

HIST 4485: French America

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Course Description:

This course explores a crucial yet understudied aspect of American history: the French experience in North America and the Caribbean. Over the course of the 17th and 18th centuries, the French developed particular models of cultural interaction between Europeans and Native Americans that continue to shape the peoples of North America today. In addition, by the end of the 1700s, the French controlled the most profitable colony on the planet. In short, the French experience mattered. For students more familiar with Colonial American history, this class offers a comparative perspective with which to place the history of the future United States in its contemporary context. This class also provides a means of exploring Atlantic history—the story of the interactions of the peoples from the continents that border the Atlantic Ocean, Europe, Africa, and the Americas.

Learning Outcomes:

Students who apply themselves in this class will gain an understanding of the main events, people, and issues of French America. They will also gain a command of the broader contexts in which these occurred. Moreover, such students will display increased skills at reading critically and analyzing primary sources. Finally, based on their analyses, students will demonstrate the ability to create historical interpretations of sources, in both written and oral form. To clarify, in contrast to a mere opinion, an interpretation makes an original argument firmly based on source evidence.

Class Materials:**A. Books:**

1. Allan Greer, ed., *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America* (Bedford/St. Martins, 2000); ISBN 978-0312167073.
2. Alexander O. Exquemelin, *Buccaneers of America* (Dover Books, 2000); ISBN 0-486-40966X.
3. Pierre L. Iberville, Richebourg McWilliams, ed., *Iberville's Gulf Journals* (University of Alabama Press, 1991); ISBN 0-8173-0539-4.
4. Christopher Moore, *Louisbourg Portraits: Five Dramatic, True Tales of People Who Lived in an Eighteenth-Century Garrison Town* (McClelland & Stewart); ISBN 978-0771060915.
5. Emily Clark, ed., *Voices From An Early American Convent: Marie Madeleine Hachard and the New Orleans Ursulines, 1727-1760* (LSU Press, 2009); ISBN 978-0807134467.
6. Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804: A Brief History With Documents* (Bedford/St. Martins, 2006); ISBN 978-0312415013.

B. Online Reading:

Michel de Montaigne, “On Cannibals” (1580)

<http://oregonstate.edu/instruct/phl302/texts/montaigne/montaigne-essays—2.html>

Grading and Policies:

Your final grade will be factored as follows:

Reading Response Papers (2 to 3 full pages each)	50%
Midterm Examination	15%
Final Examination	15%
Participation:	20%

Detailed information regarding written assignments and exams will be provided during the semester.

All assignments are due at the beginning of class on the date indicated in the Course Outline below—DO NOT BE LATE AS THERE ARE NO MAKEUPS. There are no makeup dates for scheduled exams. *Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Documentation must be provided for all causes.*

•Grading Criteria

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class. Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

•Plagiarism

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any

of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else's words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at: <http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will impose the same penalty: an absolute 0 points for the assignment (for any part of the source paper assignment, that means the entire paper grade). At the least, this will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

•Participation

Your active participation is absolutely critical for the success of our class. Discussions are a central component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

•Etiquette and Obligations

Inside the classroom, I expect you to behave with civility and courtesy. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will be allowed only with valid medical documentation and the permission of the instructor. Recording of lectures is not permitted.

Again, it should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire period. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to participate actively in the process of learning.

•*Communications*

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I will not discuss grades over e-mail.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will issue a revised syllabus.

Course Outline:

Week:	Tuesday:	Thursday:
01		01/07: Class Introduction
02	01/12: France in the 16 th Century	01/14: Early Modern Catholicism, I
03	01/19: Early Modern Catholicism, II	01/21: France and European Discovery
04	01/26: <u>Discuss:</u> Montaigne, “On Cannibals” <u>Due:</u> Reading Response Paper	01/28: Origins of New France, I
05	02/02: Origins of New France, II	02/04: Jesuits and Native Americans in New France
06	02/09: <u>Discuss:</u> Greer, ed., <i>Jesuit Relations</i> <u>Due:</u> Reading Response Paper	02/11: The 17 th Century French Caribbean, I
07	02/16: The 17 th Century French Caribbean, II	02/18: <u>Discuss:</u> Exquemelin, <i>Buccaneers of America</i> <u>Due:</u> Reading Response Paper

08	02/23: French Transformations, I: Absolutism and the Rivalry with Great Britain	02/25: MIDTERM EXAM
09	03/02: Transformations of French America: Crown Rule in North America	03/04: Transformations of French America: Colonial Warfare
10	03/09: Exploring the Mississippi	03/11: <u>Discuss:</u> <i>Iberville's Gulf Journals</i> <u>Due:</u> Reading Response Paper
11	03/16: Transformations of French America: Sugar, Plantations, and Slavery	03/18: French Transformations, II: The Enlightenment and the Consumer Revolution
12	03/23: <u>No Class: Spring Break</u>	03/25: <u>No Class: Spring Break</u>
13	03/30: Life in 18 th Century French America I	04/01: <u>Discuss:</u> Moore, <i>Louisbourg Portraits</i> <u>Due:</u> Reading Response Paper
14	04/06: Life in 18 th Century French America II	04/08: <u>Discuss:</u> Clark, ed., <i>Voices From an Early American Convent</i> <u>Due:</u> Reading Response Paper
15	04/13: French Transformations, III: War and Revolution	04/15: Revolution in Saint Domingue

<p>16</p>	<p>04/20: Napoleon, Louverture, and Haiti</p>	<p>04/22: <u>Discuss:</u> Dubois and Garrigus, eds., <i>Slave Revolution in the Caribbean</i> <u>Due:</u> Reading Response Paper</p>
<p>17</p>	<p>04/27: Legacies</p>	<p><u>FINAL EXAM</u>=Tues, May 4, 11:00-1:00</p>