

The University of Western Ontario
Department of History
2013-2014

French Canada
History 3203E

Dr. Jeffery Vacante
Email: jvacant2@uwo.ca
Office hours: Tues. 1:30-3:30pm
in Lawson Hall 2218

Weds. 9:30-12:30am
in WL-259

This seminar will explore the major themes in the history of Quebec and of French Canada from the days of New France until today. We will thus examine such issues as the Conquest of 1759, the development and evolution of nationalism in Quebec, the Rebellions of 1837, the Quiet Revolution, the rise of the modern Quebec separatism, and the recent student protests in the province. Questions related to nationalism, culture, gender, and identity will inform many of our discussions because they have been very much at the heart of the narrative of French Canada's history. 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 find us grappling with 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, then, 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.

Readings:

- Peter Gossage & J.I. Little, *An Illustrated History of Quebec*
- Brett Rushforth, *Bonds of Alliance*
- Ramsay Cook, *Watching Quebec: Selected Essays*

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

A basic knowledge of Quebec history will be assumed in this seminar. It is thus recommended that students who need to acquaint themselves more fully with the province's history secure a copy of Peter Gossage and J.I. Little, *An Illustrated History of Quebec* (Oxford 2012), which has been ordered for the bookstore.

Course Requirements:

Book Review	15%
Historiographical Review	15%
Research Essay	30%
Participation	15%
Final Exam	25%

Students are expected to come to class 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 its historical and historiographical 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.

Each student will prepare a **review** (7-8 pages) of Brett Rushforth, *Bonds of Alliance: Indigenous and Atlantic Slaveries in New France* (Chapel Hill: University of North Carolina Press, 2012). A good review is one that does not merely summarize the contents of a book. Rather, it is one that describes the author's argument, identifies the significance of this argument within the larger historiographical tradition of a particular field, and considers the means by which the author goes about presenting this argument. A review of Rushforth's book should thus provide the reader with a firm understanding of the role of slavery in New France and consider how this book fits into the larger historiography on the topic. You should treat this essay as a review of an argument rather than a review of a book. What this means is you should grapple with Rushforth's *ideas* (argument) much more than with the physical manifestation of these ideas—*the book* (typos/writing style/your personal views about the book (I liked it/didn't like it), chapter-by-chapter summaries, etc.). Be sure that the review is well-written and that it follows proper scholarly conventions (including proper citation style; include a cover page). The review is due **October 23**. Reviews 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). An identical copy of the review must be submitted to *turnitin* through the course web page. Essays submitted after the due date will be subject to a late penalty of five percent the first day and one percent for every day thereafter (including weekends).

Students will also write a **research essay** (15 pages) on a topic in the history of French Canada that will draw heavily, although not exclusively, on primary sources. This essay should follow proper scholarly conventions and citation style (Chicago style footnotes, bibliography, and include a cover page) and *draw upon at least ten sources*. Good papers will rely upon considerably more than ten sources and make use of a good mix of sources, including books, scholarly articles, as well as primary material. The essay is due **March 12**. An identical copy of the essay must be submitted to *turnitin* through the course web page. Essays submitted after the due date will be subject to a late penalty of five percent the first day and one percent for every day thereafter (including weekends). **No papers will be accepted after the last day of class, on April 2.**

As part of the process of preparing this research essay, students will produce a short (5-7 pages) **historiographical review** of the field related to their chosen essay topic. This review essay is **due November 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 a **final exam** during the formal exam period in April.

Seminar Schedule:

Sept. 11: Introduction

Sept. 18: New France: The Beginnings

- Bruce Trigger, "Early native North American Responses to European Contact: Romantic versus Rationalistic Interpretations," *Journal of American History* 77, no. 4 (March 1991): 1195-1215.

Sept. 25: New France II: The Colonial Administration

- Marcel Trudel, "New France, 1524-1713," in *Dictionary of Canadian Biography*, vol. I (Toronto: University of Toronto Press, 1966): 26-37.

Oct. 2: The Decline of New France

- Allan Greer, "National, Transnational, and Hypernational Historiographies: New France Meets Early American History," *Canadian Historical Review* 91, no. 4 (December 2010): 695-724
- W.J. Eccles, "The History of New France According to Francis Parkman," *William and Mary Quarterly* 3rd series, 18, no. 2 (April 1961): 163-175.

Oct. 9: The Conquest

- Cook, *Watching Quebec*, 82-97
- Michel Ducharme, "Interpreting the Past, Shaping the Present, and Envisioning the Future: Remembering the Conquest in Nineteenth-Century Quebec," in *Remembering 1759: The Conquest of Canada in Historical Memory*, ed. Phillip Buckner and John Reid (Toronto: University of Toronto Press, 2012): 136-160
- Michel Bock, "Overcoming a National 'Catastrophe': The British Conquest in the Historical and Polemical Thought of Abbé Lionel Groulx," in *Remembering 1759: The Conquest of Canada in Historical Memory*, ed. Phillip Buckner and John Reid (Toronto: University of Toronto Press, 2012): 161-185

Oct. 16: Quebec and the British Empire

- Pierre Tousignant, "The Integration of the Province of Quebec into the British Empire," *Dictionary of Canadian Biography*, vol. IV (Toronto: University of Toronto Press, 1979): xxxii-xlix
- Donald Fyson, "The Conquered and the Conqueror: The Mutual Adaptation of the *Canadiens* and the British in Quebec, 1759-1775," in *Revisiting 1759: The Conquest of Canada in Historical Perspective*, ed. Phillip Buckner and John Reid (Toronto: University of Toronto Press, 2012): 191-217.

