

**FALL 2018**

**CDNS FINS 2510R [0.5 credit]**

**Introduction to Québec Society (exclusively online)**

**Course instructor:**

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**Teaching Assistants :**

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*"[This] course is an excellent example of helping students develop critical knowledge management skills in a digital age, as well as learning about the cultural issues surrounding Quebec's role in Canada."*

Dr. Tony Bates, Author of "[Teaching in a Digital Age](#)" in response to a [journal article](#) published about the course.

**The goals of this course are to:**

1. Understand major geographical,
2. historical, economic, political, cultural, and literary themes that have shaped Québec' society;
3. Analyze and integrate information from readings, lectures, class discussions, guest lectures and audiovisual materials; and
4. Sharpen note-taking, discussion, reading, writing, critical thinking, and research skills.

In this course, we will do a survey of geographical, historical, demographical, cultural, political and social developments in Québec, from the colonial period to the present. This online course is intended to provide students with a broad understanding of the narrative of Quebec history, incorporating the main themes that continue to shape Quebec's culture and especially its relationship to memory... "Je me souviens".

These themes include the evolving structures and values of Quebec society, cultural production and policies, relations with English Canada, and debates on identity and nationalism. The lectures spread on 10 modules, and the associated mandatory readings and films are an integral part of the course.

With a firmer understanding of Quebec society's development from New France, to the Patriots' Rebellions of 1837-1838, to the period of terrorism in the 1960s leading to the October crisis of 1970, and the subsequent referenda on sovereignty, students will be better equipped to pursue their studies in Canadian Studies and Quebec Studies within the School of Indigenous and Canadian Studies. More specifically, students will be able to contribute to debates about federalism, national identity, Quebec's distinctiveness, and multiculturalism.

I rely on many historians' and social science and literature authors' work to prepare my lectures. I cite them or refer to them in my lectures, but I would like to express my gratitude to Claude Bélanger from Marianopolis College for the very useful links, summarized texts, and historical documents posted online for educational purposes, and the team of l'Encyclopedie de l'Amérique française for its great web resources.

<http://faculty.marianopolis.edu/c.belanger/quebechistory/about.htm>,

<http://www.ameriquefrancaise.org/en/>

I would like to thank librarian Martha Attridge Bufton who created videos specifically for this course that will help you understand how to locate a primary source for this course and how to select, quote and reference a secondary source as well. Her tutorials are embedded in the course but can also be accessed in the Course information section.

I am grateful to Maristela Petrovic-Dzerdz for carefully designing (in 2012) and redesigning (in 2018) this online course and reflecting on the many pedagogical objectives of this introductory level course, in terms of building skills, experiential learning, creating and sustaining a community of learners.

**Questions shall be directed to the Ask the prof! in the top section of the course. Emails shall be kept for strictly personal issues.**

**Upon request, private or public online office hours will be conducted.**

**Resources:** *Canadian Studies Library Resource Page:* The library has a web page that is a useful starting point for research in Canadian Studies.

<http://www.library.carleton.ca/subjects/canstudies/index.html>

**Evaluation:** Carleton University grading equivalents will be used for grading submitted work and calculating final grades.

[www.carleton.ca/cuuc/regulations/acadregsuniv2.html#2.1](http://www.carleton.ca/cuuc/regulations/acadregsuniv2.html#2.1)

**Course requirement:** Students must attend online classes, read assigned readings, and participate actively in the online discussions and forums. Students are responsible for all materials and issues raised in the readings, in the forums and in class (including videos and guest lecture interviews). **For each lecture, you will have the option to download the presentation slides and mp3 audio files or to watch the narration over slides as a movie. Note that all my narrations on slides are closed-captioned.**

**Assigned readings:** Library reserves readings accessible through ARES- at the top left of your screen).

Donald Fyson, *The Canadiens and the Conquest of Quebec: Interpretations, Realities, Ambiguities* *Quebec Questions Quebec Studies for the Twenty-First Century* Edited by Stéphan Gervais, Christopher Kirkey and Jarrett Rudy, Oxford University Press, 2011, p.18-33.

Garth Stevenson *Canadian Federalism and the Search for Accommodation of Quebec Nationalism* *Quebec Questions Quebec Studies for the Twenty-First Century* Edited by Stéphan Gervais, Christopher Kirkey and Jarrett Rudy, Oxford University Press, 2011, p. 47-62.

