

Term Information

Effective Term	Summer 2026
Previous Value	<i>Summer 2019</i>

Course Change Information

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

We would like to convert this course to a GEN Lived Environments theme course at the 2000 level.

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

We would like this course to count toward the new GE requirements. Our on-campus version, FR2803.01, has already been converted to a LE GEN. Course assignments have been adjusted to reflect this increase in level. The course will require students to complete more Unit Work, participate in Discussion Forums, lead site visits with introductory Mini Presentations, and reflect on self-awareness and intercultural competence regularly throughout the intense 2-week program. The higher level will also allow French minors and majors to count it toward their program as an elective. The course remains, however, accessible to students early in their academic journey and new to travel outside the US. The course number, 2803.02, indicates that it is the study abroad version of an on-campus course, 2803.01.

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	2803.02
Previous Value	<i>1803.03</i>
Course Title	Global May Paris
Transcript Abbreviation	GM Paris
Course Description	This course treats the cultural history of the city of Paris and takes places on a study abroad trip to Paris in May. Students must apply to participate six months prior to departure. Taught in English. GEN Lived Environments theme course.
Previous Value	<i>This course is on the cultural history of the city of Paris, it takes places on a study abroad trip to Paris in May.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No

Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Previous Value	
Exclusions	Not open to students with credit for FR1803.01, 1803.03, or 2803.01.
Previous Value	Not open to students with credit for 1803.01.

Cross-Listings

Cross-Listings	None
Previous Value	

Subject/CIP Code

Subject/CIP Code	05.0124
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

Previous Value

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

Course Details

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

Content Topic List

- Medieval Paris
- Renaissance Paris
- Revolutionary Paris
- Paris under the German Occupation
- Multicultural Paris
- Paris in film and literature

Sought Concurrence

No

Attachments

- FR2803.02 GE submission-lived-environments.docx: GE submission sheet
(Other Supporting Documentation. Owner: Willging,Jennifer)
- FR2803.02 daily schedule.docx: Daily schedule
(Other Supporting Documentation. Owner: Willging,Jennifer)
- FR2803.02 Credit Hour Calculations Worksheet.pdf: Study abroad credit worksheet
(Other Supporting Documentation. Owner: Willging,Jennifer)
- FR Major Curriculum Map rev 10-23-25 copy.docx: FR major curriculum map
(Other Supporting Documentation. Owner: Willging,Jennifer)
- FFS Major Curriculum Map rev 10-23-25.docx: FFS major curriculum map
(Other Supporting Documentation. Owner: Willging,Jennifer)
- Fr 2803 Global May Paris 2026 Syllabus Updated 2026[16].docx: revised syllabus Jan 2026
(Syllabus. Owner: Willging,Jennifer)
- Response to Revisions from Themes Subcommitee about GMP Fr 2803.02.docx: list of changes made
(Other Supporting Documentation. Owner: Willging,Jennifer)

Comments

- Please see feedback email sent to department 12-03-2025 RLS *(by Steele,Rachel Lea on 12/03/2025 04:43 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	10/27/2025 07:22 AM	Submitted for Approval
Approved	Willging,Jennifer	10/27/2025 07:25 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/04/2025 05:22 PM	College Approval
Revision Requested	Steele,Rachel Lea	12/03/2025 04:43 PM	ASCCAO Approval
Submitted	Willging,Jennifer	01/16/2026 11:06 AM	Submitted for Approval
Approved	Willging,Jennifer	01/16/2026 11:08 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/19/2026 03:26 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/19/2026 03:26 PM	ASCCAO Approval

On Thursday, Nov. 13th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a course proposal for French 2803.02 to be included in the GEN Theme Lived Environments category.

The curriculum development team from FRIT has responded to The Themes Subcommittee three contingencies in the following way:

1. **Contingency: Removed** the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus p. 3 under “General Education Goals and Expected Learning Outcomes”) as a “fulfillment” of the theme and **replaced it with** “French 2803.02 is an approved course in the GEN Theme: Lived Environments category and the GEL Cultures and Ideas category.”
2. **Contingency: Added** in the syllabus on **page 6** a brief, student-friendly paragraph (copied below) following the listing of the GEN goals and ELOS that explains how this course, in particular, meets the goals and ELOs of the GEN Themes: Lived Environment category, per a requirement of the Arts and Sciences Curriculum Committee.

“This course meets the GEN Lived Environment theme by immersing you in the study of Paris as a dynamic cultural, political, and social environment across time. Regular journal reflections, interdisciplinary unit work, and experiential activities connect classroom learning to personal observations and broader historical and contemporary contexts, allowing you to synthesize perspectives and develop as a reflective, engaged learner. Advanced analyses in essays, discussions, and the final research project will help you think deeply about urban spaces, power structures, and cultural narratives. Through these combined experiences, you will gain a deeper understanding of how environments influence human beliefs and behaviors—and how human actions, in turn, transform environments over time.”

GenAI Process Record

Name: Kate Schlosser

Assignment: Syllabus update for GE Theme Course Proposal

Permitted Level Used: Level 5 – Unrestricted Use

1. **Tool Used:** Microsoft CoPilot
2. **Description of Use:** I pasted my course goals ELOs and with accompanying assignments to help create a brief, student-friendly paragraph following the listing of the GEN goals and ELOS that explains how this course, in particular, meets the goals and ELOs of the GEN Themes: Lived Environment category
3. **The Prompts:** *Copy/paste the specific inputs/prompts you entered.*
 - a) Prompt 1: “create a brief student friendly paragraph about this information:”
 - b) Prompt 2: “Make it more concise for a syllabus.”
 - c) Prompt 3: “explains how this course, in particular, meets the goals and ELOs of the GEN Themes: Lived Environment category”
4. **The Output (Link or Transcript):** *Provide a shared link to the chat session OR attach the transcript as an appendix. [\[Insert Link Here\]](#)*

5. **Process, Edits & Verification:** *Identify your goals in using an AI model, changes you made to the AI's output, specific suggestion you rejected, etc.* I decided to experiment with AI in furtherance of initiatives for AI literacy at OSU and to see if this tool could help with administrative tasks and make a syllabus readable to students. The CoPilot chat provided several versions with slightly different tone for comparison after application of several prompts with attempts to be clearer with my goals.

a) **Prompt 1 Results:** Here's a **brief, student-friendly paragraph** that brings all of this together in a clear, welcoming way:

In this course, you'll dive deeply into big ideas, exploring them with more sophistication than in introductory classes. You'll practice critical thinking, engage with advanced scholarship, and connect what you learn to real-world experiences in Paris and beyond. Through activities like discussion forums, creative projects, guided tours, journal reflections, and a final research project, you'll develop your ability to analyze environments, understand how people interact with and represent the spaces around them, and reflect on your own growth as a learner. By the end, you'll be able to make meaningful connections across historical periods, cultural contexts, and your own academic journey.

If you'd like, I can also create a shorter version, a bullet-point version, or something more playful/visual for a syllabus or slide!

b) **Prompt 2 Results:** Here's a **more concise, syllabus-ready paragraph**:

In this course, you will engage in advanced analysis of key themes, think critically, and explore topics through research, writing, creative work, and guided site experiences. You'll connect classroom learning with real-world contexts, reflect on your development as a learner, and examine how humans interact with and represent their environments across time and space. Assignments—including discussions, essays, guided tours, unit work, journal reflections, and a final research project—will help you build depth, make interdisciplinary connections, and understand diverse perspectives on Paris and its histories.

c) **Prompt 3 Results:** Here's a **concise, syllabus-appropriate explanation** of how *this specific course* meets the Goals and Expected Learning Outcomes of the **GEN Themes: Lived Environment** category:

How This Course Meets the GEN Theme: Lived Environment Goals & ELOs

This course meets the Lived Environment theme by immersing students in the study of Paris as a dynamic cultural, political, and social environment across time. Through site-based learning, guided tours, creative assignments, historical case studies, and reflective writing, students critically examine how humans interact with, shape, and represent their environments. Advanced analyses in essays, discussions, and the final research project help students think deeply about urban spaces, power structures, and cultural narratives. Regular journal reflections, interdisciplinary unit work, and experiential activities connect classroom learning to personal observations and broader historical and contemporary contexts, allowing students to synthesize perspectives and develop as reflective, engaged learners. Through these combined experiences, students gain a deeper understanding of how environments influence human beliefs and behaviors—and how human actions, in turn, transform environments over time.

