Course Description:
An overview of the cultural, political, and economic history of French Canada since the Conquest of 1759. Particular attention will be paid to the growth of nationalism, the formation of identity, as well as the development of cultural, religious, and political institutions.

Prerequisite(s):
1.0 History course at the 2200 level or above.

Unless you have either the requisites for this 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. The decision may not 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.

Antirequisite(s):
History 3203E

Course Syllabus:
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.

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 5. 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 19. 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.
Course Materials:
• 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.

Methods of Evaluation:

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<td>Book Review</td>
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<td>Final Exam</td>
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Policy on Accommodation for Illness:

Course Schedule and Readings:

**Jan. 8:** Introduction

**Jan. 15: The Conquest**
• Cook, *Watching Quebec*, 82-97.

**Jan. 22: Quebec and the British Empire**
Jan. 29: 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.

Feb. 5: 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. 12: The Age of Imperialism
• Henri Bourassa, in *Dictionary of Canadian Biography*

Reading Week: Feb. 18-22

Feb. 26: The Age of Capital
• Cook, *Watching Quebec*, 36-55.

Mar. 5: The Duplessis Era
• Maurice Duplessis, in *Dictionary of Canadian Biography*

Mar. 12: The Stirrings of Reform

Mar. 19: The Quiet Revolution
• Cook, *Watching Quebec*, 3-16; 17-35
Mar. 26: The Constitution
• Alain-G. Gagnon and Mary Beth Montcalm, Quebec beyond the Quiet Revolution (Toronto: Nelson, 1990), 135-74.

Apr. 2: 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. 9: 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 'At 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.