

Undergraduate

Prepared By: Lawrence Williams

Phone: x. 2404

REQUEST FOR  
**ADDITION OF COURSE TO  
CORE CURRICULUM**

College/School: Arts & Sciences

Department: Foreign Languages & Literatures

Subject Prefix: FREN Course Number: 1610 Semester Credit Hours: 3.0

TCCNS Number (if applicable) \_\_\_\_\_ Hours Per Week: 3 Lecture  
(common course number) \_\_\_\_\_ Lab

Title French Influences in North America \_\_\_\_\_ Recitation

Short Course Title : FREN INFLUENCES N AMER \_\_\_\_\_ Other  
(maximum 22 characters including spaces)

Category of Core Curriculum course is to be added: Discovery

Catalog Description:

Explores influences of French language, people, and culture in parts of North America, with specific focus on eastern Canada, Louisiana, and Texas.

Prerequisite(s):

None.

If course is cross-listed, indicate below:

Department: \_\_\_\_\_ Subject Prefix/Course Number: \_\_\_\_\_

Department: \_\_\_\_\_ Subject Prefix/Course Number: \_\_\_\_\_

Justification for course to be added to Core Curriculum (Include how course would satisfy each exemplary objective.):

The only courses our department currently offers for freshmen and sophomores are language courses.

- 1) **Task:** Project 1, an analysis of English and French second-person pronouns and other forms of address involving the constructs of politeness, power relations, and solidarity.
- 2) **Task:** Participation in small-group discussion forums throughout the semester in Blackboard. Questions based on readings and class lectures will be posted in discussion forums for small groups of students every weekend, and the members of each group will be able to post answer and reactions in their forum during the week.
- 3) **Task:** Essay requiring students to reflect on, compare, contrast, and/or describe cultural artifacts and/or social/linguistic practices in order to gain an appreciation for and a better understanding of their own lives and values as well as those of people from/in other cultures, societies, and communities.
- 4) **Task:** Essay requiring students to explain the extent to which and/or ways in which their study of other cultural/ethnic groups or areas of the North American continent has cultivated self-awareness, balance, and/or an openness to change.

Consultation with University Curriculum Assessment Committee member:

Department: FIREL (COBA) Contact: James Conover Date: 4-30-09

New Core Curriculum Requests must include:

- Syllabus:  Maximum 4-page syllabus attached  
Assessment:  Consultation w/University Curriculum Assessment Committee member in this core component group.  
 Assessment procedures (criteria to be used in assessing this course) must be attached separately

**APPROVED:**

Department Chair: *Margie Christine Kay* Date: 4-30-09  
College/School Curriculum Committee Chair: *B. Schrahe* Date: 5/7/09  
Dean of College/School: *B. Schrahe* Date: 5/7/09  
Core Oversight Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
University Curriculum Committee (VPAA): \_\_\_\_\_ Date: \_\_\_\_\_

**FRENCH INFLUENCES IN NORTH AMERICA**  
Syllabus prepared by Lawrence Williams  
Department of Foreign Languages & Literatures

**Course Goals**

As part of the **Discovery component of the UNT Core Curriculum**, the overarching goal of this course is to provide students with opportunities to explore different ways in which French people, culture, and language have influenced life in various areas of the North American continent, with specific focus on eastern Canada, Louisiana, and Texas.

**Core Curriculum**

This course satisfies the **Discovery requirement of the University Core Curriculum**. Please read the Undergraduate Catalog and contact an advisor for additional information.

Discovery Objectives:

- 1) Think critically and creatively, learning to apply different systems of analysis;
- 2) Engage with a variety of others in thoughtful and well crafted communication;
- 3) Be able to articulate the values that undergird their lives, the UNT community and the larger society;
- 4) Cultivate self-awareness, balance and an openness to change.

**Course Content**

Lectures, readings, and assignments will be in English. Many of the lectures will be based on the recommended supplemental readings in addition to various French-language books, academic articles, magazines, and newspapers that would not otherwise be accessible to students who are not able to read French-language texts. Any French-language or bilingual (English-French) films shown in class dealing with linguistic and/or cultural issues will have English subtitles.