If you want an even shorter version, a bullet-pointed list for a syllabus, or a version matched to specific Goals/ELOs line by line, I can create that too!

d) **Final Paragraph Chosen:** “I took suggestions primarily from the 1st and 3rd paragraphs to arrive at this result:”

1. This course meets the Lived Environment theme by immersing you in the study of Paris as a dynamic cultural, political, and social environment across time. Regular journal reflections, interdisciplinary unit work, and experiential activities connect classroom learning to personal observations and broader historical and contemporary contexts, allowing you to synthesize perspectives and develop as a reflective, engaged learner. Advanced analyses in essays, discussions, and the final research project will help you think deeply about urban spaces, power structures, and cultural narratives. Through these combined experiences, you will gain a deeper understanding of how environments influence human beliefs and behaviors—and how human actions, in turn, transform environments over time.
6. **Accuracy Pledge:** [KS] I certify that I have verified the accuracy of all AI-generated information and that my final submission aligns with the authorship requirements of the selected Level.

3. **Contingency: Added links to Syllabi to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#)** and copied-and-pasted the statements from the Office of Undergraduate Education's website and all other statements are current and accurate.

- i. Academic Misconduct Policies (Syllabus pp. 22-24)
 1. Policies for this Course (Syllabus pp. 22-23)
 2. Generative Artificial Intelligence Tools (Syllabus p.23)
 3. Ohio State's Academic Misconduct Policies (Syllabus pp. 23-24)
- ii. Copyright Disclaimer (Syllabus pp. 24)
- iii. Intellectual Diversity (Syllabus p. 25)
- iv. Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct (Syllabus p. 25-26)
- v. Grievances and Solving Problems (Syllabus pp. 26)
- vi. Counseling and Consultation Services/Mental Health Statement (Syllabus pp. 27)
- vii. Religious Accommodations (Syllabus pp. 27-28)
- viii. Disability Statement with Accommodations for Illness) (Syllabus p. 28-29)



SYLLABUS

FRENCH 2803.03

Global May Paris
Summer 2026 – Study Abroad Program

COURSE OVERVIEW

Instructor

Instructor: Dr. Kate Schlosser (Resident Director)

Instructor credentials: MA, PhD in French and Francophone Studies

Email address: Schlosser.73@osu.edu

Instructor: Dr. Ryan Joyce (Second Resident Director)

Instructor credentials: PhD in French and Francophone Studies

Email address: joyce.289@osu.edu

Course description

This program explores the social, cultural, and geographical history of the city of Paris from the Middle Ages to the present through the study of several key events and places in the city's rich history during a two-week trip to Paris, France. We focus on different events and their geographical context within the city, thereby exploring the city not just from century to century but through the lens of diverse socio-cultural communities and events.

By participating in this program, students will be able to articulate how each of the locations studied throughout the course has evolved over time to shape the ultra-modern and global city we know Paris to be today. Students will be able to identify how the Parisian landscape has shaped Parisian society and how society has in turn shaped and transformed the landscape to suit the evolving needs and desires of the people of Paris.

We achieve these goals through examining various cultural texts in relation to each event and location, such as fiction, songs, newspaper articles, paintings, photographs, buildings, monuments, and modes of transportation produced in, and during, each particular place and period we study. Each day in Paris we will visit different sites that represent the century we will be discussing that day. Through museums and monument visits, shows, restaurants, discussions with Parisians, walks, subway rides, short trips to Versailles and Giverny, we will come to understand the various neighborhoods, or arrondissements, and how they contribute to what the city's identity today. Program fee includes accommodations, local transportation, excursions and entry fees, some group meals, and supplemental insurance. It does not cover airfare, passport, visa (if necessary), non-program meals, or personal expenses.

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 Early Modern Period (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 and guided tours)

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, traveling to various sites throughout the city as a group and individually.)

General Education Goals and Expected Learning Outcomes

French 2803.02 is an approved course in the **GEN Theme: Lived Environments category** and the **GEL Cultures and Ideas category**. It is designed to prepare students to be able to do the following:

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.

Expected Learning Outcomes:

Expected Learning Outcomes	Relevant Assignments
ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	<ul style="list-style-type: none"> Discussion Forums 2 Essays Site Mini Presentation
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	<ul style="list-style-type: none"> Final Research Project Final Research Project Presentation Site Mini Presentation

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.

Expected Learning Outcomes:

Expected Learning Outcomes	Relevant Assignments

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme</p>	<ul style="list-style-type: none"> • Unit Work • Participation in Guided Tours • Daily Journal Reflections
<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>	<ul style="list-style-type: none"> • Creative Assignments in Unit Work <ul style="list-style-type: none"> ◦ Medieval Paris Unit (drawing a map) ◦ Revolutionary Paris Unit (short story from a French Revolutionaries perspective) ◦ Royal Paris Unit (drawing recreation of a painting in the Louvre) ◦ Belle Epoque Unit (photograph of dance move/body posture and how it relates to a political stance) • Daily Journal Reflections <ul style="list-style-type: none"> ◦ Day 1: Stereotypes & Generalizations ◦ Day 8: People Watching in a Café ◦ Day 14: Paris Discoveries

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

Expected Learning Outcomes:

Expected Learning Outcomes	Relevant Assignments
<p>ELO 3.1 Engage with the complexity and uncertainty of human- environment interactions.</p>	<ul style="list-style-type: none"> • Unit Work <ul style="list-style-type: none"> ◦ Revolutionary Paris Unit ◦ Modern Paris Unit ◦ Occupied Paris Unit ◦ Postcolonial Paris Unit

	<ul style="list-style-type: none"> ○ Black Paris Unit Work ● Participation in Guided Tours ● Daily Journal Reflections
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	<ul style="list-style-type: none"> ● Unit Work <ul style="list-style-type: none"> ○ Revolutionary Paris Unit ○ Modern Paris Unit ○ Occupied Paris Unit ○ Postcolonial Paris Unit ○ Black Paris Unit Work ● Participation in Guided Tours ● Daily Journal Reflections

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Expected Learning Outcomes:

Expected Learning Outcomes	Relevant Assignments
ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.	<ul style="list-style-type: none"> ● Discussion Forums ● 2 Essays ● Site Mini Presentation
ELO 4.2 Describe how humans perceive and represent the environments with which they interact.	<ul style="list-style-type: none"> ● Participation in Paris Noir Guided Tours with Kévi Donat ● Daily Journal Reflections
ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	<ul style="list-style-type: none"> ● Unit Work ● Participation in the Guided Tours of the Garnier Opera, Versailles Palace and Gardens, and Monet's House and Gardens in Giverny with Anne-Marie Le Pichon

	<ul style="list-style-type: none">• Participation in the Paris Noir Guided Tours with Kévi Donat• Final Research Project and Presentation• Daily Journal reflections.
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This course meets the GEN Lived Environment theme by immersing you in the study of Paris as a dynamic cultural, political, and social environment across time. Regular journal reflections, interdisciplinary unit work, and experiential activities connect classroom learning to personal observations and broader historical and contemporary contexts, allowing you to synthesize perspectives and develop as a reflective, engaged learner. Advanced analyses in essays, discussions, and the final research project will help you think deeply about urban spaces, power structures, and cultural narratives. Through these combined experiences, you will gain a deeper understanding of how environments influence human beliefs and behaviors—and how human actions, in turn, transform environments over time.

HOW THIS COURSE WORKS

Mode of delivery: This course is in-person.

Pace of activities: This course is divided into **modules** that are available two weeks prior to the in-country start date. Students are expected to keep pace with deadlines but may schedule their efforts freely within that time frame and are encouraged to work ahead.

Pre-departure:

- **Orientations:** Prior to our May departure, we will hold 3-4 orientations. You must attend all information sessions, or schedule make-up sessions with Global Ed Specialist Louise Yahiaoui (Yahiaoui.2@osu.edu) or Prof. Kate Schlosser (Schlosser.73@osu.edu) to ensure you have the proper information and preparation for the trip and the course.
- **Unit Work:** Before our trip to Paris, take some time to look through all the units, both mandatory and extra. You will be graded on the completion of the Learning Packets for **7** of the available units, **6 of which are mandatory**, and **1** of which you may choose. It is recommended that students complete the first 2 required before travelling to Paris in order to be prepared for the first lectures and tours. It

is also recommended to complete as many of the remaining 5 units of work ahead of time as you are able, for this will allow you to focus on your experiential learning in Paris, your Daily Journal (Notebook or Digital) and Group Presentation and site visit while in the city for 2 weeks.

