

The University of Western Ontario
Department of History
2011-2012

FRENCH CANADA

History 3203E

Dr. Jeffery Vacante
Email: jvacant2@uwo.ca
Office hours: Tues. 1:30-3:30
in Lawson Hall 2245

Thurs. 8:30-11:30am
in WL-259

This seminar will focus on the major themes in the history of Quebec and French Canada from the French regime until today. We will therefore cover such areas as society and culture in New France, the British Conquest of 1759, the Rebellions of 1837, the role of the Church in late nineteenth and early twentieth century society, the development of a nationalist ideology in the 1920s, the growth of the state during the 1960s, and the rise of the modern Quebec separatist movement. The themes of nationalism, culture, gender, and identity will inform many of our discussions because they are very much at the heart of the narrative. We will strive to understand the shifts and continuities that have characterized Canadian, then French-Canadian, and then Quebec nationalism.

Throughout the year we will consider 'Quebec' as a geographic entity and 'French Canada' as a culturally defined group within a political 'space.' The weekly meetings will constantly inform and challenge the meanings of such slippery concepts as identity and nationalism, and help us determine their usefulness as categories of analysis. This seminar will contribute to our understanding of Quebec's history as well as to our understanding of the province's role within Canada. With a firmer understanding of Quebec's historical development, students will emerge from this course better equipped to follow and contribute to the debates over federalism and national identity that define both Canadian and Quebec life.

In this course students will, in addition to learning the history of French Canada, sharpen their ability to read and think critically, develop their analytical skills, learn to organize and present their thoughts and research in the form of academic essays, and practice the art of expressing their ideas in the seminar in such a manner that demonstrates their respect for the opinions of others as well as their own critical engagement with the course readings and the world around them.

Required Readings:

- Susan Mann, *The Dream of Nation*
- W.J. Eccles, *The French in North America*
- Allan Greer, *The Patriots and the People*
- Sean Mills, *The Empire Within*
- Graham Fraser, *René Lévesque and the Parti Québécois in Power*
- Ramsay Cook, *Watching Quebec: Selected Essays*

Additional readings to be made available on-line or on reserve

Course Requirements:

Review Essay	15%
Research Essay	35%
Take-home Exams	30%
Participation	20%

Each student will write a **research essay** on a particular topic in the history of French Canada. Students will select the topic in consultation with the instructor. The essay will be 15 pages in length and draw on both primary and secondary sources. It is **due March 22, 2012**. As part of process of researching this essay, students will produce a short (5 pages) **review essay** on the literature within the field related to their chosen essay topic. This review essay is **due November 17, 2011**.

There will also be two **take-home exams**, one in the fall term (Nov. 3) and the second in the winter term (Mar. 8).

Seminar Schedule:

Sept. 8: Introduction

Sept. 15: New France: The Beginnings

- Mann, *The Dream of Nation*, 1-15
- Eccles, *French in North America*, 1-65
- Allan Greer, "Colonial Saints: Gender, Race, and Hagiography in New France," *William and Mary Quarterly* 57, no. 2 (April 2000): 323-48

Sept. 22: New France II: The Royal Colony

- Eccles, *French in North America*, 66-164

Sept. 29: The Decline of New France and the Conquest

- Mann, *The Dream of Nation*, 16-31
- Eccles, *French in North America*, 165-273
- Cook, "Conquétisme," in *Watching Quebec*, 82-97
- Allan Greer, "National, Transnational, and Hypernational Historiographies: New France Meets Early American History," *Canadian Historical Review* 91, no. 4 (December 2010): 695-724

Oct. 6: Quebec and the British Empire

- Mann, *The Dream of Nation*, 33-47
- Fernand Ouellet, *Lower Canada 1791-1840: Social Change and Nationalism* (Toronto 1980), 29-51

Oct. 13: The Birth of French-Canadian Nationalism

- Mann, *The Dream of Nation*, 48-65
- Greer, *The Patriots and the People*, 3-188.
- Fernand Ouellet, *Lower Canada 1791-1840: Social Change and Nationalism* (Toronto 1980), 52-3, 60-94, 177-82

Oct. 20: The Rebellions of 1837-38

- Mann, *The Dream of Nation*, 67-80
- Greer, *The Patriots and the People*, 189-351
- Fernand Ouellet, *Lower Canada, 1791-1840: Social Change and Nationalism* (Toronto 1980), 275-82, 298-302, 323-41
- Allan Greer, "1837-38: Rebellion Reconsidered," *Canadian Historical Review* 76, no. 1 (March 1995): 1-18.
- Michel Ducharme, "Closing the Last Chapter of the Atlantic Revolution: The 1837-38 Rebellions in Upper and Lower Canada," *Proceedings of the American Antiquarian Society* 116, no. 2 (October 2006): 413-30.
- Fernand Ouellet, *Louis-Joseph Papineau: A Divided Soul* Canadian Historical Association Booklet no. 11 (Ottawa 1961) 23p

