RLRL116301 Boston’s French Connection, 3 credits
Summer II June 27-August 5
Tuesdays and Thursdays 6-9:15
Instructor Name: Jeff Flagg
BC E-mail: flaggj@bc.edu
Phone Number: 617 552 3208
Office: Lyons 303C
Office Hours: Before and after each class meeting and by arrangement by contacting the staff in Lyons 304 at 617 552 3820

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
Students will explore the following topics: early French explorers and the Acadian experience, Boston’s Puritans and French Huguenots, the American and French Revolutions, French influences on Boston’s Catholics and Unitarian Transcendentalists, French influences on Boston’s musicians, painters, sculptors, architects politicians and writers, and contributions of the different Francophone peoples in Boston.

Students will develop skill in analyzing historical and literary texts and will examine closely passages in Alexis de Tocqueville’s Democracy in America and Simone de Beauvoir’s America Day by Day.

A crossroads where Americans and French have met since the seventeenth century, Boston has served as common ground, battlefield and laboratory. In today's Boston, street designs, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and France. We will explore the development of Boston's French connections through an examination of newspaper articles, diaries, letters, essays, paintings, musical compositions, architectural works and historic sites.

Boston's French Connection is designed for students who wish to deepen their knowledge of France's and Boston's history by examining texts which illustrate those junctures where both cultures converge and by considering issues of cultural difference and commonality.
There are three main interests to be addressed throughout our class meetings.
(1) We will build a timeline or chronological historical approach in examining relationships between the French and other Francophone peoples and New England from the sixteenth century to the present.
(2) We will read closely and discuss passages in Alexis de Tocqueville’s *Democracy in America* and Simone de Beauvoir’s *America Day by Day*. Both French writers visited America, Tocqueville in 1831-32 and Beauvoir in 1947. We will compare their observations on the New England character and race relations in the United States and analyze their writing styles.
(3) We will examine French and Francophone connections to Boston College.

**Textbooks & Readings (Required)**
Tocqueville, *Democracy in America, I*
Beauvoir, *America Day by Day*
Jouve, *Paris: Birthplace of the U.S.A.*
Selected texts distributed in class

**Textbooks & Readings (Recommended)**
William M. Fowler, *Empires at War: the French and Indian War and the struggle for North America, 1754-1763*
John Mack Faragher, *A great and noble scheme: the tragic expulsion of the French Acadians from their American Homeland*
John Demos, *The unredeemed captive: a family story from early America*
Henry Wadsworth Longfellow, *Evangeline*
Nathaniel Hawthorne, *The Blithedale Romance*
David McCullough, *John Adams*
David McCullough, *The Greater Journey*

**Films:**
*Black Robe*
*Queen Margot*
*John Adams*
*Jefferson in Paris*
*Glory*

[Selections from these films will be shown in class. All the films are available at the O'Neill Media Center.]

**Canvas**
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more—all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

**Course Objectives**
*Gaining a broader understanding and appreciation of intellectual/cultural activity in literature, film, painting, sculpture, architecture and photography
*Learning to analyze and critically evaluate ideas, arguments, and points of view
*Developing skill in oral and written expression
*The student will demonstrate knowledge across cultural settings and will learn the impact of culture, gender, and age in literary, historical, and artistic works such as the writings of Samuel de Champlain, Alexis de Tocqueville and Simone de Beauvoir, the painting of Jean-François Millet, the sculpture of Augustus Saint Gaudens.
*The student will demonstrate ethical knowledge by discussing the interactions of the French, the English and Native Americans and the racial issues leading up to and following the Civil War.
Grading
25% Class participation
25% Research project
[Each student will present results of research on one of Boston’s French or Francophone connections. The topic must be identified no later than the fourth class meeting. A brief outline indicating plans for the presentation must be submitted at the fifth class meeting. The oral presentations are scheduled for July 28.]
25% Critical introduction to an historical document
[Students will write a critical introduction to the document Narrative of a French Protestant Refugee in Boston]
25% Final examination

Imagine a conversation in which Alexis de Tocqueville, Simone de Beauvoir and you will discuss relationships between France and the French-speaking world and the United States in general and Boston in particular.

Tocqueville in his own distinctive style will discuss his visit in 1831-1832 and he will make references to other French people who had travelled to the United States before his voyage.

Simone de Beauvoir will in her own distinctive style discuss her visit in 1947 and she will make references to French people who had travelled to the United States after Tocqueville's visit and before hers.

You will share insights with them on other of Boston's French connections.

