

WILFRID LAURIER UNIVERSITY
Waterloo, Ontario

POLITICAL SCIENCE 201/NORTH AMERICAN STUDIES 210
Québec Contexts

Fall Term 2009
Tu Th 2:30-3:50 pm
Room: BA209
Tutorials: #1 Tu 4:00 - 4:50 pm S102
 #2 Tu 5:00-5:50 pm S102
 #4 W 5:30-6:20 pm STM111

Instructor: Dr. Brian Tanguay
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e-mail: btanguay@wlu.ca
Office Hours: Tu Th 11:00 am-12:00 pm
 W 11:00 am-12:00 pm

Wilfrid Laurier University uses software that can check for **plagiarism**. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

Students with disabilities or special needs are advised to contact Laurier's **Special Needs Office** for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

The Political Science Department's policy on **deferred midterm and final examinations** can be found at <http://www.wlu.ca/arts/politicalscience>



COURSE OBJECTIVES

This course examines the sources of contemporary Québécois identity in fiction, film, theatre and nonfiction. It explores recent political, economic, and social developments in Quebec, along with their impact on public policy. Quebec's relations with the rest of Canada and the situation of Francophones outside of Quebec are also analyzed in the lectures and tutorials.

REQUIRED TEXTS

Two texts have been ordered and may be purchased in the bookstore:

Marie-Claire Blais, *A Season in the Life of Emmanuel*, trans. Derek Coltman. Toronto: McClelland and Stewart, 1992 [1966].

Inroads, Issue no. 22, Winter/Spring 2008.

A customized package of course readings will also be available for purchase in the bookstore.

COURSE HOMEPAGE

Through the WebCT course homepage, students will be able to access documents and other materials, receive updates and grades, as well as contact the instructor. The website is an integral component of the course and, as such, students are encouraged to visit it regularly. The login page is: <http://weblearn.wlu.ca/> Students having difficulty logging in should contact webct@wlu.ca.

COURSE REQUIREMENTS

Tutorial participation†	10%
Tutorial presentation‡	15%
Mid-term§ (Oct. 22)	25%
Essay*	20%
Final Exam**	30%

†tutorial groups will begin meeting on October 1st and 2nd (week 4). Attendance at these tutorials is *mandatory*.

‡during each tutorial, anywhere from four to six students (depending on course enrolment) will make presentations to the class (topics are listed below, after the readings for the lectures). Presentations should last for approximately 10-15 minutes each. Students must submit the Power Point slides or a copy of the “talking points” on which the presentation is based at the beginning of the tutorial during which they are making their presentation. Presentations will be graded according to their originality, clarity, organization and ability to generate class discussion. All of the tutorial topics are framed as debates (yes/no or pro/con), and presenters should try to persuade their classmates that their position is the right one. Marks are therefore also assigned according to the persuasiveness of the argument in the presentation. For group presentations, each member of the group will receive an identical grade, unless there is compelling evidence of a free-rider problem.

§a mid-term test will be held in class on Thursday, October 22. The format of the mid-term, and the material covered in the test, will be posted on the course homepage in early October.

*an essay of approximately 2500 words (roughly 8 double-spaced pages with a 12-point font and 1" margins) is due in class on December 1. **If they wish, students may write their papers on the same broad topic area as their tutorial presentation. However, the paper should not be framed as one side of a debate. Instead, students are encouraged to focus on one particular aspect of the topic in question. For example, if a student were to give a tutorial presentation on the War Measures Act (WMA), he/she might write the essay on the Mulroney government’s adoption of the Emergencies Act to replace the WMA. Or they might focus**

on parallels between the WMA and recent legislation, both in Canada and the U.S., to counter the perceived terrorist threat after 9-11. Students may also choose to write on an entirely different topic from their tutorial presentation; in all cases, students MUST consult with the instructor in order to ensure that the topic they have chosen is acceptable.

The essays must be submitted to turnitin.com in order to be graded. Instructions on how to use turnitin.com will be posted to the course homepage on WebCT.

The penalty for late papers is 2.5% per day (that is, ½ mark out of 20), unless documentation is submitted demonstrating a medical or other compelling reason for being late.

Include a proper cover page (title of essay, course/instructor, date of submission and student name/ID), **number your pages** (this is easy to do in Word or Wordperfect) and include a bibliography. Do not submit papers in duo tangs, report covers, binders or anything similar. Ensure that your paper is stapled.

