encouraged class to engage critically with course content and to interact with each other in discussion.	Posts sometimes encouraged class to engage critically with course content and to interact with each other in discussion.	Posts rarely encouraged class to engage critically with course content or to interact with each other in discussion.	
DISCUSSION SUMMARY REPORT				
10 points				



Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
<p>Report clearly demonstrates critical and insightful reflection on the discussion.</p> <p>Important points/arguments of the discussion effectively summarized.</p> <p>Clearly highlights interesting points and issues raised in the discussion.</p> <p>Excellent insightful conclusion.</p>	<p>Report is overall well developed and summarizes salient points of the discussion effectively.</p> <p>Good conclusion.</p>	<p>Main points are summarized but report does not demonstrate an in depth/critical understanding of issues.</p> <p>Conclusion is weak.</p>	<p>Report is superficial and/or incomplete.</p> <p>Conclusion is weak or missing.</p>	/10
CLARITY/FORM 10 points				
Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
<p>Report is clear, coherent, and articulate.</p> <p>References are complete and accurate (APA styles 7th edition)</p>	<p>Report is mostly clear, coherent, and articulate with minor issues.</p> <p>References are mostly complete and accurate.</p>	<p>Some parts of the report are clear and coherent but there are also significant issues with clarity and coherence in other parts.</p> <p>References are incomplete</p>	<p>Report is difficult to follow.</p> <p>References are incomplete/missing</p>	/10



		and/or not accurate.	and/or not accurate.	
Total Score /30				

Academic integrity and collaboration guidelines: Your discussion facilitation should be your own independent work. Cite any sources using APA or MLA style. The use of AI tools is not allowed and will be considered academic misconduct.

Discussion Forum Participation 15%

The purpose of this assignment is to give you an opportunity to engage in critical and logical thinking about the topic of traditions, cultures, and transformations. In these discussions, you will explore with your peers the changes and continuities over the course of history in Quebec society that have impacted the development, consumption, and distribution of Quebec’s various cultural products. Through your reflections and active participation in these discussions, you should develop a sense of self as a learner and self-assess your understanding of important concepts such as how categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues in Quebec.

Please read the requirements and consult the grading rubric to help you plan your discussion participation.

Part 1. Discussion Participation

Requirements:

- You are encouraged to engage in all discussion forums, but you may skip two without penalty.
- You must minimally make two thoughtful posts per week. Your first post should directly respond to the facilitator’s prompt and must be posted by Wednesday of the week before midnight. Your second post should respond to one of your peer’s posts and must be posted by Sunday of the week before midnight. You are welcome to post as often as you like.
- Ideal length for posts is around 150-200 words. Since long posts can be overwhelming to read, please do not exceed 200 words in each post. You are free



to make additional posts. The purpose of the suggested word limit is to facilitate readability.

Part 2. Discussion Portfolio

- Select your best posts from six of the 11 modules and paste them into a portfolio to demonstrate your active class participation in this course. A template is provided for you in Carmen.

DISCUSSION PARTICIPATION				
10 points				
Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
Posted at least two times a week every week in a meaningful way. Always on time.	For the most part posted at least two times a week in a meaningful way. Mostly on time.	Did not consistently post at least two times a week in a meaningful way. Not always on time.	Frequency of posts not satisfactory. Posts frequently late.	/10
DISCUSSION PORTFOLIO				
10 points				
Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
All selected posts are thoughtful and meaningful. Demonstrates critical engagement with lectures and readings. Clearly demonstrates mastery of course content.	Most but not all selected posts are thoughtful and meaningful. Demonstrates critical engagement with lectures and readings. Mostly demonstrates mastery of course content.	Selected posts are sometimes thoughtful and meaningful. Posts sometimes demonstrate critical engagement with lectures and readings. Some evidence of	Selected posts show little/minimal engagement with lectures and readings. Little evidence of mastery of course content.	/10