Christopher Jones, *Popular Music in Quebec* *Quebec Questions Quebec Studies for the Twenty-First Century* Edited Stéphan Gervais, Christopher Kirkey and Jarrett Rudy, Oxford University Press, 2011p. 212-222

Linda Cardinal, *Language planning and Policy making in Quebec and Canada Quebec Questions Quebec Studies for the Twenty-First Century* Edited by Stéphan Gervais, Christopher Kirkey and Jarrett Rudy, Oxford University Press, 2011, p. 184-201.

Daniel Weinstock, *The Politics of language: Philosophical reflections on the case of Quebec, Quebec Questions Quebec Studies for the Twenty-First Century* Edited by Stéphan Gervais, Christopher Kirkey and Jarrett Rudy, Oxford University Press, 2011, p. 202-211

Taras Grescoe, *Extinct society , Sacré Blues An Unsentimental Journey Through Quebec*. Marfarlane Walter and Ross, 2001, p. 264-291.

Martin Papillon, *Aboriginal Peoples and Quebec: Competing or Coexisting Nationalisms? Quebec Questions Quebec Studies for the Twenty-First Century* Edited by Stéphan Gervais, Christopher Kirkey and Jarrett Rudy, Oxford University Press, 2011, p. 109-122.

Taras Grescoe, *Significant Others, Sacré Blues An Unsentimental Journey Through Quebec*, Marfarlane Walter and Ross, 2001, p. 292-304.

Taras Grescoe, *Q is for Culture. An Unsentimental Journey Through Quebec*, Marfarlane Walter and Ross, 2001 p. 147-181.

**Assigned films:** Library reserves readings accessible through ARES- at the left of your screen).

Apart from interviews and discussions prepared by Prof Trépanier and directly embedded in the course, you will also watch these mandatory movies.

*A license to remember* by Thierry Lebrun (NFB)

*The Fate of America* by Jacques Godbout (NFB)

*Action* by Robin Spry (NFB)

*Kanehsatake 270years of Resistance* by Alanis Obomsawin (NFB)

## Structure of the class

Apart from the readings, the online lectures, and embedded audio-visual materials, quizzes and forums are the primary teaching method. The lectures and activities will always be open. While the lectures will remain open for the duration of the course, each module's **assignments will close for submissions at different times depending of the assignment. PLEASE consult the list of graded assignments for precise due dates** (also listed below).

I expect you to be an active participant in the lectures. *Your challenge is to listen/watch critically and take notes accordingly.* I do not necessarily lecture directly to the assigned weekly readings, though the PowerPoint slides serve as a guide. All the lectures will be available in advance if you prefer to watch the lectures ahead of time. **But remember that many of the activities, and especially the debate activities, are time sensitive activities, and that they require a dialogue. In these cases, you will not be able to post your written participation in advance.**

I do not expect you to write down every word I say, but I do expect you to identify key issues raised in the lecture and relate them to the readings, the forums or the films and audio-visual material when applicable. This includes the questions and issues raised in each lecture, for they will be discussed at the end of each class through the reflexive *Learning responses*.

My advice: summarize your notes shortly after the online session. The *Learning responses* for each module will help you sharpen that important intellectual skill. As the course progresses, you will begin to see links across the modules, *which is one of the benefits of interdisciplinary studies*. If you are unsure of something, **Ask the Prof!**

You will receive a mark for your modules' assignments in your grade book within a reasonable time (unless I communicate differently). The teaching assistants and I will be marking the assignments in keeping with their categories, for a better feedback system. For instance, all the learning responses will be graded by the same person.

### **What is expected from you in this course:**

- Log on to your course every day
- Take notes while watching lectures

- Read assignment instructions carefully
- Meet the assignment deadlines
- All your contributions must be original (no plagiarism will be unpunished)
- **"Speak up" if problems arise! Do not wait until it's too late and can't be fixed!**
- Participate!
- Be polite and respectful
- Take the program and yourself seriously
- **You are not allowed to share, distribute or use the provided course material (lecture videos, presentations slides, audio files, movie clips etc.) for any other purpose than the course work in this course.**

## **Assignments and evaluation (100%)**

### **Module 0**

- **Introductory activity (3)**
- **Intro Survey (1)**

### **Module 12**

- **Learning responses (2)7%**
- **Forum (3)**
- **Using correct terms (no grade)**