**Required Texts**

Several articles are required (see weekly listings). Most are available through Electronic Resources (UNT Libraries). Any articles not available through Electronic Resources will be placed on electronic reserve.

Lagarde, François (Ed.). (2003). *The French in Texas: History, Migration, Culture*. Austin: University of Texas Press.

**Recommended Supplemental Readings (some may be placed on reserve)**

Greer, Allan. (1997). *The People of New France*. Toronto: University of Toronto Press.

Larrivé, Pierre. (Ed.). (2003). *Linguistic Conflict and Language Laws: Understanding the Quebec Question*. New York: Palgrave Macmillan.

Oakes, Leigh & Warren, Jane. (2007). *Language, Citizenship and Identity in Quebec*. New York: Palgrave Macmillan.

Fleming, Thomas. (2003). *The Louisiana Purchase*. Hoboken, NJ: Wiley & Sons.

*The Louisiana Purchase: Empires, Nations, Communities*. (2003). Special issue of *Arkansas Historical Quarterly*, 62.

**Grading**

Discussion Board Postings	30%
Project 1 (Language Report)	10%
Project 2 (Culture Report)	10%
Mid-term Exam	25%
Final Exam	25%

## WEEKLY SCHEDULE

### Unit I: French Influences in Canada

Note: Questions based on the lectures and readings will be posted as discussion threads in the discussion forum area of Blackboard every weekend. <http://ecampus.unt.edu/>

#### Week 1

Basic linguistic terminology, including terms related to bilingual contexts and language contact in francophone parts of North America and the Caribbean

Geographic, cultural, and linguistic overview of francophone countries around the globe

Reading assignment for Week 1:

Online Exhibit *New France-New Horizons*, [http://www.archivescanadafrance.org/english/accueil\\_en.html](http://www.archivescanadafrance.org/english/accueil_en.html)

#### Week 2

Overview of cultural (colonial, indigenous) and linguistic developments and influences in colonial-era Canada

Readings for class meetings during Week 2:

Dickinson, John. (2007). The English-speaking minority of Quebec: a historical perspective. *International Journal of the Sociology of Language*, 185, 11-24.

Gratien, Allaire. (2007). From "Nouvelle-France" to "Francophonie canadienne": a historical survey. *International Journal of the Sociology of Language*, 185, 25-52.

#### Week 3

Overview of cultural, educational, and linguistic developments and influences in post-colonial Canada

Language borrowing and contact in Canadian advertising

Readings for class meetings during Week 3:

Allen, Shanley; Crago, Martha; & Pesco, Diane. (2006). The effect of majority language exposure on minority language skills: The case of Inuktitut. *International Journal of Bilingual Education and Bilingualism*, 9, 578-596.

Piroth, Scott; Serre, Pierre; & Lublin, David. (2006). Francophone bilingualism, inter-group contact, and opposition to sovereignty among Quebec francophones. *Nationalism and Ethnic Politics*, 2006, 12, 1-24.

#### Week 4

Language planning, policies, and use in Canadian bilingual contexts and contact situations

Readings for class meetings during Week 4:

Gold, Elaine & Tremblay, Mireille. (2006). Eh? and Hein?: Discourse Particles or National Icons? *Canadian Journal of Linguistics/Revue canadienne de linguistique*, 51, 247-263.

Boudreau, Annette & White, Chantal. (2004). Turning the tide in Acadian Nova Scotia: How heritage tourism is changing language practices and representations of language. *Canadian Journal of Linguistics/Revue canadienne de linguistique*, 49, 327-351.

#### Week 5

Language planning, policies, and use in Québec

Interaction and forms of address in English and French (titles, second-person pronouns, norms of politeness during interaction) as different systems of interpersonal communication

Readings for class meetings during Week 5:

Oakes, Leigh. (2004). French: A language for everyone in Québec? *Nations and Nationalism*, 10, 539-558.

van Compernelle, R. A. (2008). Second-person pronoun use and address strategies in on-line personal ads from Quebec. *Journal of Pragmatics*, 40, 2062-2076.

### Week 6

Language contact in Canada

Readings for class meetings during Week 6:

Poplack, Shana; Walker, James; & Malcolmson, Rebecca. (2006). An English "Like No Other"?: Language Contact and Change in Quebec. *The Canadian Journal of Linguistics/La Revue canadienne de linguistique*, 51, 185-213.