All selected initial posts address the prompt. All selected responses to peers' posts demonstrate genuine engagement with peers' comments and questions.	Most but not all selected initial posts address the prompt. Most but not all selected responses to peers' posts demonstrate genuine engagement with peers' comments and questions.	mastery of course content. Some selected initial posts address the prompt but not in a consistent manner. Some selected responses to peers' posts demonstrate engagement with peers' comments and questions.	Posts suggest some readings/lectures were not completed. Too many anecdotal stories. Posts either don't address prompts or peers' comments or they address them but in a superficial way.	
CLARITY/FORM 10 points				
Meets All Expectations 10	Meets Most Expectations 8-9	Meets Some Expectations 6-7	Unsatisfactory 0-5	Total
Selected posts are consistently clear and articulate.	Most but not all selected posts are clear and articulate.	Some but not all selected posts are clear and articulate.	Selected posts are frequently unclear in meaning.	/10
Total Score /30				

Academic integrity and collaboration guidelines: Your discussion posts should reflect your own independent thoughts. If you refer to ideas from other sources, please cite relevant sources using APA or MLA style. Your works cited do not count as part of the 150-200-word limit per post.



Community Space Discussion Forum 0%

In a face-to-face class, the small talk that happens before class begins helps build a sense of community. This ungraded discussion forum aims to mimic that experience.

The Community Space discussion forum is a place for you to express your thoughts and talk about topics that aren't necessarily related to the course content. For example, you can use this space to share information about interesting events on campus, upcoming concerts, recipes, good movies you've seen, interesting articles you've read, pictures of your pets, etc. Feel free to join in and contribute to building our community!

Video Presentation 20%

One of the consequences of Quebec's Quiet Revolution was the creation of language policy designed to protect and ensure the vitality of the French language in Quebec. In this assignment, you will do a 4-6-minute video presentation in which you reflect on how an aspect of Quebec's language policy (e.g., parts of Bill 101, Bill 96, etc.) has contributed to shaping Quebec's cultural and linguistic identity and how this aspect of language policy has impacted the development of cultural products and/or other communities (e.g., non-French-speaking communities) in Quebec.

Please read the requirements and consult the grading rubric to help you plan your video presentation.

Some possible angles to consider:

- **Economic impact:** How does the language policy impact businesses, job opportunities, and other economic factors in Quebec?
- **Social impact:** How does this language policy impact the social integration of different communities and subgroups in Quebec (e.g., Francophones, Anglophones, Indigenous communities, other linguistic minority communities, etc.) and the types of services they may receive?
- **Educational impact:** How does the language policy impact educational opportunities for different communities in Quebec and their access to language instruction in French, English, and other languages (particularly minority status languages)?
- **Cultural impact:** How does the language policy impact the production and consumption of various art forms in Quebec (e.g., music, cinema, literature, theatre, etc.)
- Feel free to consider other angles.

Requirements:



- Choose an aspect of language policy and an angle (or angles) that will allow you to do a coherent video presentation in 4-6 minutes.
- You may work alone or with others as a pair or small group project.
- Research your topic using both primary (e.g., legislative documents, government reports, speeches/statements by politicians, community leaders, or activists, media coverages, personal accounts of first-hand experiences from individuals, etc.) and secondary sources (e.g., scholarly journal articles, books, textbooks, etc.).
- This is not required but you may also conduct your own interviews with people or solicit opinions from social media.
- Consider your sources. Are they credible? Are viewpoints balanced? Do your sources reflect a variety of approaches?
- Consider visuals that will enhance the video presentation.
- Make sure your video is engaging to viewers.
- Respect the 4-6-minute time limit.

Grading Rubric for Video Presentation	
The video clearly identifies the aspect of language policy addressed.	/5
The video treats a clear and coherent angle/topic.	/5
The video demonstrates that the student or students has/have done meaningful research on this topic. Both primary and secondary sources are used to reflect a variety of approaches.	/5
The video presents credible sources with balanced viewpoints.	/5
The video uses appropriate visuals to facilitate comprehension and to support points being made.	/5
The video is coherent and engaging to viewers.	/5
Time limit of 4-6 minutes is respected	/5
Total	/30

Academic integrity and collaboration guidelines: The video presentation should be your own (or your group's own) original work. You should follow MLA or APA style to cite your sources. The use of AI tools is not allowed and will be considered academic misconduct.



Final Group Project 25%

This assignment requires you to synthesize your knowledge and critical reflections of course content through the creation of a creative media project (e.g., cultural program, radio show, television show, short documentary, etc.) that highlights one vehicle of cultural expression or cultural product in Quebec that we have studied in this course.

Please read the requirements and consult the grading rubric to help you plan your final group project.