Tocqueville and Beauvoir will discuss a number of different topics; they will devote some time to expressing their reactions to race relations in the United States and to what they observed in New England.

All material concerning the thoughts of Alexis de Tocqueville and Simone de Beauvoir must be selected only from the passages discussed in class.

The final examination will be written in class on August 4.

No books, notes or electronic devices may be used.

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Deadlines and Late Work
All work should be completed according to the indicated assignment schedule. Work completed after the scheduled date will receive a lower grade.
Course Assignments
It is expected that you will spend 8 hours per week on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average over the course is approximately 8 hours per week.

Course Schedule

1. Tuesday, June 28

   Introduction and Overview
   • The Foreign Observer
   • Alexis de Tocqueville and Simone de Beauvoir
   • Early French explorers
   • Selected scenes from the film *Black Robe*
   • Consideration of French and Francophone connections to Boston College

   [For the remaining classes the pages assigned should be prepared for that class. As you see the pages are indicated in the works of Tocqueville and Beauvoir for our next class. And after each class meeting you should review before the next class your notes on all the material presented and discussed.]

2. Thursday, June 30

   Beginnings
   • Tocqueville, *Democracy in America*, Introduction, pp.3-16
   • Beauvoir, *America Day by Day*
     Preface, pp.xvii-xviii
     "January," pp. 3-25
   • Introduction to Samuel de Champlain
   • Champlain, Voyages and Explorations of Samuel de Champlain
     [The text will be distributed and discussed in class.]
   • Consideration of French and Francophone connections to Boston College

3. Tuesday, July 5

   Boston’s Puritans and French Huguenots
   • The New England character
   • Tocqueville, Chapter II, pp. 26-45
   • Beauvoir, *America Day by Day*
     "April," pp. 279-290, 301-307
   • Introduction to the Huguenot experience
   • Narrative of a French Protestant Refugee in Boston [This text will be distributed and discussed in class.]
   • Selected scenes from the film *Queen Margot*
   • Consideration of French and Francophone connections to Boston College

4. Thursday, July 7

   The Acadian Experience
   • Selected passages from the following texts will be distributed and discussed.
     William M. Fowler, *Empires at War: the French and Indian War and the struggle for North America, 1754-1763*
     John Mack Faragher, *A great and noble scheme: the tragic expulsion of the French Acadians from their American Homeland*
     John Demos, *The unredeemed captive; a family story from early America*
     Henry Wadsworth Longfellow, *Evangeline*
• Consideration of French and Francophone connections to Boston College
• Research project: indication of topic

5. Tuesday, July 12

The American Revolution and the French
• Jouve, Paris: Birthplace of the U.S.A.
• Abbé Robin, New Travels Through North America, [Selected passages from this text will be distributed and discussed in class.]
• David M. McCullough, John Adams
  [Selected passages from this text will be distributed and discussed in class.]
• Selected scenes from the film John Adams
• Selected scenes from the film Jefferson in Paris
• Consideration of French and Francophone connections to Boston College
• Research project: submission of outline

6. Thursday, July 14

The Civil War and French Reactions to Race Relations in the United States
• Tocqueville, Volume I, Chapter XVIII, pp. 331-336, pp. 356-381
• Materials on the life and work of Saint Gaudens to be distributed and discussed in class
• Selected scenes from the film Glory
• Consideration of French and Francophone connections to Boston College

7. Tuesday, July 19

Walking Tour
Subject to weather conditions, the tour may be postponed or cancelled. Please check with WCAS before 4 p.m. on the day of the tour. If the tour is postponed or cancelled, the class will meet as usual on campus

8. Thursday, July 21

French Influences on Boston’s Catholics
Margaret Flagg, Guest Presenter
Historical documents will be presented and discussed in class.
• Critical introduction to Narrative of a French Protestant Refugee in Boston should be submitted.

9. Tuesday, July 26

French Influences on Unitarian Transcendentalists
Margaret Flagg, Guest Presenter
Selections from the following texts will be distributed and examined in class.
Sara Terry “The Naturals”
Whitehill, A Memorial to Bishop Cheverus
Charles Baudelaire, “Correspondences”
Thomas H. O’Connor, Bibles, Brahmins and Bosses,
Nathaniel Hawthorne, The Blithedale Romance

10. Thursday, July 28

Research on Boston’s French Connections
Oral presentations and reactions
Submission of written account with notes and bibliography
Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. [Instructor note: Please outline your specific policy for attendance credit and the implications of missed classes.]

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.