In Country:

- **Daily Journal:** Take extensive notes about all activities, lectures, and visits on a paper notebook you will purchase before our departure and bring with you to Paris. Make sure to record key facts, dates, details about all visits; feel free to decorate your notebook with pictures, entry tickets, drawings, etc. Taking accurate and extensive notes during the trip will be the most important part of your work. You should also include your reflections and personal impressions at the end of each day. Your notebook will be graded in Paris and returned to you so you can keep it afterwards and remember your time in France.
- **Unit Work:** Several Units are due during the 2-week program. Each unit prepares you for excursions, lectures and tours. While each unit varies slightly, they include some combinations of recorded lectures, videos, films, and readings. The Learning Packets will involve showing understanding and analysis of the content in the form of short answer questions, essays, creative expression assignments, etc. There will also be Discussions Forums to complete associated with Learning Packet and providing intellectual exchange with classmates. It is recommended to complete as many Learning Packets of Unit Work ahead of departure, but this is not always possible. Please take this into consideration when planning your free time outside of this class.
- **Site Mini-Presentations:** Each student will prepare a brief summary of one of the sites we will visit during our 2-week stay in Paris. You will present this research, (including but not limited to: the history of the site, debates over its meaning or representation, present day use, etc.) to the group prior to our official visit or tour and will include 2-3 questions that you are hoping to have answered during the excursion. After the visit, we will briefly reflect as a group on what we learned. Students will also be asked to include some of this information in their Daily Journal posts.

- **Group Presentation:** You will visit one site (see list below) that the class has not visited as a group. You will schedule this during your own time with 2 or 3 classmates and prepare a group presentation about the site. You will give this presentation on the last Sunday morning of the program in Paris.

Credit hours and work expectations: This is a **3-credit-hour course**. In accordance with [Ohio State policy](#), for this 2-week program, students should expect to be involved in 6-8 hours a day of time spent on direct instruction (instructor and guest lectures, etc.) or experiential learning (site visits, guided tours, group meals, etc. In addition, students are required to complete 14-21 hours of homework (reading and assignment preparation found in Learning Packets for 7 Units) to receive a grade of (C) average.

Attendance and participation requirements: Because this is a study abroad course, your attendance is based on your presence on excursions, timely arrival at meeting points and participation. The following is a summary of everyone's expected participation:

- **Participating in activities for attendance:**
You are expected to log in to the course at least once per week prior to departure and into Carmen every day. If you have a situation that might cause you to miss any excursions during the trip, discuss it with me *as soon as possible*.
- **Participating in discussion forums:**
As part of your participation, you can expect to post and respond at least five times over the 4-week Session 1 SU26 term as part of our substantive class discussion on the course topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Casey Harison, Paris in Modern Times: From the Old Regime to the Present Day (Bloomsbury, 2019, ISBN: 978-1350005525) Available at the OSU bookstore (Barnes and Noble on High St.) as a print or digital copy and other online book

sellers. The OSU library also has electronic copies students may use free of charge <https://library.ohio-state.edu>

OPTIONAL

- **Daily Journal or Notebook:** If you like pen and paper more than digital, purchase a notebook you will bring to Paris. Many students also purchase one on site, although this may take a couple of days, and reflections begin immediately. The Daily Journal assignment itself is required, but you may choose whether you write in a physical notebook or in a digital one.

AVAILABLE IN CARMEN:

- All other readings and PDFs are available on Carmen.

FILM AND VIDEO:

- URLs for all online videos are available on Carmen.
- Course films can be accessed at no charge with your OSU library login on Kanopy <https://www.kanopy.com/en/osu> or Alexander Street <https://library.ohio-state.edu/record=e1002533~S7>

Other fees or requirements

This course is offered in conjunction with the [Office of International Affairs Global Education](#) Division. Students are responsible for paying The Ohio State University tuition, an administrative fee, plus a program fee. The program fee includes all program accommodations, hotel breakfasts, some group meals, program activities, program-required in country transportation, and international accident and sickness insurance. Most meals are not included. International airfare is not included.

Course technology

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 <https://it.osu.edu/help/hours>, and support for urgent issues is available 24/7.

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

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
 - [Recording a slide presentation with audio narration](#)
 - [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- **Computer:** current Mac (OS X) or PC (Windows 7+) 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) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365:](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) 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 - Adding a Device](#) help article for step-by-step instructions.

- 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 FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Unit Work in Carmen (Short Answers, Essays, Discussions Forums, Creative Expressions)	40%
Participation (Attendance & 1 Site Mini Presentation)	20%
Daily Journal/Digital Notebook (with several special prompts)	20%
Final Group Presentation	20%
Total	100

See course schedule below for due dates.

Late assignments

Late or incomplete work will be downgraded by 10% each day. Please refer to Carmen for due dates.

Grading scale

93–100: A

90–92: A-

88–89: B+

83–87: B

80–82: B-

78–79: C+

73–77: C

70 –73: C-

68 –69: D+

65 –67: D

Below 64: E

Descriptions of major course assignments

Unit Work: For each unit, you will find a link to a Word document that you will copy and use as a template to answer all the corresponding essays and questions for that unit; you will then upload this document, identified clearly with your name, to the appropriate Carmen assignment. This will serve as the Learning Packet to be completed for each unit. All students will need to complete the six mandatory units, plus 1 extra of your choosing. You will submit the last unit of your choosing by **June 4th, 2026**. Please contact Prof. Schlosser (Schlosser.73@osu.edu) and Prof. Joyce (joyce.289@osu.edu) with questions. Late or incomplete work will be downgraded by 10% each day.

- **Essay questions.** In some units, students must write essays addressing the evolution of ideas in Paris from Medieval to contemporary Paris. In Unit 3, for instance, students are asked to write a 300-word essay answering the following prompt: What were the political goals pursued by Louis XIV when he organized the life of the court around himself? In Unit 10 on Black Paris, students are asked to write a 500- word essay answering the following prompt: How is the relationship between race and class addressed in the movie you watched? How are the notions of race and class linked to the history of colonization?

- **Creative expression.** In the 11 units covered in class, students are encouraged to explore different artworks and cultural expressions. In the Royal Paris Unit, for instance, students are asked to pick one artwork from Le Louvre and imagine the biography of one character and write their story, using the first person. Another example from the Modern Paris Unit: try to reproduce your favorite painting from the Orsay Museum. You can reproduce it with your body (imitating the movement of the characters/forms), by sketching it, or any other way you can think of. Take a picture of your own version of the painting and put it in your notebook.
- **Discussion Forums.** In order to foster a connected and respectful learning community, students will share some of their evaluations and observations with small groups in Carmen Discussion assignments. Students will post their answers and then respond to classmates' reflections with acknowledgements and questions. In response to questions I will provide, you will post written or video responses on the Discussion Forum in small groups 5 times this semester (250 words minimum each time). Your grade for each post, which includes brief responses to at least two other posts (50 words minimum for each response), 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 Forum.

Rubric for Discussion Forums

Criteria	Ratings			Points
Response to questions Response to questions is thorough, on time, and is 250 words minimum. Shows thought, reflection, and engagement with course content.	10 to >9.0 pts Meets all expectations	8 to >5.0 pts Meets some expectations	5 to >0 pts Unsatisfactory	/10
Responses to classmates (2 responses) Both responses to classmates are thorough and on time, and are 50	6 to >5.0 pts Meets all expectations	5 to >3.0 pts Meets some expectations	3 to >0 pts Unsatisfactory	/6

words minimum each. Shows thought, reflection, and engagement with course content.				
Writing Writing in English is clear and cohesive. No errors in spelling and punctuation.	4 to >3.0 pts Meets all expectations	3 to >2.0 pts Meets some expectations	2 to >0 pts Unsatisfactory	/4
TOTAL				/20

Daily Journaling. During our 14-day stay in Paris, you will take extensive notes during excursions. At the end of each day, you will also need to write down your reflections and personal impressions on what you have experienced in your journal. This can include but is not limited to: information that surprised you, comparisons between cultures, questions you have, observations on daily life in Paris, challenges you have faced, successes you and your classmates have experienced, etc. Your notebook will be graded in Paris and returned to you so you can keep it afterwards and remember your time in France.

Rubric for Daily Journal

Criteria	Ratings			Points
Daily Reflections Shows thought, reflection, and engagement with course content.	10 to >8.0 pts Meets all expectations	8 to >5.0 pts Meets some expectations	5 to >0 pts Unsatisfactory	/10
Responses to required posts Responds to all required prompts and shows thought, reflection, and engagement with course content.	7 to >5.0 pts Meets all expectations	5 to >3.0 pts Meets some expectations	3 to >0 pts Unsatisfactory	/7
Creativity Notebook shows cohesive organization	3 to >2.0 pts	2 to >1.0 pts Meets some expectations	1 to >0 pts Unsatisfactory	/3

that represents individual students. Entries are clear and legible, and show time was spent.	Meets all expectations			
TOTAL				/ 20

Site Mini Presentations: Each student will prepare a summary of one of the sites we will visit during our 2-week stay in Paris. This short, 3–4-minute presentation is to prepare students for the final Group Presentation, as well as to allow you to demonstrate agency in the learning process. You will present this brief research, (including but not limited to: the history of the site, debates over its meaning or representation, present day use, etc.) to the group prior to our official visit or tour and will include 2-3 questions that you are hoping to have answered during the excursion. After the visit, we will briefly reflect as a group on what we learned. Students will also be asked to include some of this information in their Daily Journal posts.