### **Module 2**

- **Comparison of two virtual exhibits (7)**
- **Learning responses (2)**

### **Module 3**

- **Learning responses (2)**
- **Forum (3)**

### **Module 4**

- **Learning responses (2)**
- **Forum (3)**

### **Module 5**

- **Learning responses (2)**

### Module 6

- Learning responses (2)
- Forum about legendary labels (3)
- Group work Legendary labels (5)

### Module 7

- Learning responses (2)
- Understanding of the poem Speak White (3)

### Module 8

- Learning responses (2)
- Forum (3)
- Primary source assignment (5)

### Module 9

- Learning responses (2)

### Module 10

- Learning responses (2)
- Secondary source assignment (10)

### Module 11

- Final debate (30)
- Exit Survey (1)

A full description of the assignments is embedded in the relevant module. A calendar of due dates is attached to the syllabus.

### Polls/Quizzes

There will be polls, surveys and practices quizzes that will monitor your understanding of the course content or that will connect you to the rest of the group. These help build our virtual classroom... and feed the discussions. Participate!

### **Introduce Yourself**

Answer a few questions about yourself and your previous knowledge of Quebec so that the class can start building a learning community.

### **The Learning Responses**

At the end of each module, you will write reflexive responses.

1) 10 times answering these two questions :

- Drawing on the lecture, and from your perspective, what are the *key issues* to be remembered from this module ?
- What is the most significant *unanswered question* you have in mind?

The length of your responses should be between a sentence and 150 words.

## **The Forums**

- Drawing from the course material (the **lecture** and the assigned **reading** or other **mandatory material**: film, interview or other), **compose a critical question** of interest to the class **and-or participate in the discussion** that emerges from this activity.

The length of your responses should be between a sentence and 150 words. You can foresee that your answers will help me to improve my teaching skills, will monitor your level of understanding and will give a structure to the **Messages from the Prof** (one per module).

**A guided comparison** of two virtual museums. In this assignment, you will follow a questionnaire that will closely guide your comparison.

**Primary source assignment** Find, locate, upload, and introduce a primary source.

**Secondary source assignment** Select and review a secondary source.

## **Legendary Labels**

Join the online discussion; research a legend, share creative ideas and images; upload the final label (1 per group)

## **Understanding a poem - quizz**

## **Final Debate on the future of Québec *Time sensitive activity***

Join the online discussion; you will need to make three posts; one as a direct answer to me, the two others as answers to two of your peers' posts to touch upon the three themes.

## **Final activity**

Reflect on your journey by answering a few questions.



**LATE ASSIGNMENT POLICY: LATE ASSIGNMENTS ARE NOT ACCEPTED EXCEPT FOR OFFICIALLY DOCUMENTED REASONS.**

For medical reasons, students must produce a Doctor's Certificate. A doctor's certificate does not allow for an unlimited extension. The extension is limited to the length of the period of illness specified in the doctor's certificate. In case of death of a close relative, students must produce an obituary on which their name appears to confirm their relationship to the deceased or a copy of the Death Certificate. For legal reasons such as jury duty, court appearance, imprisonment or deportation, students must produce official documentation from legal authorities.

**UNIVERSITY DEADLINES:** Final submission of assignments is governed by the deadlines imposed by the University. All in-class assignments are due not later than the deadlines set by the University Senate for each semester. Instructors are not allowed to grant extensions beyond these dates. Students who cannot meet these deadlines must request a deferral from the Registrar's Office.

**Online classroom netiquette:**

Students are encouraged to relate course issues to the real world of Canadian society. Some issues we discuss are controversial and/or sensitive to some members of the class. Critical debate founded on intellectual analysis is encouraged and the principle of academic freedom is respected, but students must not make offensive or harmful statements. **Racist, sexist, homophobic or other derogatory language will not be tolerated. Respect people you disagree with intellectually.**

See [http://www.carleton.ca/equity/human\\_rights/appendix\\_5.htm#disruptive](http://www.carleton.ca/equity/human_rights/appendix_5.htm#disruptive)

## **Emails:**

*Email:* I try to reply to student email messages quickly, but I check the Ask the Prof page everyday. Email replies are often brief. I reply in order, so during busy periods (right before an assignment is due), a reply might be delayed by a day or two. I recommend that you request online office hours to discuss your concerns in greater depth. **If you find yourself in a position where you need to ask for an extension, do it as early as possible.** Grade penalty will be applied (5% per day late) unless there is a documented reason. If you are unsatisfied by the feedback received, please send me an email and cc the Teaching assistants. I do not discuss grade appeals by email. Please refer to the Chair of the School of Indigenous and Canadian Studies, Dr. Peter Thompson. Replies to emails sent on the weekend may not receive as quick a reply.