Roy, Sylvie. (2004). Language varieties as social practices: Evidence from two minority francophone communities in Canada. *Canadian Journal of Linguistics/Revue canadienne de linguistique* 49, 353-373.

### Week 7

Film: *Bon cop, bad cop* [*Good Cop, Bad Cop*]

Reading for class meetings during Week 7:

Burnett, Wendy. (2006). Linguistic resistance on the Maine-New Brunswick border. *Canadian Journal of Linguistics/Revue canadienne de linguistique*, 51, 161-175.

Assignment for Week 8: **PROJECT I** (to be submitted when you take the mid-term exam)

### Week 8

Review session for mid-term exam

**MID-TERM EXAM**

## Unit II: French Influences in the U.S. (Louisiana, Texas)

### Week 9

Questions and answers about mid-term exam

Cultural comparisons: Epiphany and Mardi Gras; colors; traditions; linguistic influences

Reading for class meetings during Week 9:

French Louisiana, 1682-1803. Official website of the French Republic.  
<http://www.louisiana.culture.fr/en/index.html>

Engber, Daniel. (2005). Louisiana's Napoleon Complex: The French influence on Pelican state jurisprudence. *Slate*. <http://www.slate.com/id/2126126/>

### Week 10

French influences in Louisiana: an overview

Readings for class meetings during Week 10:

Teaching Louisiana History website. <http://www.louisiana101.com/>

*Louisiana History under 10 Flags*. Secretary of State of Louisiana.

<http://www.sos.louisiana.gov/tabid/216/Default.aspx>

*Louisiana History*. Louisiana Public Broadcasting. <http://www.louisianahistory.org/>

### Week 11

French influences in Texas: an overview

Texas under six flags

Readings for class meetings during Week 11:

Chapter 2 in Lagarde: *Exploring the Texas coast: Bellisle, Béranger, and La Harpe, 1719-1721*.

Chapter 4 in Lagarde: *Athanase de Mézières and the French in Texas, 1750-1803*.

Chapter 5 in Lagarde: *French Pirates and Privateers in Texas*.

**Week 12**

French influences in Texas (continued)

Readings for class meetings during Week 12:

Chapter 6 in Lagarde: *Champ d'Asle, Texas*.

Chapter 7 in Lagarde: *Heroes, Villains, Merchants, and Priests: The Alamo's Frenchmen*.

Chapter 10 in Lagarde: *Henri Castro and Castroville: Alsatian History and Heritage*.

**Week 13**

French influences in Texas (continued)

Readings for class meetings during Week 13:

Chapter 11 in Lagarde: *French Catholic Missions in Texas, 1840-1880*.

Chapter 13 in Lagarde: *French Artists in Texas*.

Chapter 15 in Lagarde: *Building Utopia in the Promised Land: Icarians and Fourierists in Texas*.

**Week 14**

French Influences in Texas (continued)

Readings for class meetings during Week 14:

Chapter 16 in Lagarde: *Is There French Architecture in Texas?*

Chapter 17 in Lagarde: *The Enduring Legacy of the French in Texas Education*.

Chapter 19 in Lagarde: *"Grand Texas": The Cajun Migration to Texas*.

Assignment for Week 15: **PROJECT 2**

**Week 15**

La Réunion, a French settlement in North Texas

Review for Final Exam

Readings for class meetings during Week 15:

La Réunion. In *The Handbook of Texas Online*. URL: <http://www.tshaonline.org/handbook/online/articles/LL/ue11.html>

Davidson, Rondel. (1973). Victor Considérant and the failure of La Réunion. *Southwestern Historical Quarterly*, 76.

**FINAL EXAM** (see official calendar for date and time)

Assessment plan for FREN 1610 FRENCH INFLUENCES IN NORTH AMERICA  
**Discovery** component of the University Core Curriculum

A. Discovery Objectives

As a result of their experience with the Discovery area of the core curriculum, UNT graduates will:

- 1) Think critically and creatively, learning to apply different systems of analysis;
- 2) Engage with a variety of others in thoughtful and well crafted communication;
- 3) Be able to articulate the values that undergird their lives, the UNT community and the larger society;
- 4) Cultivate self-awareness, balance and an openness to change.

