1. **Title of the Project:** “Representations of Immigration in Québécois Film”

2. **Project Description:**
   
a. **Description of Project:** My investigation will target the representation of current elements of immigration within the Canadian province of Québec through analysis, interpretation, and comparison of cinematographic productions. The research will revolve around a selection of movies which reflect the contemporary theematics of migration to the province of Québec, a topic which has become increasingly prominent in the field of contemporary Québec studies. As Sherry Simon (2004) has observed: “A significant number of recent film and video productions from Québec (and particularly Montreal) which focus on issues of cultural diversity highlight changing conceptions of Québec as a symbolic community” (p. 51, Ireland, S., & Proulx, P.).

   Québec is a region where national identity plays a very important role due to its historical and social context. As Anwar (2014) quite rightly noticed, the year 1967 “saw extensive reforms in Canadian immigration policy,” and the subsequent Points Based Assessment (PBA) system was introduced for the first time. The policy had significant implications on Canadian immigration as a whole, and it changed entirely the racial and cultural make-up of the newcomers (Anwar, 2014). Such radical implementations resulted in strict migratory requirements, bringing about social change that is so often portrayed in cinematic representations.

   This project will allow me to explore a topic that greatly interests me, both socially and linguistically, mostly due to my own immigration experiences and my exposure to the visual arts during my time at UNO.

   Upon the completion of the project, I would like to submit an article to a refereed journal.

   The investigation will contribute to the field of research in various ways. Firstly, it will provide a general insight into the still relatively little studied area of Québécois immigration in film. It will also provide critical analyses of the approaches that the producers have taken, and explain the reasons behind it. Lastly, links between the studied pieces and the contemporary immigration situation of the social group in question will be made, analyzed, and explained. One example would be to examine the representations of the Algerian immigrant community through an analysis of the film *L’Ange de goudron* (Chouinard, 2001).

b. **Activities, Process and Methodology:** The selection of films that will be used for the project is very dynamic, and it will be adjusted accordingly as per the research needs. Examples include *La Sarrasine* (Tana, 1992), *Léolo* (Lauzon, 1992), *Clandestins* (Chouinard, 1997), *L’Ange de goudron* (Chouinard, 2001), *Le bonheur de Pierre* (Ménard, 2009), and *Monsieur Lazhar* (Falardeau, 2011). The movies will be researched and critically analyzed, and their relevance with regard to Québécois immigration will be determined. Current and past scholarly research will also be appropriately reviewed and employed in order to guarantee maximum coverage of the most relevant aspects targeted by the investigation.

   Although the World Wide Web will be employed in the research, its use will be kept to a minimum; this is due to the questionable reliability of the information provided. For this reason, and to further avoid potential inaccuracy, academic articles from various educational institutions and compiled by experts in the field will be the preferred source, both primary and secondary, since they provide high-quality, reliable information, most appropriate for the nature of my investigation. The sources will be obtained from the variety of databases available. Should their unavailability become a temporary issue, I will attempt to work closely with UNO’s Criss Library services to procure the information from a different
source. In addition to Criss Library, I would like to consider the following locations for source provision:
- University of Nebraska at Lincoln, 318 Love Library, Lincoln, NE 68558
- Creighton University, 2500 California Plaza, Omaha, NE 68178
Additional educational institutions will be used, be it in person, or by other means of communication, in an attempt to gather additional materials for the investigation. Further sources are likely to become apparent in the process. Should an opportunity to interview human subjects arise, it will be ensured that appropriate steps are taken and compliance approvals granted by the IRB before May 1, 2018, as per the GRACA guidelines. Upon completion of the research, I hope for a successful publication. This would consolidate the hard work, and I would be able to share it with fellow academics who share my love for such research.

Since the investigation will be narrowed down in the process, it is, at this moment, very difficult to judge the potential availability of sources, both primary and secondary. The slight chance exists that such information will be less accessible than anticipated. In order to overcome this risk, I will be consulting multiple educational institutions that provide a large variety of works. Such an approach will not only minimize the above risk, but it will also yield additional approaches by various authors on the topic in question; such a methodology will provide extra opportunity for the comparison of sources obtained from various origins.

c. Project Timeline: It is my intention to reap as many benefits from the research process as possible, and for this reason, the timeline will be extremely flexible, since it will be, for the most part, dependent on two factors:
   1. Availability and reliability of sources: although I do not anticipate struggling with resource provision, it is important to be aware of such a risk.
   2. General progress and application of recommendations provided by the mentor: the mentor-student meetings will take place regularly and will be subject to both parties' availability and agreement. The mentor's suggestions will be the driving force behind the learning process; they will result in an ongoing revision of the project. Should significant revision and change of methodology be necessary, the project timeline is likely to be adversely affected. To avoid such a situation, I will ensure that the recommendations provided by the mentor during the meetings are implemented immediately.

The investigation will be conducted over a 15-week period, during Summer 2018. The timeline is outlined below:
- Weeks 1-9 (May 7th – July 7th) - Primary Research. During this period, I will collect necessary data and information from all anticipated sources. It will be analyzed appropriately, classified as per its relevance and usefulness, and determined in terms of reliability.
- Weeks 10-12 (July 8th – July 28th) – Intensive Writing: I will use the materials and information gathered and analyzed in the Primary Research phase, and I will compile them to produce the investigation write-up, summarizing the findings.
- Weeks 13-15 (July 29th – August 18th) – Final Development: Once the final research write-up has been produced, I will work hard with my mentor to ensure that it is of high quality; we will isolate any potential faults and ambiguities, and by the end of the 15-week period, it is my intention to have the research project completed and reviewed.

