

## **AP/HIST 3520 3.0: Quebec Since 1867 (Fall 2020)**

Course Instructor: Marcel Martel

Virtual office hours: Mondays (10:30 a.m. to 11:30 a.m. or by request)

Email: [mmartel@yorku.ca](mailto:mmartel@yorku.ca) (you can contact me by email and I reply within 48 hours).

Please note that this is an online course. The entire course, including the submission of assignments, participation/discussion, quizzes and a final exam, will take place on the course's Moodle. There will be no in-person interactions or activities on campus.

### **Acknowledgment of Indigenous Peoples and Traditional Territories**

We recognize that many Indigenous nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

### **Course Description**

This course analyzes the development of Quebec since Confederation. It looks at the political, cultural, economic, social, and ideological factors that have shaped Quebec society since 1867. It focuses on a series of topics that will help students to understand the evolution of Quebec. These topics include Indigenous people, economic development, the transformation of the political culture, immigration and its impact on society, the evolution of nationalism and the rise of the independence movement, the predominance and decline of the Roman Catholic Church as a political, social, ideological, and cultural force, the evolution of culture, the place of Quebec within Canada, its relations with other provincial governments and francophone minority groups, and the activism of the Quebec state in the world.

### **Organization of the Course**

This course will be delivered entirely online through Moodle and includes weekly recorded lectures posted on Mondays. This course involves online discussions and weekly quizzes on the readings and videos. Online discussions will enrich, clarify, and illustrate crucial issues from the assigned readings and videos. Students will post their comments on readings and videos at least twice a week.

This course is divided into 3 modules and 11 units. You should begin the course in Module 1, and complete it before moving onto the next module. The modules have been organized in sequential order. While you can complete the modules at your own pace, a suggested timeline for completing the course has been provided in the schedule of readings and activities.

For each module, there is a series of assigned readings that must be completed. To help you make sense of the assigned texts, each text is accompanied by a brief recorded presentation as well as by a set of guided reading questions.

- I encourage you to begin each unit by watching the accompanying recorded presentation.
- The next step is to read the material and to watch the short videos. The guided reading questions and the brief recorded presentation of the reading material will orient your focus to the major themes, concepts, theoretical frameworks, and ideas in the assigned readings.

It will be up to each student to manage their own weekly schedules for when they view the online material, do the assigned readings, participate in online discussions, complete weekly quizzes, and work on the other assignments.

Short weekly recorded lectures will be posted on the Moodle website every Monday. Please note that 1) the recordings should be used for educational purposes only and as a means for enhancing accessibility; 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#)); and 3) all recordings will be destroyed after the end of classes.

Students will have the opportunity to acquire skills in critical analysis, historical research and writing. Assignments to improve academic skills will take the form of two papers and written commentaries on the readings. There will be a final take-home exam based on the content of the lectures, readings and videos.

All materials prepared for **HIST 3520 3.0** at York University are the intellectual property of Marcel Martel unless otherwise stated. Course materials should only be used by students enrolled in this course. This can include the following material: lecture handouts, audio and video recordings, PowerPoint slides, as well as questions and/or solution sets for assignments, quizzes, tests and final exams, among other pieces of intellectual property. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos.) have either been licensed for use in this course, or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's [Code of Student Rights and Responsibilities](#) and the Senate Policy on [Academic Honesty](#). In addition, you may face legal consequences for any violation of copyright law.

### Key Resources and Readings

All readings are available online. See the course schedule section for specific readings. There are no required textbooks for this course. However, you will find the following textbooks useful, especially when you work on your written assignments.

Dickinson, Jean Alexander and Brian J. Young, *A Short History of Quebec* (Montreal: McGill-Queen's University Press, 2008). ebook

Linteau, Paul-André, René Durocher et Jean-Claude Robert, *Quebec : A History 1867-1929* (Toronto : James Lorimer & Company Limited, 1983). ebook

Linteau, Paul-André, René Durocher et Jean-Claude Robert, *Quebec Since 1930* (Toronto : James Lorimer & Company Limited, 2000). ebook

Mann, Susan, *The Dream of Nation: A Social and Intellectual History of Quebec* (Montreal: McGill-Queen's University Press, 2002). ebook

## Evaluation

The grade for the course will be based on the following percentages. All students must pass both written assignments, quizzes, a final take-home exam, and participation in order to pass the course.

