

The University of Western Ontario
Department of History
Winter 2013

Quebec and the Quiet Revolution
History 3296G

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

Class: Wed. 12:30-2:30
in Somerville House 3305

This seminar explores the meaning of the Quiet Revolution. The sixties in Quebec has until recently been regarded by historians to be a period marked by modernization, secularization, and liberalism. It is presented as a break from the earlier period, which was said to be dominated by the autocratic Premier Maurice Duplessis and the Catholic Church. Revisionist works have downplayed the degree to which this moment represented a radical break from the earlier era, finding evidence of liberal thought and reformist activity prior to the sixties. More recently, some observers have begun to call into question the assumptions developed during the sixties, suggesting that these assumptions have failed to provide an adequate means of dealing with the challenges of the twenty-first century. In studying the social, political and cultural shifts of the 1960s this course explores the significance of this period as well as the manner in which the Quiet Revolution continues to inform contemporary debates within Quebec society.

In this course students will, in addition to becoming more familiar with the history of Quebec during the middle decades of the twentieth century, 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 a major research essay that includes both secondary and primary sources, and practice the art of expressing their ideas in the seminar in such a manner that demonstrates both their respect for the opinions of others as well as their own critical engagement with the course readings and the world around them.

Readings:

Michael Behiels, *Prelude to Quebec's Quiet Revolution*
Sean Mills, *The Empire Within*
David Meren, *With Friends like These*
Jocelyn Maclure, *Quebec Identity*

Grade Breakdown:

Research Essay	40%
Seminar Presentation	10%
Participation	25%
Final Examination	25%

Assignments:

Students are expected to come to class every week prepared to discuss the readings. Attendance and participation each week is expected. 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 its historiographical or thematic contexts. True participation occurs when as 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 each week, every student will be asked to lead the discussion for one seminar during the semester. In this **seminar presentation** students are to provide an opening presentation (15 minutes) that introduces the readings for that week and that raises possible questions or points 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.

Each student will also prepare a **research essay** (12-15 pages) that deals with some aspect of the Quiet Revolution. Topics should be selected in consultation with the instructor. The essay is to have an argument, be well-written, provide sound analysis, and follow proper scholarly conventions (including citation style: Chicago footnotes or endnotes, bibliography). The essay is **March 20**. Essays submitted after the due date will be subject to a penalty of five percent the first day and one percent for every day thereafter (including weekends).

There will also be **final examination** during the formal exam period in April.

Seminar Schedule:

Jan. 9: Introduction

Jan. 16: Contexts: Quebec before the Revolution

- Ramsay Cook, "Conquétisme," in Cook, *The Maple Leaf Forever* (1966)
- Ramsay Cook, "Quebec: The Ideology of Survival," in Cook, *Canada and the French-Canadian Question* (1966).
- Richard Jones, "Duplessis and the Union National Administration" Canadian Historical Association Booklet, no. 35 (Ottawa 1983).

Jan. 23: Overviews

- Fernand Ouellet, "The Quiet Revolution: A Turning Point," in Tom Axworthy and Pierre Trudeau, eds., *Towards a Just Society* (Toronto 1990): 313-41.
- Kenneth McRoberts, "The Quiet Revolution: The New Ideology of the Quebec State," in *Quebec: Social Change and Political Crisis* (Toronto 1988):128-72.
- Donald Cuccioletta and Martin Lubin, "The Quebec Quiet Revolution: A Noisy Evolution," *Quebec Studies* 36 (2003-2004): 125-38.
- Ronald Rudin, "Revisionism and the Search for a Normal Society: A Critique of Recent Historical Writing," *Canadian Historical Review* 73, no. 1 (March 1992): 30-61.

Jan. 30: Liberalism and Neo-Nationalism

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

Feb. 6: The Class Revolution

- Hubert Guindon, "Social Unrest, Social Class and Quebec's Bureaucratic Revolution," *Queen's Quarterly* 71 (Summer 1964): 150-62.
- Pierre Fournier, "The New Parameters of the Quebec Bourgeoisie," in *Quebec: State and Society*, ed. Alain-G. Gagnon (Toronto: Methuen, 1984): 201-27.
- Gilles Bourque, "Class, Nation, and the Parti Québécois," in *Quebec: State and Society*, ed. Alain-G. Gagnon (Toronto: Methuen, 1984): 124-47.
- Charles Taylor, "Nationalism and the Political Intelligentsia: A Case Study," *Queen's Quarterly* 72 (Spring 1965): 150-168.

Feb. 13: The Gendered Revolution

- 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.
- 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.
- Robert Schwartzwald, "Fear of Federasty: Québec's Inverted Fictions," in Hortense J. Spillers, ed., *Comparative American Identities: Race, Sex, and nationality in the Modern Text* (New York: 1991): 175-195.

Reading Week: Feb. 18-22**Feb. 27: The French Revolution**

- Meren, *With Friends Like These*

Mar. 6: The Colonized Mind

- Mills, *The Empire Within*

Mar. 13: The Violent Revolution

- Dominique Clément, "The October Crisis of 1970: Human Rights Abuses under the *War Measures Act*," *Journal of Canadian Studies* 42, no. 2 (Spring 2008): 160-86.
- Bryan D. Palmer, "Quebec: Revolution Now!" in *Canada's 1960s: The Ironies of Identity in a Rebellious Era* (Toronto: University of Toronto Press, 2009): 311-65.
- 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.

Mar. 20: The Constitutional Revolution

- Behiels, *Prelude to Quebec's Quiet Revolution*, 185-219.
- Alain-G. Gagnon and Mary Beth Montcalm, *Quebec beyond the Quiet Revolution* (Toronto: Nelson, 1990), 135-74.
- Jean Chrétien, "Bringing the Constitution Home," in Trudeau and Axworthy, eds. *Towards a Just Society*

Mar. 27: The Cultural Revolt

- Maclure, *Quebec Identity*

Apr. 3: The End of the Revolution

- Ramsay Cook, "Has the Quiet Revolution Finally Ended?" *Queen's Quarterly* 90, no. 2 (Summer 1983): 330-42.
- Lucien Bouchard, et. al. "A Clear Eyed Vision of Quebec" (2005).
- Ray Conlogue, "Why did they Strike?" *Literary Review of Canada* (November 2012): 11-13.

Apr. 10: Conclusion

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

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