



**The University of Western Ontario
HISTORY 9207A**

French Canada

Fall/Winter 2018-19

Tues. 1:30-3:30 in Lawson Hall 1218

Instructor: Prof. Jeffery Vacante

Office Hours: Tues. 10:30-11:20

Department of History, Office: Lawson Hall 2218

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Course Description:

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

Course Syllabus:

Requirements: Students will prepare a major **research essay** (25 pages). Students are to select, in consultation with the instructor, a topic that deals with some aspect of French Canada's 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 4**.

Since it is expected that this research essay will be a major piece of work that you develop throughout the semester you will be asked to start thinking about your topic soon. You will thus be asked to write a brief (2-3 pages) **proposal** of your topic along with a one-page bibliography. This proposal should demonstrate deep engagement with the topic and provide evidence that you have begun to seriously think about and read about your chosen field. This proposal and bibliography is **due October 16**.

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 (10-15 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.

Course Materials:

- 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*
- Gabriel Nadeau-Dubois, *In Defiance*

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

Methods of Evaluation:

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| Seminar(s) | 10% |
| Essay Proposal | 15% |
| Research Essay | 50% |
| Participation | 25% |

Course Schedule and Readings:

Sept. 11: Introduction

Sept. 18: French Canadian Society

- Mills, *The Empire Within*, 3-39.
- Behiels, *Prelude to Quebec's Quiet Revolution*, 8-19.
- Pierre Elliott Trudeau, "The Province of Quebec at the time of the Strike."

Sept. 25: Remembering (Montreal)

- Behiels, *Prelude to Quebec's Quiet Revolution*, 20-60, 97-120.
- Rudin, *Making History in Twentieth Century Quebec*, 3-128

Oct. 2: Forgetting (Laval)

- Behiels, *Prelude to Quebec's Quiet Revolution*, 61-96, 121-84.
- Rudin, *Making History in Twentieth Century Quebec*, 129-221.

Fall Break: Oct. 8-12

Oct. 16: Church and Society

- Gauvreau, *The Catholic Origins of Quebec's Quiet Revolution*, 3-174.

Oct. 23: The State

- Behiels, *Prelude to Quebec's Quiet Revolution*, 185-276.
- Gauvreau, *The Catholic Origins of Quebec's Quiet Revolution*, 247-359.
- 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.

Oct. 30: Decolonization

- Mills, *The Empire Within*, 40-118, 163-216.
- 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. 6: Gender

- 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.
- Mills, *The Empire Within*, 119-37.
- Gauvreau, *The Catholic Origins of Quebec's Quiet Revolution*, 175-246.

Nov. 13: Language

- Graham Fraser, *René Lévesque and the Parti Québécois in Power*, 91-112.
- Sean Mills, *The Empire Within*, 138-62.

Nov. 20: Sovereignty Association

- Graham Fraser, *René Lévesque and the Parti Québécois in Power*, 2-90, 113-358.

Nov. 27: Generational Change

- Gabriel Nadeau-Dubois, *In Defiance*.

Dec. 4: Conclusion

Additional Statements

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

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 for such checking 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>).

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

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.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ 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 e-mail vangalen@uwo.ca.