Site Mini Presentation Rubric

Criteria	Ratings	Pts
Preparedness Have you shown up ahead of the meeting time ready to present? Have you learned the information and clearly practiced? Did you respect the short time limit and share both content and questions?		5 pts
Public speaking skills Do you speak loudly and clearly enough to be understood by your audience? Do you articulate and pronounce your words well? Do you speak in an animated fashion so as to maintain your audience's attention? Did you know the material or need to read everything you said?		5 pts
Content Does your presentation offer your audience information about Paris that they didn't already know? Did you ask thoughtful questions that will help the group understand how this place fits in to the living environment of Paris and its peoples? Does the background information you shared relate to your questions?		10 pts

Total Points:		/20

Group presentation. This research culminates in a group presentation that requires students to visit the chosen site in Paris that the class has not visited together, gather and evaluate 2 to 3 scholarly sources, and integrate their findings in an in-person presentation on the program's last full day. These activities not only deepen students' subject knowledge about the lived experiences of a particular site in Paris, but also foster rigorous academic inquiry by linking primary experiences of the city with scholarly debate.

The project requires the following:

- You must work in a group of 3-4 people. This is a collaborative effort. Groups will be decided prior to departure to allow for adequate site visit planning and research.
- The use of a variety of sources (primary and secondary) and research from different approaches.
- Discuss how interactions between different communities impacted the site's position in Parisian society, and what it represents at various times in history.
- Address the question of what it means in Paris today and it contributes to constructing the evolving identity of the French people.
- Make sure your program is coherent and interesting to watch or listen to.
- Must include visual aids and evidence that your group has visited the site together in-person.
- 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: 6 minutes per person

In groups of 3 or 4, students will go to and study a new place in Paris that we have not visited as a class (see List of Sites below.) Each group will create a presentation that includes

important facts and figures, images from their visit, reflections on how this visit connects to at least one other excursion on the trip, as well as its importance to the city's identity. You are responsible for selecting your topic, and assigning roles (coordinator, editor, logistics, creative design, etc). While everyone will have a different role, each team member must be involved in the research, planning, and presentation of project. One member of the group (the coordinator) will then post your work on Carmen by 8:30am on the last Sunday of our stay in Paris.

IMPORTANT: Each student needs to present for approximately 6 minutes. Therefore, if a group has 3 students, then the group presentation will last for about 18 minutes. Going under or over the time limit by may result in the loss of points.

Group Research Presentation Rubric

Criteria	Ratings	Pts
Individual Grade: Peer assessments Did you evaluate all the other group presentations? Did you complete all of the questions on the peer assessment form for all other groups? Did you submit your peer assessments by the due date?		10 pts
Public speaking skills Do you speak loudly and clearly enough to be understood by your audience? Do you articulate and pronounce your words well? Do you speak in an animated fashion so as to maintain your audience's attention? Do you keep the "ums" and the "ahs" to a minimum? Do you verbally transition from one slide to the next relatively smoothly? Keep in mind that you should not read a full, pre-prepared text but rather work from notes and/or your slides; a presentation is much more interesting when you speak to your audience in as natural way as possible, without reading a full script.		5 pts
Respect of time limit Your presentation should last 6 minutes per person. If your presentation is shorter or longer, you will lose points. Practice to ensure that you respect the time limit.		5 pts

Textual and visual elements Are your slides organized in a logical fashion? Is the text on each one readable and relatively brief? Is your spelling and grammar correct throughout? Are your images accurate (are they of what you say they are) and visually appealing? Do your slides have a visually appealing and coherent style?	10 pts
Content Does your presentation offer your audience information about Paris that they didn't already know from taking this class, or from just being a tourist? Is your presentation more substantive than just a quick overview—that is, do you note some particularly interesting and/or problematic or contested aspects of your event or site (such as disagreements over its cultural meaning, disagreements over who created or who "owns" it, its association with violence and/or social injustices, etc.). Do you cite your sources on the slides as a direct quote? Or, do you paraphrase a quote from them? (if not, you can simply list your sources on the last slide). Has each group member presented unique material, avoiding repeating information?	20 pts
Total Points:	/50

After watching your fellow group members' presentations, you will submit a brief evaluation of them in Carmen, assessing clarity, substance, and interest. These peer evaluations will be taken into consideration in the overall evaluation each presentation.

Peer Evaluations for Final Group Projects

Use this form for your evaluations of your classmates' Group Research Presentations. Submit for each group presentation you watch.

Group being evaluated:

Respect of time limit (up to 5 points): _____

Deduct 1 point if presentation is under 9 minutes or over 11m30s. The presentation should last between 9 and 11 minutes: 8 or 12, deduct 2 points; 7 or 13, deduct 3 points, etc...

Comments:

Textual and visual elements (quality of slides) (up to 10 points):____

This category includes logic of order of slides; spelling, grammar, and overall readability of text; visual appeal of images; and coherence of design.

Comments:

Content (up to 20 points):____

This category includes the “interestingness” and relative depth (more than a quick gloss and more than what was already covered in class) of the information conveyed.

Comments:

Total: **/35**

List of possible sites for **Group Presentation** follows. Please consult with instructors should you wish to visit a site not on this list for approval.

If your interests are more about **urbanism**, consider visiting one of the following sites:

- Le Parc de la Villette (19e arrondissement-Subway Line 7-Porte de la Villette Stop)
- La Coulée Verte (12e arrondissement-Subway Line 1/5/8-Bastille Stop)
- Le Trocadéro (16e arrondissement-Subway Line 6-Trocadéro Stop)
- -Subway Line 1/2/6-Charles de Gaulle Étoile Stop)
- La Bibliothèque nationale de France-site François Mitterrand (13e arrondissement-Subway
- Line 6-Quai de la Gare Stop/Subway 14-Bibliothèque François Mitterrand Stop)

- Le canal Saint Martin (10e arrondissement-Subway 2/5-Jaurès Stop)

If your interests are more about **architecture**, consider visiting one of the following sites:

- La Villa Savoye by Le Corbusier (Poissy-RER A-Poissy Stop-then Bus 50 La coudraie bound-villa Savoye stop)
- Le château de Vincennes (Vincennes-Subway Line 1-Château de Vincennes Stop)
- Le château de Fontainebleau (Fontainebleau-Train from Gare de Lyon Montargis bound- Fontainebleau Avon Stop-the bus 1 Les Lilas bound-Château stop)

If your interests are more about **history**, consider visiting one of the following sites:

- Le Champ de Mars (7e arrondissement-Subway Line 8- Ecole Militaire Stop)
- Le jardin des Tuileries (1er arrondissement-Subway Line 1/12-Concorde Stop)
- La place de la Bastille (4e arrondissement-Subway Line 1/5/8-Bastille Stop)
- Le château de Vincennes (Vincennes-Subway Line 1-Château de Vincennes Stop)
- Le château de Fontainebleau (Fontainebleau-Train from Gare de Lyon Montargis bound- Fontainebleau Avon Stop-the bus 1 Les Lilas bound-Château stop)

If your interests are more about **French Revolution**, consider visiting one of the following sites:

- Le Champ de Mars (7e arrondissement-Subway Line 8- Ecole Militaire Stop)
- Le jardin des Tuileries (1er arrondissement-Subway Line 1/12-Concorde Stop)
- La place de la Bastille (4e arrondissement-Subway Line 1/5/8-Bastille Stop)
- If your interests are more about Napoléon Bonaparte, consider visiting one of the following sites:
 - Les Invalides (7e arrondissement-Subway Line 13-Invalides Stop)
 - Le château de la Malmaison (Rueil-Malmaison-Subway Line 1-La défense Stop-Bus 258)
 - Subway Line 1/2/6-Charles de Gaulle Étoile Stop)

If your interests are more about **politics**, consider visiting one of the following sites:

- Le café Procope (6e arrondissement-Subway Line 4-Odéon Stop)
- nationale (7e arrondissement-Subway Line 12-Assemblée Nationale Stop)
- -Subway Line 1/11-Hôtel de Ville Stop)

If your interests are more about **literature**, consider visiting one of the following sites:

- La maison de Balzac (16e arrondissement-Subway Line 9-La Muette Stop)
- Le cimetière du Montparnasse (14e arrondissement-Subway Line 6-Edgar Quinet Stop)
- La bibliothèque Nationale de France-site François Mitterrand (13e arrondissement-Subway Line 6-Quai de la Gare Stop/Subway 14-Bibliothèque François Mitterrand Stop)
- Le Pont Mirabeau (15e arrondissement-Subway Line 10-Javel André Citroën Stop)

If your interests are more about **theater**, consider visiting one of the following sites:

- -Subway Line 4-Odéon Stop)
- La Comédie Française-Le Français (1e arrondissement-Subway Line 1/7-Palais Royal Musée du Louvre Stop)

If your interests are more about **religion**, consider visiting one of the following sites:

- La Madeleine (8e arrondissement-Subway Line 12-Madeleine Stop)
- La Basilique Saint Denis (Saint-Denis-Subway Line 13-Basilique de Saint-Denis Stop)
- Le cimetière du Montparnasse (14e arrondissement-Subway Line 6-Edgar Quinet Stop)

If your interests are more about **visual art**, consider visiting one of the following sites:

- Le grand Palais (8e arrondissement-Subway Line 13-Champs-Elysées Clémenceau Stop)
- Le petit Palais (8e arrondissement-Subway Line 13-Champs-Elysées Clémenceau Stop)
- Le musée Rodin (7e arrondissement-Subway Line 13-Varenne Stop)

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **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.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policies

POLICIES FOR THIS COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

GenAI can fabricate information (for example, creating citations to sources that do not exist) or omit key information. Students are ultimately responsible for the accuracy and integrity of their submitted work. Unless explicitly permitted below, representing AI-generated content as your own work is a violation of the [Code of Student Conduct](#). Please check with your instructor if you have questions.