The project requires the following:

- You must work in a group of 3-4 people. This is a collaborative effort. A sign-up sheet will be made available to you in One Drive.
- Decide on the type of media project you would like to do. Some examples are a cultural program, a radio show, a television show, a short documentary, a podcast, etc. You are welcome to propose other ideas but please clear this with me first.
- Showcases one form of cultural expression or cultural product that was explored in this course.
- The use of a variety of sources (primary and secondary) and research from different approaches.
- Must show how certain key shifts in Quebec society (e.g., Quiet Revolution, technological advances, changing linguistic landscape, multiculturalism, urbanization, secularization, nationalism, globalization, etc.) or factors such as gender, race, and ethnicity have influenced the evolution of the vehicle of cultural expression you have selected to feature.
- Include creations from a sub-culture of Quebec.
- Discuss how interactions between different communities impacted the evolution of this cultural product.
- Address the question of what it means to be Quebecois today and how this vehicle of cultural expression/cultural product contributed to constructing the evolving identity of the Quebecois people.
- Make sure your program is coherent and interesting to watch or listen to.
- Include credits that clearly identify the work that each team member did as well as sources used to complete the project. If doing a project that is not visual, you may turn in a separate document with this information.
- Length: 10-15 minutes



Rubric for Final Project	Group Grade	Individual Grade
The project clearly showcases a cultural product/vehicle of cultural expression from Quebec treated in this course and includes creations from at least one sub-culture of Quebec.	/5	
The project clearly demonstrates how certain key shifts in Quebec society (e.g., Quiet Revolution, technological advances, changing linguistic landscape, multiculturalism, urbanization, secularization, nationalism, globalization, etc.) or factors such as gender, race, and ethnicity have influenced the evolution of the vehicle of cultural expression you have selected to feature.	/10	
The project includes a discussion of how interactions between different communities (e.g., dominant and non-dominant subcultures) impacted the evolution of this cultural product.	/10	
The project addresses the question of what it means to be Quebecois today and how this vehicle of cultural expression/cultural product contributed to constructing the evolving identity of the Quebecois people.	/10	
Content is interesting, engaging, and coherent.	/10	
Creativity/originality	/10	
The project demonstrates that students have done meaningful research on this topic. Both primary and secondary sources are used to reflect a variety of approaches.	/10	
Project clearly identifies the work that each student did either in credits or in a separate document if not doing a visual project.	/2	
Project cites sources appropriately in credits or in a separate document.	/5	
Project is between 10-15 minutes.	/3	
Student contributed to shared workload relatively equally.		/10



Student viewed/listened to at least five of peers' projects.		/5
Student's comments on peers' videos demonstrate engagement and thoughtful reflection.		/10
Total Score		/100

Academic integrity and collaboration guidelines: The final project should be your group's own original work. You should follow MLA or APA style to cite your sources. The use of AI tools is not allowed and will be considered academic misconduct.

English Language Media Outlets in Canada

In doing research for your projects, you may want to consult some of these media outlets:

- CBC News National Post Globe and Mail
- Toronto Sun Montreal Gazette Maclean's Online

Late assignments

You are expected to complete all assignments including discussions by their due dates. If you have a personal situation that may prevent you from completing an assignment on time, please discuss this with me as soon as possible and I will do my best to accommodate you. Late assignments are not accepted unless you have been given permission to turn them in late.

Grading Scale

93-100: A	73-76: C
90-92: A-	70-72: C-
87-89: B+	67-69: D+
83-86: B	60-66: D
80-82: B-	



77-79: C+	Under 60: E
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Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. If you have a technical issue, please call 614-688-4357 (HELP).

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within one week. Longer project may take an additional 2-3 days.
- **Discussion Forums:** I will also jump in and participate at least once a week in each discussion forum.
- **Email:** I generally reply to emails within 24 hours on weekdays. Response time may be longer on weekends.

Preferred contact method

If you have any questions, please do not hesitate to contact me by email.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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 web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes

and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

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. 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 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.

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](#)



Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Subject to change.