Assessment	Due date	Value (% of the final grade)
Written Assignment 1	October 19, 2020	20%
Written Assignment 2	November 23, 2020	30%
Quizzes	Every week	15%
Final take-home exam	December 16, 2020	20%
Online forum discussions	Every week	15%

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g. A+ =9, A=8, B+=7, C+=5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100; A = 80-89, B+=75-79, B=70-74; C+=65-69, C+60-64, etc.). For a full description of York's grading system, see <http://history.laps.yorku.ca/students/grading-system/>

### FW 20-21 Important Add/Drop Deadlines:

	FALL	YEAR	WINTER
	(F)	(Y)	(W)
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 22, 2020	Sept. 22, 2020	Jan. 25, 2021
Last date to add a course <b>with</b> permission of instructor (also see Financial Deadlines)	Oct. 6, 2020	Oct. 27, 2020	Feb. 8, 2021
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6, 2020	Feb. 5, 2021	March 12, 2021
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7 - Dec. 8, 2020	Feb. 6 - April 12, 2021	March 13 - April 12, 2021

**Refund Table (Student Financial Services):** <https://sfs.yorku.ca/refunds/tables/>

### **General Rules, Policies and Expectations**

#### **Academic Honesty Statement:**

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Liberal Arts and Professional Studies at York University supports the International Center for Academic Integrity's definition of academic integrity. That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons.
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- Respect your course instructor: Understand what the instructor is asking of you in class, in assignments, and in exams. If you are unsure, ask your professor. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

#### Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Your lack of familiarity with the Senate Policy and

Guidelines on Academic Honesty does not constitute a defence against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

If you have any questions about a mark you received, either during a course or after a course is over, first approach the course director. If you are not satisfied with the outcome, you may approach the Director of Undergraduate Studies for mediation. The Director of Undergraduate Studies does not change grades.

If, at the end of a course, you feel that your grade was not justified, you may submit to the History Department a formal written appeal for reappraisal. **Requests for grade reappraisals must be filed with the Department within 21 calendar days of the release of the final grade in the course.** Students may question the marking of specific pieces of work or the overall course grade. Normally, only written work can be reassessed.

**When a student asks for a reappraisal, the original grade may be raised, lowered, or confirmed.** The decision of the Department may be appealed to the Faculty of Liberal Arts & Professional Studies Executive Committee only on grounds of procedural irregularity or new evidence. Appeals must be submitted within 21 days of notification of the decision of the Department. **History department policy on grade reappraisals**, including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>

**Academic Accommodation for Students with Disabilities:** While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer to these guidelines and procedures: [Academic Accommodation for Students with Disabilities](#).

The university encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor as necessary. Please let the course instructor know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.

**Religious Observance Accommodation:**

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**The History Department:** The department's email for general inquiries is [lapshist@yorku.ca](mailto:lapshist@yorku.ca).

**The History Department website:** Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <https://history.laps.yorku.ca/>

**Undergraduate Program in History:** links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists: <http://history.laps.yorku.ca/undergraduate-program/>

**History Advising Hours:** The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at [dushist@yorku.ca](mailto:dushist@yorku.ca). As well as answering questions by email, he will arrange a conversation on Zoom if you wish. Please note that no grade information will be discussed via email.

**The Writing Centre:** One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer some drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.

**York University Libraries:** Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <https://www.library.yorku.ca/web/>

### **Written assignment 1: Living through a pandemic: Canadians and Quebeckers during the 1918 flu**

**Essay Due: October 19, 2020**

Students must write a report on the 1918 flu pandemic that affected Canada, Quebec and the rest of the world. Please consult the detailed assignment description available on Moodle.

### **Written Assignment 2: A History Entry for a Travel Guide book**

**Essay Due: November 23, 2020**

Students are required to write a History entry for a travel guide book. Please consult the detailed assignment description available on Moodle.

### **Quizzes and Final Exam**

This course includes weekly quizzes. The quizzes will be based on the readings and videos. They are designed to test your comprehension of the material and will consist of multiple-choice questions. A weekly quiz will be available every Monday morning and students will have seven days to complete.