You may use any citation style you prefer (Chicago, MLA, APA) so long as you use it correctly and consistently. There are numerous handbooks of style available, both in the library and on the Web, so consult them if you have any doubt about what you are doing. Students are expected to consult a wide range of secondary materials in researching their essays (as a rough guide, 8 scholarly sources for an 8-page paper), in addition to newspaper articles or magazine articles).

**a 2-hour final exam will be scheduled during the formal examination period in December. It will consist of multiple choice, short answer and essay questions.

Please familiarize yourselves with pp. 99-102 of the *Undergraduate Calendar*—the sections dealing with “Academic and Research Misconduct.” Note that cheating includes (but is not restricted to) “the presentation of a single work in more than one course without the permission of the instructor involved.” The penalties for cheating can range from a zero in the assignment to an F in the course or worse, depending on the severity of the infraction.

TOPICS & READINGS

15 Sept. Introductory Lecture/Administrivia

Taras Grescoe, “Poutine Nation” [coursepack]

Sandro Contento, “Distinct? Let me Count the Ways” [coursepack]

17 Sept. History, Collective Memory and Identity in Contemporary Quebec

Film: A Licence to Remember/Je me souviens (NFB 2002)

- 22 Sept. History, Collective Memory and Identity in Contemporary Quebec**
 Michael Ignatieff, “Quebec” [coursepack]
 Ramsay Cook, “The Paradox of Quebec” [coursepack]
 Konrad Yakabuski, “The Liberal Revival in Quebec” [coursepack]
- 24 Sept. History, Collective Memory and Identity in Contemporary Quebec**
Film: Reconquering the Conquest (1993)
- 29 Sept. From *la survivance* to *la grande noirceur***
 Ramsay Cook, “The Ideology of Survival” [coursepack]
 Richard Jones, “Duplessis and the Union Nationale Administration” [coursepack]
 Claire Martin, *In an Iron Glove* [selections] [coursepack]
- 1 Oct. Marie-Claire Blais’s Vision of Traditional Quebec**
 Blais, *A Season in the Life of Emmanuel*
- 6 Oct. The Quiet Revolution: Causes and Consequences**
 Hubert Guindon, “Two Cultures” [coursepack]
 Fernand Ouellett, “The Quiet Revolution: A Turning Point” [coursepack]
- 8 Oct. The October Crisis**
Film: Action—The October Crisis of 1970 (NFB 1973)
- 13 Oct. The Ethics of Revolution**
 Thomas Berger, “Democracy and Terror” [coursepack]
 Michael Walzer, “Excusing Terror” [coursepack]
- 15 Oct. The Politicization of Language in Quebec**
 Michel Tremblay, “The King and I” [coursepack]
 A. Brian Tanguay, “The Politics of Language in Québec: Keeping the Conflict Alive” [coursepack]
 Witold Rybczynski, “Words Apart,” *American Scholar* 78:3 (Summer 2009), 66-73. [NB: this article is NOT in the coursepack, but is available in the e-

journals on Trellis; it will also be posted as a PDF on the course homepage on WebCT]

Charles Castonguay, "French is on the Ropes. Why Won't Ottawa Admit It?" *Policy Options* (October 1999), 39-50. **[NB: this article is NOT in the coursepack, but is available in the e-journals on Trellis; it will also be posted as a PDF on the course homepage on WebCT]**

20 Oct. The Politicization of Language in Quebec (cont'd)

22 Oct. Mid-term test [in class, 80 minutes]

27 Oct. The Plural Quebec Nation: The Anglophone Community

Garth Stevenson, "English-Speaking Quebec: A Political History" [coursepack]
Film: Between the Solitudes (NFB 1993)

29 Oct. The Plural Quebec Nation: Allophones, Hérouxville and Reasonable Accommodation

Inroads no. 22 (Winter/Spring 2008), articles by Chodos, Bouchard/Taylor, Stevenson, Rioux, Cairns, and Goodhart, pp. 43-77.