Week	Date	Topics/Readings/Assignments	Assessments Due
1	Jan 6-12	Introduction to course <ul style="list-style-type: none">- Watch video “How this course works”- Watch video lecture	
2	Jan 13-17	Module 1 Brief history of Quebec What makes Quebec unique? Exploring the landscape and culture of Quebec: Territory, population, economy, education, health and social services <ul style="list-style-type: none">- Read: Lacoursière & Philbot (2009) chapter 8 and chapter 10 in Carmen- Listen to Richard Séguin’s song, “Quand on ne saura plus chanter/When We Will No Longer Know How to Sing” and read English translation of lyrics.- View video lecture- Engage in discussion forum	Complete quiz by Jan 17 at 11:59 pm.



Week	Date	Topics/Readings/Assignments	Assessments Due
3	Jan 20-24	<p>Module 2</p> <p>The origins and phases of Quebec's identity</p> <ul style="list-style-type: none">• From French to Canadians• From Canadians to French-Canadians• From French-Canadians to Québécois <p>Quebec's Quiet Revolution</p> <ul style="list-style-type: none">• It's origins (e.g., the role that artists played in sowing seeds of change)• It's impact <p>- Read: Gossage & Little (2023) chapters 11 & 13</p> <p>- View video lecture</p> <p>- Engage in discussion forum</p>	Complete quiz by Jan 24 at 11:59 pm.
4	Jan 27-31	<p>Module 3</p> <p>Quebec's language legislation</p> <p>A cultural mosaic: Exploring Quebec's different communities and subgroups</p> <p>- Read:</p> <ul style="list-style-type: none">• Gérin-Lajoie (2022)• Williams (2022)• Mann (2024) [9-minute read]• QBC Gov. Publications: The Charter of the French Language/ Modernization	Complete quiz by Jan 31 at 11:59 pm.



Week	Date	Topics/Readings/Assignments	Assessments Due
		of the Charter of the French language <ul style="list-style-type: none">- View video lecture- Engage in discussion forum	
5	Feb 3-7	Module 4 Exploring Quebec’s cultural products: Cuisine <ul style="list-style-type: none">- Read in Carmen:<ul style="list-style-type: none">• Aglietta et al. (2023)• Doyon (2023) [3-min read]• McKenzie (2024) [9-min read]• Lowrie (2021)• Siddiqi (2015) [4-min read]- View video lecture- Engage in discussion forum	Complete quiz by Feb 7 at 11:59 pm. Reflection paper on cuisine due Sunday Feb 9 at 11:59 pm
6	Feb 10-14	Module 5 Exploring Quebec’s cultural products: Music <ul style="list-style-type: none">- Read:<ul style="list-style-type: none">• Roy (2013) [9-min read]• Government of Canada Publications: “French-language music and Canadian content on radio.”• Proulx (2008)• Revert (2023) [9-min read]• Verus (2017)- View video lecture	Complete quiz by Feb 14 at 11:59 pm. Reflection paper on music due Sunday Feb 16 at 11:59 pm.



Week	Date	Topics/Readings/Assignments	Assessments Due
		- Engage in discussion forum	
7	Feb 17-21	Module 6 Exploring Quebec' cultural products: Literature <ul style="list-style-type: none">- Read: <i>Ru</i> by Kim Thúy (2009)- View video lecture- Engage in discussion forum	Complete quiz by Feb 21 at 11:59 pm. Reflection paper on literature due Sunday Feb 23 at 11:59 pm.
8	Feb 24-28	Module 7 Exploring Quebec's cultural products: Cinema <ul style="list-style-type: none">- Read:<ul style="list-style-type: none">• Baillargeon (2024)• Marshall (2001)• Santoro (2023)- View video lecture- Engage in discussion forum	Complete quiz by Feb 28 at 11:59 pm. Video presentation is due Feb 28 Reflection paper on cinema due Sunday March 2 at 11:59 pm
9	March 3-7	Watch your peers' video presentations and engage in discussion forum about them	
10	March 10-14	Spring Break	
11	March 17-21	Module 8	Complete quiz by March 21 at 11:59 pm.