Oct. 23: The Birth of French-Canadian Nationalism

- Fernand Ouellet, *Lower Canada 1791-1840: Social Change and Nationalism* (Toronto 1980), 29-53, 60-94, 177-82

Oct. 30: The Rebellions of 1837-38

- Allan Greer, "1837-38: Rebellion Reconsidered," *Canadian Historical Review* 76, no. 1 (March 1995): 1-18.
- Fernand Ouellet, *Lower Canada, 1791-1840: Social Change and Nationalism* (Toronto 1980), 275-82, 298-302, 323-41
- 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.

Nov. 6: Reconciliation, Reform, and the Union

- Jacques Monet, "French-Canadian Nationalism and the Challenge of Ultramontanism," *Canadian Historical Association Historical Papers/Communications historiques* 1, no. 1 (1966): 41-55

Nov. 13: French Canada and Confederation

- Cook, *Watching Quebec*, 156-87.
- A.I. Silver, *The French-Canadian Idea of Confederation*, 33-50

Nov. 20: The Challenge of Modernity

- Cook, *Watching Quebec*, 36-55
- Joseph Levitt, "Henri Bourassa and Modern Industrial Society, 1900-1914," *Canadian Historical Review* 50, no. 1 (March 1969): 37-50
- Etienne Parent, "Industry as a means of Survival for the French-Canadian Nationality," [1893] in Cook, *French-Canadian Nationalism* (1969): 82-91

Nov. 27: The Age of Imperialism

- Joseph Levitt, *Henri Bourassa: Catholic Critic*, Canadian Historical Association Booklet no. 29 (Ottawa 1976), 22p
- A. I. Silver, "Some Quebec Attitudes in an Age of Imperialism and Ideological Conflict," *Canadian Historical Review* 57, no. 4 (December 1976): 440-460.

Dec. 4: Conclusion to first semester

December Break

Jan. 8: Quebec Capitalism

- P.A. Dutil, "The Politics of Progressivism in Quebec: The Gouin 'Coup' Revisited," *Canadian Historical Review* 69, no. 4 (December 1988): 442-465.
- B.L. Vigod, "Alexandre Taschereau and the Negro King Hypothesis," *Journal of Canadian Studies* 13, no. 2 (Summer 1978): 3-15.

Jan. 15: The Duplessis Era

- Cook, *Watching Quebec*, 98-115; 116-26
- Richard Jones, *Duplessis and the Union National Administration* Canadian Historical Association Booklet, no. 35 (Ottawa 1983)

Jan. 22: The Church

- Michael Gauvreau, "From Rechristianization to Contestation: Catholic Values and Quebec Society, 1931-1970," *Church History* 69, no. 4 (Dec 2000): 803-833.

Jan. 29: Revolt of the Intellectuals

- Ramsay Cook, "La Survivance French-Canadian Style," in *The Maple Leaf Forever* (Toronto: Copp Clark Pitman, 1986): 96-122.
- Ramsay Cook, "Federalism, Nationalism, and the Canadian Nation-State," in *The Maple Leaf Forever* (Toronto: Copp Clark Pitman, 1986): 22-44
- Michael D. Behiels, "Quebec: Social Transformation and Ideological Renewal, 1940-1976," in *Quebec Since 1945: Selected Readings* (Toronto 1987): 21-45.

Feb. 5: The Quiet Revolution

- Cook, *Watching Quebec*, 3-16; 17-33; 188-205
- Donald Cuccioletta and Martin Lubin, "The Quebec Quiet Revolution: A Noisy Evolution," *Quebec Studies* 36 (2003-2004): 125-38.

Feb. 12: The October Crisis

- 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.

Feb. 17-21 Reading Week

Feb. 26: The Constitutional Struggle

- Alain-G. Gagnon and Mary Beth Montcalm, *Quebec beyond the Quiet Revolution* (Toronto: Nelson, 1990), 135-74.

Mar. 5: The 1980 (and 1995) Referendum

- Cook, *Watching Quebec*, 56-81; 206-218

Mar. 12: Quebec Inc.

- Cook, *Watching Quebec*, 68-81.
- Ramsay Cook, "Quebec's New Quiet Revolutionaries," in *Canada, Quebec, and the Uses of Nationalism* (Toronto: McClelland and Stewart, 1986): 87-104.
- Ramsay Cook, "Has the Quiet Revolution Finally Ended?" *Queen's Quarterly* 90, no. 2 (Summer 1983): 330-42.

Mar. 19: The Exhaustion of the Nationalist State

- Lucien Bouchard, et. al. "A Clear Eyed Vision of Quebec" (2005).
- Pierre-Gerlier Forest, "Clash of Centuries," *Inroads* 32(Winter/Spring 2013): 46-51.
- Henry Giroux, "The Quebec Strike and the Politics of a New Social Awakening," *Logos: A Journal of Modern Society and Culture* 12, no. 1 (Winter 2013).

Mar. 26: Quebec in an Age of Pluralism

Apr. 2: Conclusion

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@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.

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