The take-home final exam will cover the material covered during the term. It will consist of essay questions that will ask students to reflect back on the course as a whole in terms of themes, commonalities, and point of contradiction between and within units. Students will be asked to refer to specific examples from units to support their thinking. The exam must be done independently. The answers must be written in formal prose, be double-spaced, be written in 12-point font, and be submitted as either a .doc, .docs, or .pdf file.

### **Course participation**

Every week on Monday morning students will receive an email via Moodle from the course director. The email will include discussion questions. The contribution should be a thoughtful paragraph in length. It can respond to the questions that will be posted on the discussion forum for that week or pose a new line of inquiry. It should be designed to foster further engagement from the group. The best discussions happen when people post in a timely manner and read and

respond to one another's posts. All students will be responsible for making at least two contributions to each weekly discussion. Discussants should aim to post at least one contribution by **NOON Thursday**. That will give people time to respond to one another. The deadline for completing all discussion contributions will be Monday morning by 10:00 AM. The course director will read discussion on a regular basis, contribute and make comments. Failure to post your thoughts in a timely manner will result in poor participation marks.

Active and respectful student participation is essential to establishing a productive and engaging learning environment for everyone. Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the Code of Student Rights and Responsibilities. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the student guide to e-learning. **If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.**

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

## Course Schedule

**Week of September 14, 2020**, Introduction

### **Module 1: Quebec and Modernity (1867-1920)**

**Week of September 21, 2020, Unit 1** Quebec in 1867

Confederation: The Creation of Canada (McCord Museum, 3 minutes)

Ruth Dupre, "Was the Quebec government spending so little?: A comparison with Ontario, 1867-1969," *Journal of Canadian Studies* 28, 3 (Fall 1993): 45-61.

Marcel Martel, Colin M. Coates, Martin Pâquet, and Maxime Gohier, "Québec and Confederation: Gains and Compromise" in Daniel Heide, ed., *Reconsidering Confederation: Canada's Founding Debates, 1864-1999* (Calgary: University of Calgary Press, 2018): 75-100.

**Week of September 28, 2020, Unit 2** The Industrial Revolution: Going to the United States

Readings:

Montreal 1896-1914: The Canadian Metropolis (McCord Museum, 3:36 minutes)

Peter DeLottinville, "Joe Beef of Montreal: Working-Class Culture and the Tavern, 1869-1889," *Labour-Le Travail* 8/9 (Autumn 1981-Spring 1982): 9-40.

Mark Paul Richard, "'This is Not a Catholic Nation': The Ku Klux Klan Confronts Franco-Americans in Maine," *The New England Quarterly* 82, 2 (June 2009): 285-303.

**Week of October 5, 2020, Unit 3** Industrialization and Social Reforms

Sylvie D'Augerot-Arend, "Why So Late?" Cultural and Institutional Factors in the Granting of Quebec and French Women's Political Rights," *Journal of Canadian Studies* 26, 1 (Spring 1991): 138-165.

Sebastian Normandin, "Eugenics, McGill, and the Catholic Church in Montreal and Quebec: 1890-1942," *Canadian Bulletin of Medical History* 15, 1 (1998): 59-86.

Jarrett Rudy, "Unmaking Manly Smokes: Church, State, Governance, and the First Anti-Smoking Campaigns in Montreal, 1892-1914," *Journal of the Canadian Historical Association* 12 (2001): 95-114.

**Week of October 12, 2020, Thanksgiving + Fall Reading week**

**Week of October 19, 2020, Unit 4** Quebec during World War I

Readings:

Conscription Riots, Spring 1918, Quebec City

Martin F. Auger, "On the Brink of Civil War: The Canadian Government and the Suppression of the 1918 Québec Easter Riots," *Canadian Historical Review* 89, 4 (December 2008): 503-540.

Robin B. Burns, "The Montreal Irish and the Great War," *Canadian Catholic Historical Association Study Sessions*, 52 (1985): 67-81.

Rebecca Lazarrenko, "Francophone Alberta: Deeply Engaged in the First World War", Active History.ca

**Module 2: Prosperity, Economic Depression, War, and Prosperity again (1920-60)**

**Week of October 26, 2020, Unit 5** Boom and Bust: Quebec from 1919 to 1939

Readings:

Paul-André Linteau, René Durocher and Jean-Claude Robert, chapter 8 "Challenge to Liberalism" and chapter 9 "Managing the Depression," in *Quebec since 1930* (Toronto : James Lorimer & Company Limited, 2000): 70-83; 88-98.