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Exploring Quebec’s cultural products: Television and theater</p> <ul style="list-style-type: none">- Read<ul style="list-style-type: none">• <i>Les belles soeurs</i> by Michel Tremblay (1992)• Koustas (2015)- View video lecture- Engage in discussion forum	<p>Reflection paper on television and theater due Sunday March 23 at 11:59 pm.</p>
12	March 24-28	<p>Module 9</p> <p>Exploring Quebec’s cultural products: Visual arts and fashion</p> <ul style="list-style-type: none">- Read: Berg (2012); Wistow & McKinley (2019)- Visit website Website on The Group of Seven Painters. https://thegroupofseven.ca/- Visit website EncycloFashionQC, an online encyclopaedic reference for the history of fashion in Quebec. https://encyclomodeqc.musee-mccord-stewart.ca/en/about/- View video lecture- View interview with guest artist Patrick Rodrigue- Watch “The History of Quebec Fashion” https://www.musee-	<p>Complete quiz by March 28 at 11:59 pm.</p> <p>Reflection paper on visual arts and fashion due Sunday March 30 at 11:59 pm.</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>mccord-stewart.ca/en/audio-video/history-mode-quebec-1950-jean-claude-poitras-1/</p> <ul style="list-style-type: none">- Engage in discussion forum	
13	March 31- April 4	<p>Module 10</p> <p>Exploring Quebec's cultural products: Sports and comedy</p> <ul style="list-style-type: none">- Read:<ul style="list-style-type: none">• Wong & Dennie (2021)• Valentine & Toal (2021)• Jouan (2024)- View video lecture- Engage in discussion forum	<p>Complete quiz by April 4 at 11:59 pm.</p> <p>Reflection paper on sports and comedy due Sunday April 3 at 11:59 pm.</p>
14	April 7-11	<p>Module 11</p> <p>Exploring Quebec's cultural products: Dance and circus</p> <ul style="list-style-type: none">- Read:<ul style="list-style-type: none">• Leroux (2014)• Batson (2014)• Dussault (2016)• Tembeck (2005)- View video lecture- Engage in discussion forum	<p>Complete quiz by April 11 at 11:59 pm.</p> <p>Reflection paper on dance and circus due Sunday April 13 at 11:59 pm.</p>
15	April 14-18	<p>Work on final projects</p>	<p>Final project due April 19 at 11:59 pm</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
	April 20	View peers' final projects and engage in discussion forum about them	Comments on peers' projects due April 22.

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. 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.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>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.</i></p> <p><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</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremia Smith* on 5/29/2024

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Curriculum Map French Major - Undergraduate ^{SEP}B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
 All courses are FR (French) unless designated as FRIT (French and Italian).

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Required courses					
1101(GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1133 (GE)	B/I	B/I	B/I		B/I
1155 (GE)	B/I	B/I	B/I		B/I
2101	I	I	B/I	B/I	B/I
3101	I	I	I		I
Elective courses in English					
2501 (GE)	I			I	I
2801 (GE)	I			I	I
2802 (GE)	I			I	I
2803.01 (GE)	I			I	I
2804 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
FRIT 3054 (GE)	I			I	I
FRIT 3061 (GE)	I			I	I
FRIT 3301	I			I	I
3801 (GE)	I			I	I
3802 (GE)	I			I	I
4690	A	(A if in a French-speaking context)	(A if in a French-speaking context)		A
FRIT 5051	A			A	
FRIT 5061	A			A	A
5601	A	A (reading comprehension necessary but most of course conducted in English)		A	A
5702	A			A	A
Elective courses in French					
3102	I	I	I		
3103	I	I	I		

Curriculum Map French Major - Undergraduate ^{SEP} B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
 All courses are FR (French) unless designated as FRIT (French and Italian).

3201	I	I	I		I
3202	I	I	I	I	I
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I	I	I
3502	I	I	I	I	I
3570	I	I	I		I
3701	I	I	I	I	I
4100	A	A	A	A	A
4401	A	A	A	A	A
4402	A	A	A	A	A
5103	A	A	A	A	A
5104	A	A	A	A	
5105	A	A	A	A	
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5206	A	A	A	A	A
5401	A	A	A	A	A
5403	A	A	A	A	A
5601	A	A	A	A	A
5701	A	A	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

Courses are FR unless designated otherwise.

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1133 (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			
2501 (GE)	I		
2801 (GE)	I		
2802 (GE)	I		
2803.01 (GE)	I		
2804 (GE)	I		
FRIT3052 (GE)	I		
FRIT3053 (GE)	I		
FRIT3054 (GE)	I		
FRIT3061 (GE)	I		
FRIT3301 (GE)	I		
3801 (GE)	I		
3802 (GE)	I		
4690	A	(A if in a	

		French-speaking context)	
IT5051	A		
FRIT5061	A		
5702	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	
5601	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