These levels may apply to the entire course or specific assignments, as indicated by the instructor:

Given that the learning goals of this class are to engage in an advanced, in-depth, scholarly exploration of a site we have not visited as a group, students are welcome to explore innovative tools and technologies for **organizational tools, transportation information, presentation design for the Final Group Project**, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools (GenAI) tools such as **Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate** for organizational and presentational purposes, as long as a platform's use is documented and used transparently most course assignments. However, GenAI tools are prohibited for **essays, discussion boards, and content in reflection assignments**. These written assignments, including should be your own original work.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and [Code of Student Conduct](#) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

OHIO STATE'S ACADEMIC MISCONDUCT 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](#), 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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

Generative artificial intelligence (GenAI) tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use, and then only in the ways allowed by the instructor. Students are not to submit their work without

acknowledging any word-for-word use and/or paraphrasing of writing, ideas, or other work that is not their own. These requirements apply to all students, whether undergraduate, graduate, and professional.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Copyright disclaimer

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.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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

The Ohio State University is committed to building and maintaining a welcoming community. 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 Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@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 Civil Rights Compliance Office 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.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Counseling and Consultation Services / Mental Health Statement

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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 [Civil Rights Compliance Office](#). Policy: [Religious Holidays, Holy Days and Observances](#)

Weather or other short-term closing

Following **Policy 6.15** (Weather or Other Short-Term Closing):

Should an excursion be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas and/or in our Group Chat in WhatsApp. Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Email: sls@osu.edu

Website: sls.osu.edu

Address: 098 Baker Hall, 113 W. 12th Ave

Phone: 614-292-3307

Accessibility of course technology

This online course requires use of Carmen (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 with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video

- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

Day	Dates	Topics and Excursions	Readings Assignments, Deadlines (Assignments are due by 11:59pm local time)
1	Sunday, May 10	AM: Arrival in Paris PM: Neighborhood Tour and Group Evening: Welcome Dinner	<p>Orientation for Global May Paris:</p> <ul style="list-style-type: none"> • Complete Unit Learning Packet • Daily Journal Reflection – Comfort Prompt • Post Initial Responses to Discussion Forum 1: Preparing for Study Abroad (250 words) <p>Medieval Paris Unit:</p> <ul style="list-style-type: none"> • Read: <i>Paris in Modern Times</i>, Ch. 1 • Read: Ch. 1 "<u>Notre-Dame</u>" and Ch. 2 "<u>A Bird's-Eye View of Paris</u>" of <i>Notre-Dame de Paris</i> (Victor Hugo, 1831) • Complete Unit Learning Packet • Post Initial Responses to Discussion Forum 2: Victor Hugo and Notre Dame (250 words min.) • Daily Journal Reflection – Stereotypes and First Impressions
2	Monday, May 11	AM: Tour Sainte Chapelle, Isle de la Cité PM: Ile Saint Louis, Notre Dame Evening: Group Dinner @ Chez Paul	<ul style="list-style-type: none"> • Site Mini Presentations 1-3 <p>Black Paris Unit</p> <ul style="list-style-type: none"> • Read: <i>Paris in Modern Times</i>, Ch. 9, pgs. 226-236 • Watch: <u>Paris Noir: African Americans in the City of Light</u> (dir. by Joanne Burke, 2012) on Alexander Street (free platform to use with OSU library login) • Read: "Introduction" and "The Awakening of Race Consciousness among Black Students" (by Paulette Nardal) in <i>Negritude Women</i> by T. Denean Sharpley-Whiting

Day	Dates	Topics and Excursions	Readings Assignments, Deadlines (Assignments are due by 11:59pm local time)
			<ul style="list-style-type: none"> • Complete Unit Learning Packet • Daily Journal Reflection • Post Responses to 2 Classmates for Discussion Forum 1: Preparing for Study Abroad (50 words min.)
3	Tuesday, May 12	<p>AM: Early entrance into the Louvre</p> <p>PM: Tour of the Latin Quarter Kévi Donat/Paris Noir] & Entrance to Pantheon</p> <p>Evening: Free</p>	<ul style="list-style-type: none"> • Site Mini Presentations 4-6 <p>Modern Paris Unit</p> <ul style="list-style-type: none"> • Read: <i>Paris in Modern Times</i>, Ch. 5 • Read: "<u>Beyond the Façade</u>" by Amy Rideout • Watch: <u>Georges-Eugène Haussmann, The Man Who Rebuilt Paris</u> • Complete Unit Learning Packet • Post Initial Responses to Discussion Forum 3: Haussmannisation (250 words min.) • Daily Journal Reflection
4	Weds, May 13	<p>AM: Walk through Place des Vosges/Marais, Tour Opera Garnier</p> <p>PM: Covered Arcades</p> <p>Evening: Performance at Opera Garnier – <i>Les Dames aux Camelias</i></p>	<ul style="list-style-type: none"> • Site Mini Presentations 7-9 <p>Revolutionary Paris Unit</p> <ul style="list-style-type: none"> • Read: <i>Paris in Modern Times</i>, Ch. 2 • Read: <u>Declaration of the Rights of Woman</u> (Olympe de Gouge, 1791) • Watch: John Green's "The French Revolution" https://www.youtube.com/watch?v=ITTvKwCylFY • Watch: <u>Filthy Cities: Revolutionary Paris</u> • Complete Unit Learning Packet • Post Initial Responses to Discussion Forum 4: Olympe de Gouges (250 words min.) • Daily Journal Reflection – Disciplining the Body Prompt

Day	Dates	Topics and Excursions	Readings Assignments, Deadlines (Assignments are due by 11:59pm local time)
5	Thursday, May 14	All Day: Day Trip to Versailles Evening: Free	<ul style="list-style-type: none"> • Site Mini Presentations 10-12 • Social Media Scavenger Hunt • Post Responses to 2 Classmates for Discussion Forum 2: Victor Hugo and Notre Dame (50 words min.) • Daily Journal Reflection
6	Friday, May 15	AM : Colonial Paris Lecture and time to visit site PM : Black Seine Tour Evening: Free	<ul style="list-style-type: none"> • Site Mini Presentations 13-15 • Daily Journal Reflection – Research One Historical Figure from Black Seine Tour
7	Saturday, May 16	Free Day	<ul style="list-style-type: none"> • Daily Journal Reflection
8	Sunday, May 17	AM: Sports and Identity Lecture Dr. Descamps PM: Sporting Event or relevant museum site Evening: Free	<ul style="list-style-type: none"> • Site Mini Presentations 16-17 • Post Responses to 2 Classmates for Discussion Forum 3: Haussmannization (50 words min.) • Daily Journal Reflection: People watching at a Café

