

The University of Western Ontario
Department of History
Winter 2018

French Canada
History 3204G

Prof. Jeffery Vacante
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Office hours: Tues. 10:30-11:30
in Lawson Hall 2218

Tues. 11:30-1:30
in Weldon Library 257

This seminar will explore the major themes in the history of French Canada from the British Conquest of 1759 until today. We will pay particular attention to such matters as the development and evolution of nationalism, the Rebellions of 1837, the Quiet Revolution, and the rise of the modern Quebec separatism. 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.

With a firmer understanding of French Canada'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.

Texts:

- Peter Gossage and J. I. Little, *An Illustrated History of Quebec: Tradition and Modernity*
- Ramsay Cook, *Watching Quebec: Selected Essays*
- Michel Ducharme, *The Idea of Liberty in Canada*

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

Note: Students will find it easier to contribute to and get much more out of the seminar discussions if they possess at least some familiarity with Quebec history. If students lack this familiarity with the broad outline of Quebec history it is recommended that they read a general history of the province, such as Brian Young, *A Short History of Quebec* (McGill-Queen's 2008), Susan Mann, *The Dream of Nation* (McGill-Queen's 2002), or Peter Gossage and J.I. Little, *An Illustrated History of Quebec: Tradition and Modernity* (Oxford 2013). This last book has been ordered for the university bookstore.

Grade Breakdown:

Book Review	20%
Research Essay	40%
Participation	15%
Final Exam	25%

Course requirements: 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** (6 pages) of Michel Ducharme's *The Idea of Liberty in Canada during the Age of Atlantic Revolutions, 1776-1838* (Montreal and Kingston: McGill-Queen's University Press, 2014). 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, considers the means by which the author goes about presenting this argument, and identifies the significance of the argument within the historiographical tradition of a particular field. Particular attention should be paid in this review to the manner in which Ducharme's argument fits into the historiography of the Rebellions in Lower Canada. It is expected that you will demonstrate in this review a familiarity with this historiography, which means that you should position Ducharme's within the context of works produced by scholars like Fernand Ouellet and Allan Greer.

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 Ducharme'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 February 6**. Papers 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.

Students will also write a **research essay** (12 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 20**. 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.**

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

Seminar Schedule:

Jan. 9: Introduction

Jan. 16: 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
- Ramsay Cook, “La Survivance French-Canadian Style,” in *The Maple Leaf Forever* (Toronto: Copp Clark Pitman, 1986), 96-122.

Jan. 23: Quebec and the British Empire

- 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.
- Allan Greer, *The Patriots and the People: The Rebellion of 1837 in Rural Lower Canada* (Toronto: University of Toronto Press, 1993), 20-51.
- Michel Ducharme, *The Idea of Liberty in Canada during the Age of Atlantic Revolutions, 1776-1838* (Montreal and Kingston: McGill-Queen’s University Press, 2014), 3-53.

Jan. 30: The Rebellions of 1837-38

- Allan Greer, *The Patriots and the People: The Rebellion of 1837 in Rural Lower Canada* (Toronto: University of Toronto Press, 1993), 3-19, 52-86.
- Fernand Ouellet, *Lower Canada, 1791-1840: Social Change and Nationalism* (Toronto 1980), 29-53, 60-94, 177-82, 275-82, 298-302, 323-41
- Michel Ducharme, *The Idea of Liberty in Canada during the Age of Atlantic Revolutions, 1776-1838* (Montreal and Kingston: McGill-Queen’s University Press, 2014), 54-186.

Feb. 6: The Church

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

Feb. 13: The Age of Imperialism

- A. I. Silver, “Some Quebec Attitudes in an Age of Imperialism and Ideological Conflict,” *Canadian Historical Review* 57, no. 4 (December 1976): 440-460.
- Henri Bourassa, “Editorial,” *Le Devoir* June 6, 1917
- Henri Bourassa, in *Dictionary of Canadian Biography*

Reading Week: Feb. 19-23

Feb. 27: The Age of Capital

- 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
- B.L. Vigod, “Alexandre Taschereau and the Negro King Hypothesis,” *Journal of Canadian Studies* 13, no. 2 (Summer 1978): 3-15.

Mar. 6: The Duplessis Era

- Cook, *Watching Quebec*, 98-132, 156-87.
- Maurice Duplessis, in *Dictionary of Canadian Biography*

Mar. 13: The Stirrings of Reform

- 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.

Mar. 20: The Quiet Revolution

- Cook, *Watching Quebec*, 3-16; 17-35
- Kenneth McRoberts, “The Quiet Revolution: The New Ideology of the Quebec State,” in *Quebec: Social Change and Political Crisis* (Toronto 1988), 128-72.

Mar. 27: The Constitution

- Cook, *Watching Quebec*, 56-67, 188-205, 206-18.
- Alain-G. Gagnon and Mary Beth Montcalm, *Quebec beyond the Quiet Revolution* (Toronto: Nelson, 1990), 135-74.

Apr. 3: The Exhaustion of the Nationalist State

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

Apr. 10: Conclusion

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

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 to read about the University's policy on medical accommodation. This site provides links 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, <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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or vangelen@uwo.ca