I am very likely to commence the research and to conduct the necessary reading well in advance of the anticipated start date; this is to utilize the extra time and to ensure that the investigation is successfully completed by August 2018 should pitfalls be encountered along the way.

d. Student/Faculty Roles: I will conduct the entirety of the research proposed above. I will consult the appropriate sources and institutions, and acquire appropriate materials and evidence in order arrive
at a valid conclusion. If it is decided that human subjects should be involved, for such roles as interviews and provision of judgment and opinions, I will ensure that appropriate and timely steps be taken to meet the necessary requirements set out by the protocol for human subject use. Furthermore, I will keep track of the timeline to ensure that the pre-arranged deadlines be met in a timely and appropriate fashion.

The primary role of the faculty mentor will be to provide appropriate guidance and advice to the student, and to supervise and critique the progress. Periodic meetings between both parties will take place in order to judge the current project advancement and to determine the appropriate steps for further improvement. This approach will eliminate the potential risk for continuous errors.

e. Previous Internal Funding:
In the academic year 2015-16, I was awarded a FUSE grant for a project entitled “Literary Analysis of Albert Camus’ Most Intellectually Challenging Works”. This research was later narrowed down to fit the following title: “Twenty-First Century Representations of Albert Camus’s ‘L'Hôte.’” The proposed project focused on the francophone author and Nobel Prize awardee, Albert Camus, who was a renowned philosopher and creator of incredibly creative and thought-provoking works. The exploration resulted in a very successful project, providing an in-depth insight into the nature of representation of the aforementioned text, “L'Hôte,” as well as the extent of its relevance in today's society. In order to ensure that adequate information about the author be obtained, I visited the Albert Camus archives at Wesleyan University, Middletown, CT. This experience allowed me to find out more about the author directly, his life, experiences, and motifs, and thus link them to the motivation behind producing such works as “L'Hôte.” The FUSE project outcome was further appreciated at the UNO Research and Creative Activity Fair 2017; it received the award for the best undergraduate oral presentation. I also presented a well-received paper at the 2016 European Studies Conference.

3. Budget Justification:
I would like to request a student stipend in the amount of $5,000. This would cover living expenses for the investigation period (including rent, transport, and general maintenance expenditures). The summer period is not covered by my graduate teaching assistant position. Furthermore, in addition to general expenses, the stipend would allow for travel to the educational institutions outlined in the "Activities, Process, or Methodology" field as well as for provision of necessary, low-cost materials enabling successful completion of the investigation.
References


December 14, 2017

Patrice J. Proulx
Professor of French
Chair, Dept. of Foreign Languages & Literature
301A Arts & Sciences Hall

Dear GRACA Grant Committee Members,

It is with great pleasure that I write to support Roland Buchta's application for a University of Nebraska Omaha GRACA grant. Roland is currently a student in our Master of Arts in Language Teaching (MALT) program and also serves as our department Graduate Assistant. As an undergraduate, Roland was a student in two of my courses: Advanced French Conversation and Francophone Film and Literature, a challenging upper-level course that focused on a selection of contemporary films and short readings dealing with the Caribbean, Africa, the Middle East, and Quebec—a class for which Roland also completed an Honors Contract with me. He is always striving to challenge himself further and to complete assignments and papers at the highest level. Roland is without doubt one of the top students in our Foreign Languages and Literature program and received university-wide honors in French at our Honors Award Ceremony last April.

In fact, it was due to his excellent skills in French and his passion for the study of French literary and cinematic works that I initially spoke with Roland about applying for a FUSE grant last year. His FUSE project presentation, entitled “Twenty-First Century Representations of Albert Camus’s ‘L’Hôte,’” received the award for the best undergraduate Oral presentation at the Student Research and Creative Activity Fair in March 2017. Earlier, he had presented his research in conference paper form at the 2016 European Studies Conference in October 2016. Roland's stellar work on that project—along with his continuing success in his studies at the graduate student level—leads me to believe that he would be equally successful in undertaking a new proposal on the topic of “Representations of Immigration in Québécois Film.”

I would be delighted to serve as Roland's GRACA mentor; we have spent several hours discussing his project already, and that, coupled with his performance in my graduate class over the past few months, leads me to believe he is capable of producing high quality, thought-provoking work. As his topic directly relates to one of my areas of research, namely the literature and cinema of immigration in Quebec, I would be able to help guide him in various aspects of his work. This project would allow him to continue to grow as a student researcher, and I know he would also be an outstanding representative for graduate research at our university. Roland has requested the amount of $5,000.00 as a stipend, as this would allow him to devote himself fully to the research and writing process over the summer months. He feels that most of his work can be carried out in Omaha over the summer and has established an initial timeline to guide him, one which I believe is reasonable.

In conclusion, I consider Roland Buchta a superior candidate for a GRACA grant and believe he would make the most of this incredible opportunity. I will be glad to provide additional information if necessary.

Sincerely,

Patrice J. Proulx