Day	Dates	Topics and Excursions	Readings Assignments, Deadlines (Assignments are due by 11:59pm local time)
9	Monday, May 18	AM: Tour of Montmartre, Tickets for Sacré Coeur PM: Little Africa-preferred guide Kevi Donat/Paris Noir Evening: Group Meal @ African restaurant BMK Folie-Bamako	<ul style="list-style-type: none"> • Site Mini Presentations 18-20 Occupied Paris Unit • Read: <i>Paris in Modern Times</i>, Ch. 9, pgs. 211-225 • Read: "WWII in Paris" • Read: "The Grand Palais under Occupation" • Read: "A Paris Luxury Hotel Filled With Concentration Camp Survivors" • Watch: The Roundup (La Rafle) (dir. by Rose Bosch, 2010) on Kanopy <i>[Be advised: This film may be hard to watch. It addresses identity-based discrimination and harassment that may be difficult for some students.]</i> • Complete Unit Learning Packet • Post Initial Responses to Discussion Forum 5: The Roundup (250 words min.) • Daily Journal Reflection –African Americans in Paris
10	Tuesday, May 19	AM: Occupied Paris Lecture & Shoah memorial with guide – preferred guide Gabrielle Davis PM: Visit the Vel d'Hiv memorial Evening: Free	<ul style="list-style-type: none"> • Site Mini Presentations 21-22 Postcolonial (?)Paris Unit • Read: <i>Paris in Modern Times</i>, Ch. 10&11 • Watch: The Battle of Algiers (dir. by Gillo Pontecorvo, 1966) on Kanopy <i>[Be advised: This film includes scenes of torture and violence. This may be difficult for some students to watch.]</i> • Read: excerpts from <i>The Seine was Red</i> (Sebbar, 1999) and complete Reading Guide • Read: <i>Absent the Archive</i>, Introduction (Brozgal, 2020) • Complete Unit Learning Packet

Day	Dates	Topics and Excursions	Readings Assignments, Deadlines (Assignments are due by 11:59pm local time)
			<ul style="list-style-type: none"> • Post Responses to 2 Classmates for Discussion Forum 4: Olympe de Gouges (50 words min.) • Daily Journal Reflection
11	Weds, May 20	AM: Lecture on Maghreb PM: Paris Mosque visit & Teatime at the Paris Mosque Evening: Free	<ul style="list-style-type: none"> • Site Mini Presentations 23-24 • Daily Journal Reflection – French Universalism and Secularism
12	Thursday, May 21	Day Trip to Giverny Evening: Free	Fleeing Paris <ul style="list-style-type: none"> • Site Mini Presentations 25-26 • Daily Journal Reflection
13	Friday, May 22	Flex Day AM or PM for final project visit Evening: Free	<ul style="list-style-type: none"> • Post Responses to 2 Classmates for Discussion Forum 5: The Roundup (50 words min.) • Daily Journal Reflection
14	Saturday, May 23	Free Day	<ul style="list-style-type: none"> • Daily Journal Reflection – Discoveries in Paris
15	Sunday, May 24	AM: Group Presentations 9am-12pm PM: Free Evening: Farewell Dinner Cruise on the Seine	<ul style="list-style-type: none"> • Group Presentation PPT by 8:30am • Daily Journal due by 9am

Day	Dates	Topics and Excursions	Readings Assignments, Deadlines (Assignments are due by 11:59pm local time)
16	Monday, May 25	AM: Departure from Paris	
	Thursday, June 4		Unit of choice due by the last day of the term

FR2803.02 Paris
Back in time in Paris

Paris has no less than 2000 years of existence. Past and present intertwined in this memorial site. In this itinerary, you will go back in time, discovering the city as it unveils its secrets, layer after layer. You will experience how time makes itself tangible in this wonderful space.

Transportation: RATP Paris Visit Pass 5 days 41€ (x2)

Total credit hours : 34 hours

Italics indicate 1 hour = 1 credit hour

Bold indicates 1 hour = 1/2 credit hour

Date 2018	Theme	Visites	Transportation
Day 1		/	
Wed, May 9	Arrival at the hotel	Hotel Apostrophe Hotel Apollinaire	Bus Air France From CDG airport
Day 2		3h credit	
Thur, May 10	Contemporary Paris – The core of the city	Montparnasse Tower: <i>Paris from the sky</i> 1 hour (speaker: AH) Châtelet 1 hour (speaker: AH) Centre Pompidou: Beaubourg (w/guide) 2 hours (official museum speaker) Stravinsky Fountain	Walk Bus 58 Walk
Day 3		2h credit	
Fri, May 11	Contemporary Paris – The suburbs	Neuilly-sur-Seine and Puteaux <i>La Défense (esplanade)</i> 1 hour (speaker: AH) Boulogne Woods Fondation Louis Vuitton (w/guide) (official museum speaker) 2 hours	Subway Walk
Day 4		4h30 credit	
Sat, May 12	Existentialist Paris	<i>Class time 2 hours</i> (Speakers: Ariane Klein and AH) Saint Germain des Prés Café de Flore <i>River Seine Banks 2 hours</i> (speaker: AH) Chat qui pêche Street Huchette Theater: The Bald Soprano 1 hour (Speakers: Actors) Caveau de la Huchette, Jazz Bar	Bus 95 Walk

Day 5			
Sun, May 13	Paris Belle Epoque	<i>Montmartre</i> 2 hours (speaker: AH) <i>Saint Lazare Station</i> Passages: Panoramas, Jouffroy, Verdeau, two Sisters (w/guide) 2 hours (Speaker: Magali's Visits) <i>Père Lachaise Cemetery</i> 1 hour (speaker: AH)	Bus 95 Bus 26 Subway
Day 6			3h credit
Mon, May 14			
	Imperial Paris	Orsay Museum (w/guide) 2 hours (official museum speaker) Opéra Garnier (w/guide) 1 hour (Speaker: Magali's Visits) <i>Concorde Square</i> 30 minutes (speaker: AH) <i>Vendôme Square</i> 30 minutes (speaker: AH) Invalides (w/guide) 1 hour (official museum speaker)	Subway Walk
Day 7			4h credit
Tues, May 15	Romantic Paris	<i>Vallée-aux-Loups: Chateaubriand House (Robinson)</i> 2 hours (speaker: AH) <i>Romantic Life Museum</i> 1 hour (speaker: AH) <i>Victor Hugo House</i> 1 hour (speaker: AH)	RER B Subway
Day 8			3h30 credit
Wed, May 16	Royal Paris	<i>Class time 1h (Speaker: Sylvain Garnier)</i> Place Dauphine (w/guide) 1 hour (Speaker Lucile's Visit) La conciergerie (w/guide) 1 hour (official museum speaker) Le Louvre (w/guide) 3 hours (official museum speaker)	Bus 58 Walk Subway
Day 9			3h credit
Thur, May 17	Royal Versailles	Versailles Castle and Gardens Petit and Grand Trianon Queen Hameau (w/guide) (official museum speakers) 6 hours	RER B and C
Day 10			3h30 credit
Fri, May 18	Medieval Paris	<i>Notre Dame de Paris + Crypt</i> 1 hour (Speaker: AH) Cluny Museum (w/guide) 2 hours (official museum speaker)	Subway Walk Subway

		<p style="text-align: center;">Lutèce Arena <i>Class time 1 hour (speaker: Clotilde Benoit)</i> Catacombes (w/guide) (official museum speaker) 1 hour</p>	
Day 11		/	
Sat, May 19	Free day	!!	
Day 12		3h30 credit	
Sun, May 20	Being a student in Paris	<p style="text-align: center;"><i>Sorbonne 1 hour (speaker: AH)</i> Panthéon (w/guide) 1 hour (official museum speaker) <i>Sainte-Geneviève Library</i> <i>Geography Institute</i> <i>Luxembourg Gardens</i> <i>Class time 2 hours (speaker: AH)</i></p>	Subway Walk
Day 13		/	
Mon, May 21	Departure		Bus Air France

Date	Description	In-class Instruction Hours	Experiential Learning Hours
Pre-departure	Orientations	3	
5/11/2026	Sainte-Chapelle and Isle de la Cité Tour		2
5/11/2026	Ile Saint Louis, Notre Dame Tour		2
5/11/2026	Group Dinner in oldest restaurant		2
5/12/2026	Louvre Museum Visit		3
5/12/2023	Latin Quarter Tour & Pantheon		3
5/13/2026	Place des Vosges, Opera Garnier Walk & Tour		3
5/13/2026	Covered Arcades Guided Tour		2
5/13/2026	Opera Garnier Theatre Performance		3
5/14/2026	All day Trip to Versailles		8
5/15/2026	Colonialism Lecture	2	
5/15/2026	Black Seine Guided Tour		2
5/17/2026	Sports & Identity Lecture	2	
5/17/2026	Sporting Event or Museum visit		3
5/18/2026	Tour of Montmartre & Sacred Heart		3
5/18/2026	Tour of Little Africa		2
5/18/2026	Group Dinner African Restaurant		2
5/19/2026	Occupied Paris Lecture	2	
5/19/2026	Guided Tour of Shoah Memorial		2
5/19/2026	Visit to Vel d'Hiv Memorial		1
5/20/2026	Postcolonial Lecture	2	
5/20/2026	Grand Mosque visit and Tea		3
5/21/2026	Day Trip to Givry		8
5/22/2026	Lecture	2	
5/24/2026	Group Presentations	3	
5/24/2026	Farewell Group Dinner		3

Total Hours

16

57

12.5 = 1 credit 25 hrs = 1 credit

3 credits total

GE Theme course submission worksheet: Lived Environments

for FR2803.02

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 (Lived Environments)

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.

