

The University of Western Ontario  
Department of History  
Fall 2015

**Modern Quebec**  
9207A

Dr. Jeffery Vacante  
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*Office hours:* Tues. 11:30-1:30  
in Lawson Hall 2218

Tues. 9:30-11:30 am  
in Lawson Hall 2270C

This seminar explores the development of modern Quebec society. The emphasis this term will be on the social, cultural, and political evolution of the province since the late nineteenth century. Our weekly discussions will focus on key themes such as the rise of Quebec nationalism in the early twentieth century, the province's reaction to modernity, the changing role/function of the Church/religion, gender, the development of the modern bureaucratic state, as well as the Quiet Revolution and its aftermath. We will also devote considerable time discussing the major historiographical debates that have shaped both the writing of history as well as the modern Quebec mind

***Readings:***

- Yvan Lamonde, *The Social History of Ideas in Quebec, 1760-1896*
- Ronald Rudin, *Making History in Twentieth-Century Quebec*
- Michael Behiels, *Prelude to Quebec's Quiet Revolution*
- Michael Gauvreau, *The Catholic Origins of Quebec's Quiet Revolution*
- Sean Mills, *The Empire Within*
- Graham Fraser, *René Lévesque and the Parti Québécois in Power*
- Ron Graham, *The Last Act*
- Jocelyn Maclure, *Quebec Identity*

Other readings to be made available online or on reserve at the Weldon Library

***Course Requirements:***

Seminar(s)	10%
Book Review	15%
Research Essay	50%
Participation	25%

**Requirements:** Each student will prepare a **review** (6-8 pages) of Yvan Lamonde's *The Social History of Ideas in Quebec, 1760-1896*. A significant work of intellectual history, as well as a useful introduction to this seminar, this book, which is a translation of the original French-language edition, traces the major trends in intellectual and cultural life in the province from the Conquest until the late nineteenth century. Of particular importance is Lamonde's emphasis on the development of liberalism in Quebec society in this period, which is of particular historiographical interest to the student of Quebec history. The review is **due October 6**.

Students will also prepare a major **research essay** (25 pages). Students are to select, in consultation with the instructor, a topic that deals with some aspect of Quebec history since the late nineteenth century. The essay is to have an argument and be based on primary and secondary sources. Students are also expected to position their research and argument within the historiography of their chosen field. This paper is to follow the usual scholarly conventions and include footnotes as well as a bibliography. The final essay is **due December 8**.

Students are expected to come to the seminar every week prepared to discuss the readings. Effective **participation** is achieved when a student demonstrates a full understanding of the week's readings, is willing to engage critically with these readings, and can effectively situate a particular text within a larger context. True participation occurs when a student can move beyond merely summarizing an argument to critically engage with a particular text. An effective participant is also someone who is capable of listening while others talk and of considering as well as respecting the views of other members of the seminar.

In addition to participating every week, each student will be asked to lead the discussion for at least one seminar during the semester. In this **seminar** students are to provide an opening presentation (15 minutes) that introduces the readings for that week and provides possible questions for discussion. Presenters are asked not simply to summarize the readings. Rather, they are to situate the material broadly within the larger themes of the course and to analyze its significance. Students not presenting on a particular week are expected to do the readings for that week and to come prepared to discuss them.

### ***Seminar Schedule***

#### **Sept. 15: Introduction**

#### **Sept. 22: The Background**

- Lamonde, *The Social History of Ideas in Quebec, 1760-1896*

#### **Sept. 29: The Writing of Quebec History**

- Rudin, *Making History in Twentieth Century Quebec*

#### **Oct. 6: Neo-Nationalism and Liberalism**

- Behiels, *Prelude to Quebec's Quiet Revolution*

#### **Oct. 13: The Quiet Revolution**

- Kenneth McRoberts, "The Quiet Revolution: The New Ideology of the Quebec State," in *Quebec: Social Change and Political Crisis* (Toronto 1988):128-72.
- Hubert Guindon, "Social Unrest, Social Class and Quebec's Bureaucratic Revolution," *Queen's Quarterly* 71 (Summer 1964): 150-162.
- Charles Taylor, "Nationalism and the Political Intelligentsia: A Case Study," *Queen's Quarterly* 72 (Spring 1965): 150-168.
- Gilles Bourque, "Class, Nation, and the Parti Québécois," in *Quebec: State and Society*, ed. Alain G. Gagnon (Toronto: Methuen, 1984): 124-47.

- Pierre Fournier, “The New Parameters of the Quebec Bourgeoisie,” in *Quebec: State and Society*, ed. Alain-G. Gagnon (Toronto: Methuen, 1984): 201-27.

### **Oct. 20: Modern Catholicism**

- Gauvreau, *The Catholic Origins of Quebec’s Quiet Revolution*

### **Oct. 27: The Decolonization Movement**

- Mills, *The Empire Within*
- Michael Gauvreau, “Winning Back the Intellectuals: Inside Canada’s ‘First War on Terror,’ 1968-1970,” *Journal of the Canadian Historical Association* 20, no. 1(2009): 161-90.

### **Nov. 3: Gender and Nationalism**

- Katherine A. Roberts, “Making Women Pay: Revolution, Violence, Decolonizing Quebec in Hubert Aquin’s *Trou de mémoire*,” *Québec Studies* 30 (Fall/Winter 2000): 17-27.
- Lori Saint-Martin, “The Body Politic and the Erotic Body: The (Male) Novel of the Quiet Revolution in Quebec,” *British Journal of Canadian Studies* 21, no. 2 (2008): 195-217.
- Robert Schwartzwald, “Fear of Federasty: Québec’s Inverted Fictions,” in *Comparative American Identities: Race, Sex and Nationality in the Modern Text*, ed. Hortense J. Spillers (New York: Routledge, 1991): 175-95.

### **Nov. 10: The Sovereignty Movement**

- Graham Fraser, *René Lévesque and the Parti Québécois in Power*

### **Nov. 17: The Constitution**

- Alain-G. Gagnon and Mary Beth Montcalm, *Quebec beyond the Quiet Revolution* (Toronto: Nelson, 1990), 135-74.
- Ron Graham, *The Last Act: Pierre Trudeau, the Gang of Eight, and the Fight for Canada* (Toronto: Allen Lane 2011)

### **Nov. 24: The Challenge of Modernity**

- Jocelyn Maclure, *Quebec Identity*

### **Dec. 1: Conclusion**

### **Dec. 8: Research Essay Due**

## ADDITIONAL STATEMENTS

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and

indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

## **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or [msherif5@uwo.ca](mailto:msherif5@uwo.ca)