Konrad Yakabuski, "Neither Practising nor Believing, But Catholic Even So" [coursepack]

3 Nov. First Nations/Quebec Nation

Daniel Salée, "The Quebec State and Indigenous Peoples" [coursepack]

5 Nov. Contemporary Quebec Culture: From the Rocket to Les Cowboys Fringants

Benoît Melançon, *The Rocket* [selections] [coursepack]

Grescoe, "The Blue Glow" [coursepack]

10 Nov. Contemporary Quebec Culture, cont'd

12 Nov. Contemporary Quebec Politics: The Trudeau-Lévesque Legacy

Ken McRoberts, "Trudeau and the New Federal Orthodoxy" [coursepack]

Ramsay Cook, "'I never thought I could be as proud' ... The Trudeau-Lévesque Debate" [coursepack]

- 17 Nov. The Second Referendum**
Film: Referendum Take 2 (NFB 1996)
- 19 Nov. Constitutional Futures: Secession**
 Stéphane Dion, “Why is Secession Difficult in Well-Established Democracies? Lessons from Quebec,” *British Journal of Political Science* 26:2 (April 1996), 269-83. **[NB: this article is NOT in the coursepack, but is available in the e-journals on Trellis; it will also be posted as a PDF on the course homepage on WebCT]**
 A.R. Riggs, Tom Velk and Harold M. Waller, “Table for Three: How US Negotiators Would Play Quebec Separation,” *Policy Options* (March 2000), 53-56. **[NB: this article is NOT in the coursepack, but is available in the e-journals on Trellis; it will also be posted as a PDF on the course homepage on WebCT]**
 Robert Young, “What Would Happen After a Yes in a Future Referendum” and “Postscript,” *The Struggle for Quebec* [coursepack]
- 24 Nov. Constitutional Futures: A “Third Way”? Asymmetrical Federalism and the “Autonomisme” of the ADQ**
 Jennifer Smith, “The Case for Asymmetry in Canadian Federalism.” [coursepack]
 André Lecours, “Speaking of Asymmetry: Canada and the ‘Belgian Model.’” [coursepack]
Inroads no. 22 (Winter/Spring 2008), articles by Milner, Montigny, Bruguet/Vaillancourt, Bouchard, Parisella, and Kelley, pp. 79-117.
- 26 Nov. Quebec and the Future of Canadian Federalism**
 Daniel Béland and André Lecours, “Sub-state Nationalism and the Welfare State: Québec and Canadian Federalism,” *Nations and Nationalism* 12:1 (2006), 77-96. **[NB: this article is NOT in the coursepack, but is available in the e-journals on Trellis; it will also be posted as a PDF on the course homepage on WebCT]**
 Kenneth McRoberts, “Canada and the Multinational State,” *Canadian Journal of Political Science* 34:4 (Dec. 2001), 683-713. **[NB: this article is NOT in the coursepack, but is available in the e-journals on Trellis; it will also be posted as a PDF on the course homepage on WebCT]**
- 1 Dec. Quebec: The Distinct Society (Wrap-up)**
- 3 Dec. Course Overview and Review for Final Exam**

SCHEDULE OF TUTORIALS

In the third week of classes, students will be asked to submit their first three choices for their tutorial presentation topics. Every effort will be made to assign students to one of their top choices.

Date	Topics
October 6, 7	Introductory meeting; students are informed of their presentation dates
October 13, 14	<p>“They who can give up essential liberty to obtain a little temporary safety, deserve neither liberty nor safety.” [Benjamin Franklin]</p> <p>Debate, with reference to the War Measures Act and more recent legislation, such as the USA Patriot Act.</p> <p>Pro</p> <p>Con</p>
October 20, 21	<p>As Castonguay argues, the French language in Canada IS on the ropes.</p> <p>Pro</p> <p>Con</p>
November 3, 4	<p>“Quebec’s existing approach to integrating immigrants and minorities is appropriate and has, on the whole, been successful.” [Garth Stevenson]</p> <p>Debate, with specific reference to the “Hérouxville Incident.”</p> <p>Pro</p> <p>Con</p>
November 10, 11	<p>The Rocket - and hockey more generally - occupy a more important position in the Québécois identity than do similar sporting icons (Gordie Howe and Wayne Gretzky, for example) in English Canada.</p> <p>Pro</p> <p>Con</p>
November 17, 18	<p>Through their music, television programmes, films and theatre, the Québécois inhabit an entirely different cultural world than Anglophones in the rest of Canada.</p> <p>Pro</p> <p>Con</p>
November 24, 25	<p>As former Liberal MNA Reed Scowen suggests, it is “time to say goodbye” to Quebec.</p> <p>Pro</p> <p>Con</p>