B. Tasks & Scoring

1) **Task:** Project 1, an analysis of English and French second-person pronouns and other forms of address involving the constructs of politeness, power relations, and solidarity.

**Targeted Discovery Objective:** 1 (Think critically and creatively...)

**Scoring:** This project will be assigned during the first half of the semester. Students will be asked to use class lecture notes, subtitled film clips, translated printed advertisements and other texts, as well as independent research on second-person pronouns in order to analyze the different systems people use for addressing each other in English versus French. Three sociolinguistic/sociopragmatic constructs will be the focus of the project: politeness, power relations, and solidarity. Students will be required to provide an accurate analysis and at least 1 example for 2 of these 3 constructs in order to meet expectations. Students who provide an accurate analysis and at least 1 example of all 3 constructs will have exceeded expectations. Students who provide an accurate analysis for 1 or 0 constructs will not meet the expectations for this objective. Our initial target is to have at least 70% of students in this course meet or exceed the expectations for this objective. Annual evaluation of the results will allow the faculty to make necessary adjustments to the curriculum.

2) **Task:** Participation in small-group discussion forums throughout the semester in Blackboard.

Questions based on readings and class lectures will be posted in discussion forums for small groups of students every weekend, and the members of each group will be able to post answer and reactions in their forum during the week.

**Targeted Discovery Objective:** 2 (Engage with a variety of others...)

**Scoring:** Successfully meeting this objective will be determined by the rubric provided below. Level 3 represents the minimum performance level required to meet this objective. Students who perform at Level 4 or Level 5 will have exceeded expectations for this objective. Students who perform at Level

2 or lower will not have met the expectations for this objective. Our initial target is to have at least 70% of students in this course (all sections) meet or exceed expectations for this objective (Level 3 or above). Annual evaluation of the results will allow the faculty to make necessary adjustments to the curriculum.

Level of participation and engagement in meaningful interaction	Performance
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during all 15 weeks of the semester.	Level 5
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during at least 14 weeks of the semester.	Level 4
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during 13 weeks of the semester.	Level 3
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during 12 weeks of the semester.	Level 2
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during 11 or fewer weeks of the semester.	Level 1
Student posts messages, but none are relevant or appropriate.	Level 0

3) **Task:** Essay requiring students to reflect on, compare, contrast, and/or describe cultural artifacts and/or social/linguistic practices in order to gain an appreciation for and a better understanding of their own lives and values as well as those of people from/in other cultures, societies, and communities.

**Targeted Discovery Objective:** 3 (Be able to articulate...)

**Scoring:** This task will be part of the final exam. For this short essay, students will be asked to give at least 2 accurate/appropriate examples of differences between their own lives (i.e., cultural traditions) and those of another ethnic/social group, area, region, state or country that they have studied (i.e., the larger society). Students who provide 2 accurate/appropriate examples will be scored as *exceeded expectations*; however, those who give no examples (even if they provide a clear explanation of their expanded worldview and openness to change), will be scored as *did not meet expectations*. Our initial target is to have at least 70% of students in this course (all sections) meet or exceed expectations for this objective. Annual evaluation of the results will allow the faculty to make necessary adjustments to the curriculum.

4) **Task:** Essay requiring students to explain the extent to which and/or ways in which their study of other cultural/ethnic groups or areas of the North American continent has cultivated self-awareness, balance, and/or an openness to change.

**Targeted Discovery Objective:** 4 (Cultivate self-awareness, balance...)

**Scoring:** This task will be part of the final exam. For this essay, students will be asked to provide at least 2 different examples in order to explain ways in which their study of other cultures has informed and expanded their worldview and openness to change. In order to meet this objective, students will be expected to provide at least 1 clear example of their expanded worldview and openness to change. Students who provide 2 clear examples will be scored as *exceeded expectations*; however, those who give no examples will be scored as *did not meet expectations*. Our initial target is to have at least 70% of students in this course (all sections) meet or exceed expectations for this objective. Annual evaluation of the results will allow the faculty to make necessary adjustments to the curriculum.