This program immerses participants in the rich cultural and historical tapestry of Paris, taking students to some of the city's most iconic places as well as exploring the everyday life of real Parisians. This 14-day program, held in May, uses Paris itself as the primary text of study. Each day focuses on a specific historical period, cultural movement, or social transformation, linking sites across the city to the themes under discussion. Students will engage with the city through a variety of media, such as fiction, poetry, dance, newspapers, paintings, photography, architecture, public monuments, and even the city's transportation networks. This program has historically been geared towards first-time travelers, offering general guidance in the traveling abroad experience. While this program focuses on the lived experience of Paris, France specifically, it also asks students to reflect on their lived experiences and how their environments have shaped their perceptions and interactions with others.

*Excursions will allow students to explore iconic neighborhoods such as **Le Marais**, with its layers of Jewish history, revolutionary heritage, and flourishing arts scene; **Montmartre**, where the bohemian avant-garde helped shape the course of modern art; and the **Latin Quarter**, home to centuries of scholarship, student activism, and intellectual ferment. Visits to immigrant-influenced neighborhoods will highlight how North African, Asian, and other diasporic communities have contributed to the city's formal identity, and street culture, transforming Paris into a global crossroads.*

*In addition to daily walking tours, the program incorporates visits to world-class museums such as the **Louvre** and **Musée d'Orsay** as well as monuments which may include the **Arc de Triomphe** and **Panthéon**. Students will attend performances, sample neighborhood restaurants and cafés, and engage in cafe culture to understand how the city is lived in today. Short trips to **Versailles** and **Giverny** provide a glimpse of the royal, political, and artistic influences beyond the city center. Whether crossing the Seine by boat, exploring narrow medieval streets, or navigating the metro, students will experience Paris as both observers and participants in its ongoing story.*

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 about the topic or idea of the theme.	<p>Students will engage in critical and logical thinking about Paris as a lived environment through a range of assignments and activities. Essays require students to synthesize course materials, conduct self-directed research, and evaluate key moments, movements, and texts from Paris’ history. In-class discussions and online discussion forums further strengthen these skills by asking students to critically analyze specific objects, texts, or critical scholarship, and to formulate arguments in a peer response. For example, in the Occupied Paris Unit, students are asked to think critically about the film <i>The Round Up</i> by responding to the question: “<i>The Round Up</i> came out in 2010 and is the first movie to address the mass deportation of French Jews, known as the ‘Vel’<i>d’Hiv</i>’. Why do you think it took so long for France to confront its complicity in the Holocaust?” The in-country experience will involve a guided visit to the Shoah Memorial, followed by a visit to the Vel d’Hiv memorial space, allowing for live discovery and discussion about the modes of memorialization. Finally, students will be asked to take all these experiences into account and respond to classmates’ posts in the online Discussion Forum. The Site Mini Presentations will encourage students to engage in the site visits purposefully and provide a lower stakes opportunity to explore the lived experiences in Paris by sharing basic background information and points of inquiry beforehand. The final group presentation requires students to directly engage with a Parisian site, combining research with interpretive analysis, and by constructing critical comparisons that connect the site to broader aspects of the city’s historical and cultural identity.</p> <p>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 visual representations of the city are produced and how they are used either to maintain or to challenge normative beliefs. Through experiential learning tours, visits, and talks, students will engage in critical thinking about the lived realities of these representations and how they have transformed and used over time. Students will also complete quotidian tasks, like ordering food, traveling by metro, and eating by the Seine to provide further context and experience for understanding Paris as a lived environment.</p>

<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Throughout the semester, students will engage in advanced scholarly exploration of Paris by reading and analyzing a wide range of literary, historical, and critical texts. Their understanding of these works will be assessed through both oral and written assignments, which require close reading, synthesis, and the articulation of well-supported arguments. In the Modern Paris Unit, for instance, students will engage with the concept of modernity through a documentary on the Paris World Fairs of the late 19th century and an article focusing on the Colonial Exhibition of 1931. They will then write an essay based on the material provided, answering the following questions: “what did you discover that challenged your assumptions or revealed something unexpected about France’s relationship to modernity, empire, or technology during this period? Why did this surprise you, and what might it tell us about the values and contradictions of French society at the time?”.</p> <p>In addition, students will undertake independent research on a specific event, figure, or site not already covered in depth during class. Potential areas of focus include urbanism, architecture, Claude Monet, or theater. This research culminates in a group presentation that requires students to visit the chosen site in Paris that the class has not visited together, gather and evaluate 2 to 3 scholarly sources, and integrate their findings in an in-person presentation on the program’s last full day. These activities not only deepen student’s subject knowledge, but also foster rigorous academic inquiry by linking primary experiences of the city with scholarly debate.</p>
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<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>Students will strengthen their ability to identify, describe, and synthesize different approaches to the study of Paris through site visits, textual analysis, and reflective writing. In the Medieval Paris Unit, for example, students visit Notre Dame and Sainte-Chapelle cathedrals to explore Paris's urban transformation from the Old to the New Regime. They then compare literary representations of Paris as a lived environment—such as Victor Hugo's <i>Notre Dame de Paris</i>—with architectural analysis, as in Tom Nickson's video lecture, "Notre Dame de Paris." In Unit 5: Black Paris, students examine the histories and representations of people of color through the <i>Black Paris Project</i> and a walking tour led by Kévi Donat, with the opportunity to engage further through a related film of their choice, including <i>La Haine</i>, <i>Divines</i>, or <i>Les Misérables</i>. These diverse perspectives are synthesized in an essay that asks students to analyze how issues of race and class intersect with the history of colonization in Paris. These assignments explicitly ask students to draw connections across media, allowing students to synthesize multiple approaches into a deeper understanding of Paris.</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 cultivate a developing sense of themselves as learners through reflection, peer-to-peer engagement, and evaluative practice. During one of the pre-departure orientations, students will complete a Discussion Forum where they reflect on their communication and conflict styles and discuss this information with their roommates. They will address the following questions and share this information: 1.) What I need to feel comfortable. 2.) What I want to feel comfortable. 3.) What I tend to do when I feel uncomfortable. 4.) How I like to be approached if something is wrong. As a follow-up activity, the group will brainstorm coping strategies for how to best deal with discomfort while traveling and during the program.</p> <p>Daily in-person discussions and online discussion forums provide structured opportunities for students to reflect on course material, articulate their own level of engagement and understanding, and compare their perspectives with those of classmates. This process encourages them to learn collaboratively, drawing not only from the instructor but also from the diverse insights of their peers. For example, in the Revolutionary Paris Unit, students read Olympe de Gouges' <i>Declaration on the Rights of Woman</i> and are asked, in an online discussion forum, to explain de Gouges' arguments surrounding "social distinction" and "common utility." Students must then respond to a classmate's post, prompting peer learning and assessment.</p> <p>In addition, students will both present their own research projects and assess the work of their classmates, offering constructive feedback and receiving it in turn. This exchange promotes self-assessment, as students reflect on the strengths and limitations of their own work in relation to others'. Together, these activities foster critical self-awareness, build confidence in new academic contexts, and encourage students to view themselves as active contributors to a shared scholarly community.</p> <p>For example, DISCUSSION FORUM: <i>The RoundUp</i>, done in the Occupied Paris Unit require students to watch the film, post a response, and respond to classmates.</p> <p>DISCUSSION FORUM: <i>The RoundUp</i>, Watch: <i>La rafle (The Roundup)</i>, Directed by Roselyne Bosch, 2010 – Kanopy [Trigger Warning: This movie is hard to watch. It addresses identity-based discrimination and harassment that may be difficult for some students.]</p> <p>Compose answers to the following questions and post them here by [date] at midnight (250 words total). Respond to at least two posts (minimum 50</p>

	<p>words each) by [date] at midnight.</p> <p>Mandatory question:</p> <ol style="list-style-type: none"> 1. The RoundUp came out in 2010 and is the first movie to address the mass deportation of French Jews, known as the 'Vel'd'Hiv'. Why do you think it took so long for France to confront its complicity in the Holocaust? <p>Answer ONE question:</p> <ol style="list-style-type: none"> 2. In the movie, Doctor Scheinbaum tells nurse Annette Monod: "They don't want witnesses". Why do you think both Nazi officials and French police did not want to admit volunteers in the Vel'd'Hiv? 3. Sound plays a special role in the film. Some scenes are completely silent (the arrival at the camp, for instance). Explain this use of sound and silence in the dramatization of the story. 4. The last scene of the movie is set at the Lutetia Hotel. Based on the non-mandatory reading, explain the role the Lutetia Hotel played after the war. [+1 point if your answer to this question and read the article] <p>Show less</p> <p>In addition, students will keep a daily journal during their stay in Paris, recording cross-cultural comparisons, reflections on daily life, surprising observations, and challenges they encounter. This reflective practice reinforces their ability to track their intellectual and personal growth over time, while ensuring a deeper engagement of Paris as a complex cultural and historical environment.</p> <p>Please also see the description of the Site Mini Presentations described in ELO1.1.</p>
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Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i> <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i> <i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i> <i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i> <i>Completion of an assignment which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p>
	<p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></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> <i>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.</i></p> <p><u>Reading</u> <i>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.</i></p> <p><u>Discussions</u> <i>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.</i></p> <p><i>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.</i></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><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></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 Lived Environments