Oct. 27: Reconciliation, Reform, and the Union

- Mann, *The Dream of Nation*, 81-99
- Greer, *The Patriots and the People*, 351-63
- Jacques Monet, "Louis-Hippolyte La Fontaine" in *Dictionary of Canadian Biography*, vol. 9

Nov. 3: French Canada and Confederation

- Mann, *The Dream of Nation*, 100-113
- Cook, "The Meaning of Confederation," in *Watching Quebec*, 156-72
- Cook, "Quebec and Confederation: Past and Present," in *Watching Quebec*, 173-87

Nov. 10: Industrialism, the Church, and the Challenge of Modernity

- Mann, *The Dream of Nation*, 115-49, 184-200
- Cook, "Quebec: The Ideology of Survival," in *Watching Quebec*, 36-55
- Joseph Levitt, "Henri Bourassa and Modern Industrial Society, 1900-1914," *Canadian Historical Review* 50, no. 1 (March 1969): 37-50
- Mgr. L.-F.-R. Laflèche, "The Providential Mission of the French Canadians," [1866] in Cook, *French-Canadian Nationalism* (1969): 92-106.
- Etienne Parent, "Industry as a means of Survival for the French-Canadian Nationality," [1893] in Cook, *French-Canadian Nationalism* (1969): 82-91

Nov. 17: Laurier, Bourassa, and the Challenge of Imperialism

- Mann, *The Dream of Nation*, 150-83
- Réal Bélanger, "Sir Wilfrid Laurier" in *Dictionary of Canadian Biography*
- Joseph Levitt, *Henri Bourassa: Catholic Critic* Canadian Historical Association Booklet no. 29 (Ottawa 1976) 22p

Nov. 24: The Crisis of the Great War

- Mann, *The Dream of Nation*, 201-17

Dec. 1: Conclusion to First Semester**December Break****Jan. 12: Quebec between the Wars**

- Mann, *The Dream of Nation*, 218-48

Jan. 19: Duplessis and the Triumph of Conservative Nationalism

- Mann, *The Dream of Nation*, 249-81
- André Laurendeau, “Is Quebec led by a ‘Negro King?’” [1958] in Cook and Behiels, *The Essential Laurendeau* (1976): 178-81

Jan. 26: The Cultural Roots of Reform

- Mann, *The Dream of Nation*, 282-97
- Paul-Emile Borduas, *Refus global* (1948)

Feb. 2: The Political Roots of Reform

- Pierre Elliott Trudeau, “Quebec on the Eve of the Asbestos Strike” [1956] in Cook, *French-Canadian Nationalism* (1969): 32-48

Feb. 9: Radicalism, Violence, and Sixties Nationalism

- Mills, *The Empire Within*
- *The FLQ Manifesto* (1970)

Feb. 16: The Quiet Revolution

- Mann, *The Dream of Nation*, 298-315
- Fraser, *René Lévesque and the Parti Québécois in Power*, 2-52

Feb. 20-24 Reading Week

Mar. 1: The Modern Separatist Movement

- Fraser, *René Lévesque and the Parti Québécois in Power*, 53-189

Mar. 8: The 1980 Referendum and the Constitution

- Mann, *The Dream of Nation*, 317-33
- Fraser, *René Lévesque and the Parti Québécois in Power*, 190-358

Mar. 15: The 1995 Referendum

- Reg Whitaker, “Quebec and the Canadian Constitution” in Whitaker, *A Sovereign Idea: Essays on Canada as a Democratic Community* (Montreal and Kingston: McGill-Queen’s University Press, 1991), 283- 328

Mar. 22: The Exhaustion of the Nationalist State

- Ramsay Cook, “Has the Quiet Revolution Finally Ended?” *Queen’s Quarterly* 90, no. 2 (Summer 1983): 330-42.
- William D. Coleman, *The Independence Movement in Quebec, 1945-1980* (Toronto 1984): 91-129.
- Lucien Bouchard, et. al. “A Clear Eyed Vision of Quebec” (2005).

Mar. 29 Quebec and the Challenge of Pluralism

Mar. 5: Conclusions

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.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

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 ACCOMMODATION

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 to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. 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 is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca