

**HIST 4285: 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 17<sup>th</sup> and 18<sup>th</sup> 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 complete successfully all course assignments will demonstrate the following:

- a deeper understanding of crucial aspects of French America.
- an understanding of how multi-variable process have functioned in the past.
- increased skills at reading critically and analyzing primary sources.
- increased abilities at crafting arguments, in both written and oral form.

**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. Christopher Moore, *Louisbourg Portraits: Five Dramatic, True Tales of People Who Lived in an Eighteenth-Century Garrison Town* (McClelland & Stewart); ISBN 978-0771060915.
4. Abbé Prévost, *Manon Lescaut*, Angela Scholar, trans. (Oxford World's Classics, 2009); ISBN 978-0199554928.
5. 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:

Primary Source Critical Introduction Project	30%
Brief Critical Reactions (for each Reading)	20%
First Examination	15%
Second Examination	15%
Participation:	20%

• *General University Policies:*

Information regarding university-wide policies can be found at:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

• *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

• *General Points:*

Detailed information regarding assignments will be provided separately, both in specific assignment sheets posted on CourseDen and in class.

All assignments are on the date indicated in the Course Outline below. 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. Official documentation must be provided for all causes.

Assignments must be submitted electronically, via the CourseDen (Desire2Learn) Dropbox before the beginning of class on the days marked on the Course Outline below.

All assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

• *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.

Numerical Equivalents of Letter Grades:

	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	
A-/B+ = 90	B-/C+ = 80	C-/D+ = 70		

Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

• *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 report the incident to relevant university authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. 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.

Also, please note that any papers turned in for multiple classes (for classes in this or previous semesters) are in violation of plagiarism guidelines.

• *Participation*

Your active participation is absolutely critical for the success of our class. Discussions are an important 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, asking questions directly related to class material, 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*

Throughout the semester, I expect you to behave with civility and courtesy—especially so considering the nature of the subject matter under discussion. 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 keeping all comments and questions connected to specific course material, and making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause 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.

In addition, USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

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 engage actively and professionally 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 can 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 either tell you in class or issue a revised syllabus.

**Course Outline:**

<b>Wk:</b>	<b>Monday:</b>	<b>Wednesday:</b>	<b>Things Due on Other Days:</b>
<b>01</b>	<b>01/11</b>  Class Introduction	<b>01/13:</b>  Lecture: Fundamentals, I	
<b>02</b>	<b>01/18:</b>  <u><b>MLK, Jr. Day – No Class</b></u>	<b>01/20:</b>  Lecture: Fundamentals, II	
<b>03</b>	<b>01/25:</b>  Lecture: France and European Discovery	<b>01/27:</b>  Lecture: Origins of New France, I	<b>Friday, 01/29:</b>  <b>Project Proposal DUE ONLINE (via CourseDen) by 11:59PM</b>
<b>04</b>	<b>02/01:</b>  Lecture: Origins of New France, II	<b>02/03:</b>  Lecture: Jesuits and Native Americans in New France	<b>Sunday, 02/07:</b>  <b>Brief Critical Reactions (one each for Montaigne and Greer) DUE ONLINE (via CourseDen) by 11:59PM</b>
<b>05</b>	<b>02/08:</b>  <b>Discussion:</b>  Montaigne, “On Cannibals;” Greer, ed., <i>Jesuit Relations</i>	<b>02/10:</b>  Lecture: The 17 <sup>th</sup> Century French Caribbean, I	

<b>06</b>	<p><b>02/15:</b></p> <p>The 17<sup>th</sup> Century French Caribbean, II</p> <p><b>Brief Critical Reaction (Exquemelin) DUE ONLINE (via CourseDen) by 11:59PM</b></p>	<p><b>02/17:</b></p> <p><b>Discussion:</b> Exquemelin, <i>Buccaneers of America</i></p>	
<b>07</b>	<p><b>02/22:</b></p> <p>Lecture: French Transformations, I: Absolutism and the Rivalry with Great Britain</p>	<p><b>02/25:</b></p> <p>Lecture: Transformations of French America: Crown Rule in North America</p>	
<b>08</b>	<p><b>02/29:</b></p> <p>Lecture: Transformations of French America: Colonial Warfare</p>	<p><b>03/02:</b></p> <p>Lecture: Exploring the Mississippi</p>	<p><b>Friday, 03/04:</b></p> <p><b>First Exam DUE ONLINE (via CourseDen) by 11:59PM</b></p>
<b>09</b>	<p><b>03/07:</b></p> <p>Lecture: Transformations of French America: Sugar, Plantations, and Slavery</p>	<p><b>03/09:</b></p> <p>Lecture: French Transformations, II: The Enlightenment and the Consumer Revolution</p>	<p><b>Friday, 03/11:</b></p> <p><b>Project Intro Draft + Detailed Outline DUE ONLINE (via CourseDen) by 11:59PM</b></p>
<b>10</b>	<p><b>03/14:</b></p> <p><b><u>Spring Break – No Class</u></b></p>	<p><b>03/16:</b></p> <p><b><u>Spring Break – No Class</u></b></p>	
<b>11</b>	<p><b>03/21:</b></p> <p>Lecture: Life in 18<sup>th</sup> Century French America I – New France and Louisbourg</p> <p><b>Brief Critical Reaction (Moore) DUE ONLINE (via CourseDen) by 11:59PM</b></p>	<p><b>03/23:</b></p> <p><b>Discussion:</b> Moore, <i>Louisbourg Portraits</i></p>	<p><b>To Be Scheduled for Office Hours:</b></p> <p><b>Mandatory Meeting to Discuss Project</b></p>

<b>12</b>	<b>03/28:</b>  Lecture: Life in 18 <sup>th</sup> Century French America II – Louisiana – A Failure?	<b>03/30:</b>  <b><u>Honors Day – No Class</u></b>	<b>To Be Scheduled for Office Hours:</b>  <b>Mandatory Meeting to Discuss Project</b>  <b>Sunday, 04/03:</b>  <b>Brief Critical Reaction (Prévost) DUE ONLINE (via CourseDen) by 11:59PM</b>
<b>13</b>	<b>04/04:</b>  <b>Discussion:</b> Prévost, <i>Manon Lescaut</i>	<b>04/06:</b>  Lecture: Transformations: From Imperial Wars to an American Revolution	
<b>14</b>	<b>04/11:</b>  Lecture: French Transformations, III: Revolution at Home	<b>04/13:</b>  Lecture: Revolution in Saint Domingue	
<b>15</b>	<b>04/18:</b>  Lecture: Napoleon, L'Ouverture, and Haiti  <b>Brief Critical Reaction (Dubois and Garrigus) DUE ONLINE (via CourseDen) by 11:59PM</b>	<b>04/20:</b>  <b>Discussion:</b> Dubois and Garrigus, eds., <i>Slave Revolution in the Caribbean</i>	<b>Friday, 04/22:</b>  <b>Project Final Draft DUE ONLINE (via CourseDen) by 11:59PM</b>
<b>Exam Week</b>	<b>Tuesday, April 26:</b>  <b>Second Exam DUE ONLINE (via CourseDen) by 11:59PM</b>		