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

	Course activities and assignments to meet these ELOs
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	By studying the geographic, demographic, and architectural evolution of the city of Paris over time and then visiting many of these places in-person, with lectures from tour guides, local experts, as well as professors, students will understand how the contingencies of human history affect human environments, recognizing the impermanence of such environments in general. For example, as part of the Medieval Paris Unit, students will study the history of the Île de la Cité (the small island in the Seine River in the center of Paris) and 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. Regular tour guide Anne-Marie Le Pichon emphasizes special areas in the Latin Quarter, as well as on the islands in the Seine, where you can see the remnants of medieval city streets as they meet the widened, modern versions of the 19th century. 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 Métro, and about the social and economic consequences of choices that were made in the creation and subsequent refashioning of that institution or structure. Tour Guide Kévi Donat encourages students to view Parisian monuments through the lens of its colonial past and helps explain how the reputations that neighborhoods have today are often related to past events and communities. Through these experiences, students begin to understand the many aspects that influence a city and perhaps relate this to their own experiences closer to home. Students will reflect on these complexities in online Discussion Forums, class discussions, Daily Journal posts, and in the Final Group Presentation.
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	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 the Modern Paris Unit, 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 the benefits and the costs of the many approaches to government in the 19th century - republic, monarchy, empire, etc. More recently, in the summer of 2024, Paris hosted the Summer Olympics. Lecturer Dr. Yann Descamps will take students through various parts of the city that were completely transformed to host the international athletic event, discussing topics such as the

	<p>displacement of the unemployed and unhoused to outlying suburbs, the security measures, and the efforts to make the Seine clean enough to swim in. Students will have the opportunity to reflect on these through group discussions, both written and oral, as well as in their daily journal. This ELO will also be a driving force for the Final Group Presentation, described in more detail in ELOs 1.1 and 1.2.</p>
<p>ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.</p>	<p>Throughout the course but especially in Contemporary Paris: Myth vs. Reality Unit, 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 term, 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.</p> <p>We have chosen esteemed tour guides Kévi Donat and Anne-Marie Le Pichon for their attention to many perspectives and interpretations of various spaces and places throughout Paris, and how these weave into the fabric of Parisian and French culture. Kévi Donat's tour of the Pantheon highlights its transformation from a church into a site to memorialize important figures in France's past, and notes who has been included and excluded. He enlightens students on Jazz Age Paris and how the city was a reprieve for African Americans and the segregation laws that existed in the US, but how the lived experience of Africans from colonial territories was very different. Anne-Marie Le Pichon's discussion of Sainte-Chappelle and how its decoration was means by which the King demonstrated his power, wealth and closeness to God. She also highlights the many and sometimes conflicting interests leading to the first French Revolution and how various attitudes about Marie Antionnette and her background led many in power to use her as a scapegoat for the fall of the monarchy. Students will then have the opportunity to dialogue with our tour guides immediately and also reflect further in Daily Journal posts and Discussion Forums.</p>
<p>ELO 4.2 Describe how humans perceive and represent the environments with which they interact.</p>	<p>Students will study representations of Paris in literature, film, and photography in particular. For example, in the Modern Paris Unit, 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 the Occupied Paris Unit, building upon discussions, both written and in lecture, of the film <i>The Round Up</i>, we visit the Shoah Memorial in the Marais district. A guided tour helps students understand the various attitudes held about and by the Jewish people during this time. This is accompanied then followed by a visit to the Vel d'Hiv Memorial Park, a small, somewhat hidden space found near the Eiffel Tower. In this space, students are asked to compare the two ways of remembering this time in history and discuss the politics of memorialization. Throughout this course, we will consider the idealized depiction of Paris and discuss both its nostalgic appeal and its disturbing erasure of "unpleasant" realities such as poverty, crime, and discrimination. One day of touring juxtaposes the bohemian artist</p>

	<p>community turned movie star neighborhood of Montmartre in the morning with a Kévi Donat tour of the area at the bottom of the hill known as Little Africa, an area where jazz thrived in the 1920s and 1930s and African Americans sought refuge from the segregated US. Lastly, this program includes at least one performing arts excursion, such as a live theatre performance at the Huchette Theatre, Medhi Kerchouche's at the Chaillot Theatre, or a ballet at the Opera Garnier. Students are asked to reflect on discussion questions in their journals and with the rest of the class on questions such as:</p> <p>Reflection Exercise: Based on today's lecture and visits, do you think it's accurate to say that the arts are still used today to discipline the body and mind? Why or why not?</p> <p>Support your response with specific examples—these could be from dance, visual arts, music, theater, or other creative practices. Aim for thoughtful reflection and connections to contemporary contexts. Write at least 100 words in response.</p>
<p>ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p>In the Postcolonial Paris Unit, for example, students will have a lecture about the particular colonial history of Algeria as a longstanding settler colony that gained independence in a violent revolutionary war. Students will then visit the Grand Mosque in Paris, learning from a tour guide about the history of the building and the tenets of the Muslim faith. Students will engage in discussion questions (both written, during lecture, and in their journals) related to notions of secularism and French universalism. Kévi Donat's Black Seine walking tour will highlight the various ways that the government statues celebrate or leave out various figures in France's history, and students will reflect on 5 figures that he mentions in a journal post. See also my response to ELO 4.2 and the description of the Final Group Project in ELOs1.1 & 1.2.</p>

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	I	I	
3101	I	I	
Elective FRIT courses taught in English			
2501 (GE)	I		
2801 (GE)	I		
2802 (GE)	I		
2803.01 (GE)	I		
2803.02 (GE)	I		
2804 (GE)	I		
3801 (GE)	I		
3802 (GE)	I		
3803 (GE)	I		
3804 (GE)	I		
4690	A		
	A		

FRIT3053 (GE)	I		
FRIT3054 (GE)	I		
FRIT3061 (GE)	I		
FRIT3301 (GE)	I		
FRIT5051	A		
Elective courses taught in French:			
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3503	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	
5401	A	A	
5403	A	A	
5601	A	A	
5701	A	A	
Extra-departmental courses			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
4420 (GE)	A		A
5957.02	A		A
Film Studies:			
3660	I		I
4640	A		A

4650	A		A
4895	A		A
Geography:			
5601	A		A
History:			
2203 (GE)	B		B
2204 (GE)	B		B
2206 (GE)	B		B
2302 (GE)	B		B
2303 (GE)	B		B
2500 (GE)	B		B
3249 (GE)	I		I
3250 (GE)	I		I
3251 (GE)	I		I
3253 (GE)	I		I
3254 (GE)	I		I
3270 (GE)	I		I
3301 (GE)	I		I
3304 (GE)	I		I
3306 (GE)	I		I
3308 (GE)	I		I
3552 (GE)	I		I
3642 (GE)	I		I
3798.06 (GE)	I		I
History of Art:	I		I
2002 (GE)	B		B
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 (GE)	B		B
3350 (GE)	I		I
4195	A		A
4515	A		A
4534	A		A
4800	A		A
Linguistics:			
2051 (GE)	B		B
3603 (GE)	I		I
3802 (GE)	I		I

3902 (GE)	I		I
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Near Eastern Languages and Cultures:			
Arabic2702 (GE)	B		B
NELC3201 (GE)	I		I
Islam3501 (GE)	I		I
Islam3702 (GE)	I		I
Philosophy:			
3230 (GE)	I		I
3261 (GE)	I		I
5261	A		A
5840	A		A
Political Science:			
3280	I		I
3290	I		I
3596 (GE)	I		I
3910	I		I
4210	A		A
4250	A		A
4270	A		A
4285	A		A
4332	A		A

Curriculum Map French Major - Undergraduate 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
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
2803.02 (GE)					
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
3803 (GE)	I			I	I
3804 (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
Elective courses in French					
3102	I	I	I		

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

3103	I	I	I		
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
3503	I	I	I	I	I
3504	I	I	I	I	I
4100	A	A	A	A	A
4401	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
5401	A	A	A	A	A
5403	A	A	A	A	A
5601	A	A	A	A	A
5701	A	A	A	A	A