Denyse Baillargeon, "If You Had No Money, You Had No Trouble, Did You?": Montreal Working-Class Housewives during the Great Depression," *Women's History Review* 1, 2 (June 1992): 217-237.

Wendy Johnston, "Keeping Children in School: The Response of the Montreal Catholic School Commission to the Depression of the 1930s," *Canadian Historical Association Historical Papers* 20, 1 (1985): 193-217.

**Week of November 2, 2020, Unit 6** Quebec during World War II

Readings:

Paul M. Couture, "The Vichy-Free French Propaganda War in Quebec, 1940 to 1942," *Historical Papers* 13, 1 (1978): 200-216.

Magda Fahrni, "The Romance of Reunion: Montreal War Veterans Return to Family Life, 1944-1949," *Journal of the Canadian Historical Association* 9 (1998): 187-208.



Tamara Myers and Mary Anne Poutanen, "Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WW II Montreal," *Social History/Histoire Sociale* 38, 76 (November 2005): 367-98.

**Week of November 9, 2020, Unit 7** Post-war prosperity and social conservatism: Maurice Duplessis in Power, 1944-59

Readings:

Richard Jones, *Duplessis and the Union National Administration*. Canadian Historical Association, 1983, 2000.

Jessica van Horssen, "'À faire un peu de poussière:' Environmental Health and the Asbestos Strike of 1949," *Labour / Le Travail* 70 (Fall 2012): 101-132.

Nicole Neatby, "Student Leaders at the University of Montreal during the early 1950s: What did Catholics Want?" *Canadian Catholic Historical Association Historical Studies* 62 (1996): 73-88.

### **Module 3 The Modernization of Quebec Society (1960 to the Present)**

**Week of November 16, 2020, Unit 8** The Quiet Revolution

Readings:

Masters in our Own House (Maitres Chez Nous) Canada: A People's History 6.29 minutes,

Susan Mann, chapter 19 "Noisy Evolution," *The Dream of Nation: A Social and Intellectual History of Quebec* (Montreal: McGill-Queen's University Press, 2002): 298-315.

David Seljak, "Why the Quiet Revolution was "Quiet": The Catholic Church's Reaction to the Secularization of Nationalism in Quebec after 1960," *Historical Studies* 62 (1996): 109-124.

**Week of November 23, 2020, Unit 9** Language and Immigration Debates

Readings:

Martin Pâquet, *Toward a Quebec Ministry of Immigration, 1945 to 1968*, Ottawa, the Canadian Historical Association, 1997

Victor Piche, "Immigration, Diversity and Ethnic Relations in Quebec," *Canadian Ethnic Studies* 34, 3 (2002): 5-27.

Aliyyah Dato, "Behind the Veil of Quebec Schooling," *Journal of Eastern Townships Studies / Revue d'études des Cantons-de-l'Est* 47 (fall/autumn2016): 53-69.

**Week of November 30, 2020, Unit 10** Indigenous and Quebec Political Activism

Readings:

Christian Lammert and Boris Vormann, "New Chances for Accommodation: Has Québécois Separatism Run its Course?" *Zeitschrift für Kanada-Studien* 35, 1 (2015): 45-62.

Warren H. Skea, "The Canadian Newspaper Industry's Portrayal of the Oka Crisis," *Native Studies Review* 9, 1 (1993-94): 15-31.

CBC Archives video, "10 year anniversary of Oka" (13:32 minutes)

CBC Archives video, "James Bay Cree experience dramatic change" (4:33 minutes)

CBC Archives video, "Chief Coon Come speaks out" (3:25 minutes)

**Week of December 7, 2020, Unit 11** Social activism: The Maple Spring

Readings:

Quebec's Maple Spring, 12 May 2012 (9:53 minutes)

Joel Bergman, "5 years after the 2012 Maple Spring: The Lessons for Today", 22 March 2017

Carty, Victoria, "Student Mobilizations in Canada and the United States: Resistance to the Neoliberalization of Higher Education," *Journal for the Study of Radicalism* 12, 1 (Spring 2018): 97-122.