***Assignments must be original: Students must keep all research notes - you may be asked to present these even after you have submitted your paper.***

*Plagiarism and Instructional Offenses:* The university regulations on academic offenses (plagiarism, cheating, disruptive behaviour, etc.), as described in the Carleton Undergraduate Calendar, apply to all students. **Plagiarism is an academic offence taken seriously at Carleton, especially since incidents of plagiarism have increased in recent years. Be very careful when using the Internet in your research, for Internet plagiarism, while on the rise, is easier to detect than other forms of plagiarism.** Plagiarism penalties include receiving a zero for short written assignments, being granted a failure (F) in the course, or even being expelled from the university. A record of the incident remains in your university student file while you are studying at Carleton.

See [www.carleton.ca/cuuc/regulations/acadregsuniv14.html](http://www.carleton.ca/cuuc/regulations/acadregsuniv14.html)

The University Senate defines plagiarism as —presenting, *whether intentional or not*, the ideas, expression of ideas or work of others as their own. Now with the excellent tutorials that Martha Attridge Bufton prepared for this course, students should know that: plagiarism occurs when a student:

- directly copies more than one or two sentences of a written work without acknowledgement for the author;
- closely paraphrases the equivalent of a short paragraph or more without acknowledgement;
- borrows without acknowledgement any ideas in a clear and recognizable form in a way that presents them as the student's own thought, where such ideas, if they were their own, would contribute to the merit of their work.

Note that you cannot submit the same paper for academic credit in another course without prior permission. **Also, please note that you cannot purchase a paper, nor can you “borrow” or steal a paper, from another individual and submit it as your own work, this applies also to your own work. Do not use a paper you already submitted for credit in a different course. These cases will be treated as instructional offenses, as it have been the case in the past.** If the instructor or the teaching assistant suspects that a student has submitted a plagiarized assignment, it will be forwarded to the Director of the School of Indigenous and Canadian Studies, Dr. Peter Thompson. If it is agreed that an instructional offense may have been committed, the case will be forwarded to the Associate Dean (Undergraduate Affairs) of the Faculty of Arts and Social Sciences. **University procedures do not allow the instructor to discuss the allegations with you.** If it is agreed that an instructional offense may have been committed, you will receive a request from the Associate Dean’s Office to discuss this matter in person with two Associate Deans. **Thus, you must keep all research notes and printouts from web sites, even after you submit your paper. The key to avoiding plagiarism is to learn how to do research and how to cite sources properly. This course will help you master that.**

The following web sites provide advice:

[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

[www.carleton.ca/wts/docs/writingresources.html#academicintegrity](http://www.carleton.ca/wts/docs/writingresources.html#academicintegrity)

### **Other issues and regulations:**

*A key to success in university* is adopting an organized and balanced approach to your courses. Time management is a crucial issue for students. I expect an average 2 hours of work or study for every hour of lecture. In this intensive course, this means a weekly average of 9-12 hours of work (including films and readings). However, the demands are unevenly distributed, so good time management and organization of your competing priorities – study, family, friends, social life, work, and other interests – will help you do well. Develop a reading schedule, develop a good note-taking system, schedule your time accordingly (as your work deadlines are unevenly distributed), and **do not leave everything to the last minute**. Try not to get too stressed out, exercise regularly, and eat properly! **If you feel that you are struggling, do not wait to seek help**. An excellent web site that provides useful study guides and strategies is found at <http://studygs.net>

*Students with disabilities:* The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis**. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**Please note that this course is flexible, online, and has no fixed exam regulations apart from the Final Debate on the Future of Quebec which**

**is a time sensitive activity. Requests for 50% + time or specific physical accommodations (like height of a table or of a screen) are not pertinent for the online setting.**

*Religious accommodation:* Students requesting academic accommodation based on religious obligation should make a formal, written request to the instructor for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist, but in no case later than second-last week of classes in that term.

[http://carleton.ca/equity/holy\\_days/index.htm](http://carleton.ca/equity/holy_days/index.htm)

*Pregnancy:* Pregnant students requiring academic accommodation are encouraged to contact Equity Services to complete a letter of accommodation. Then make an appointment with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

[http://carleton.ca/equity/human\\_rights/policy.htm#part3\\_1\\_3](http://carleton.ca/equity/human_rights/policy.htm#part3_1_3)