

University of the Fraser Valley**Fall, 2009****History 322 - AB1 - 91782****Quebec, 1867 - 1970: Industrial Development, Political Change****Monday, 5:30 p.m. – 9:10 p.m. Abbotsford, B132 Instructor: Dr. M. Ungar****E-mail: Molly.Ungar@ucfv.ca Office: Abbotsford: D3110A****Office hours: Monday 2:30 - 4:30 p.m.; Thursday 4:45 - 5:45 p.m.**

From Quebec's agreement to enter Confederation to the October Crisis, when it seemed that the province might leave Confederation by violent means, Quebecers lived through one hundred years of momentous changes. As the province evolved from a rural society to an urban-industrial one, it brought into question traditional political structures, as well as the ideas and cultural aspirations of the province's elites.

This course will give students a good knowledge of the important transitions experienced by four generations of Quebecers. Personalities such as George-Étienne Cartier, Henri Bourassa, Lionel Groulx, La Bolduc, Maurice Duplessis, Gabrielle Roy, Jean Drapeau or René Lévesque, took a leading role in the definition of what constituted Quebec society. Events such as the Riel Rebellions, the Boer War, the conscription crises of the two World Wars, the Quiet Revolution and Expo '67 contributed to the debate about Quebec as a part of Canada and apart from Canada.

Students who successfully complete this course will gain skills in working with a variety of primary sources, learn to apply critical skills in the analysis of secondary sources, and improve their scholarly abilities. Course work will include 3 commentaries (400 words each), each analyzing 1 assigned primary or secondary document. There will also be panel discussions, a research essay, a group presentation and a 3-hour final exam. Participants in this course should expect to be assigned, and to report on, a minimum of 60 pages per week of required reading, in addition to reading for research connected to the essay assignment or in-class discussions and presentations.

Required Course Materials:

Dickinson, John A., and Brian Young. *A Short History of Quebec*, 4th edition. McGill-Queens University Press, Montreal, 2008.

Alexander, Jeffrey W., and Joy Dixon, *Nelson Guide to Writing in History*. Second Canadian Edition, Nelson Education Ltd., Toronto, 2010.

A set of weekly readings which have been placed on reserve in the Library.

<u>Evaluation:</u>	3 Commentaries (400 words each)	15%
	Panel Discussion	5%
	1 Mid-Term Test	20%
	1 Research Essay (2,500 words)	25%
	1 In-class, Group Presentation	10%
	1 Final Exam	25%
		100%

(Students who have taken HIST 396F cannot take this course for further credit.)

DEPARTMENT OF HISTORY, UNIVERSITY OF THE FRASER VALLEY

Students registered in history courses should be aware of the following Department and institutional policies:

Audit Policy: The History Department does not give permission to audit after the first three weeks of classes.

To audit a course, you must register as an audit student (instructor's permission required) and pay the regular fees, but you will receive no assessment of your performance in the class. You are expected to meet the course prerequisites and to attend classes. An audit grade will only be assigned if you have attended at least 80% of the classes; otherwise you may be given an NC (fail) grade with 0 GPA. If you do not plan to attend a class you should withdraw, rather than changing to audit status.

To register as an audit student, submit a Permission to Register form (PDF), signed by the instructor, to the A&R office not later than the last business day of classes for the semester. After the first day of classes, permissions to register are only valid for five business days from the date they are signed.

Plagiarism Policy

As stated in the 2007/2008 UFV online Calendar (www.ucfv.ca/calendar) under "Regulations and Policies", "Plagiarism is considered a serious breach of student conduct. Students should be aware that UFV has policies regarding academic dishonesty, including plagiarism and cheating. The policy defines plagiarism as follows:

- Plagiarism occurs when a student presents work or data as original when part, or whole, was written or composed by someone other than the student.
- Plagiarism occurs when paragraphs, phrases, sentences, or ideas within the work are taken from another source without referencing or citing the author.

UFV Policy 310.12 states: When an instructor has evidence of plagiarism or cheating by a student, the instructor is entitled to assign a score of zero with the first incident, and to issue a written notice that any further incident will result in the student being required to withdraw from the course. With any further incidents of plagiarism or cheating, the student may be required to withdraw formally from the course.

- It is the student's responsibility to provide adequate references in all written work. There are numerous print and electronic resources available that give clear instructions on citing. The Writing Centre offers a variety of different writing guides as does the UFV Library website.

Student Attendance Policy

UFV Policy 210.01 states: Instructors are entitled to require that students attend classes on a regular basis and to deal with irregular attendance, including tardiness, by assigning reduced grades, requesting a student to withdraw officially from a course, or by imposing other appropriate penalties (such as make-up assignments, etc.). Instructors are expected to advise students of penalties for lack of attendance in the course outline handed out the first day of class.

Grade Scale

A+ 95 – 100	B+ 80 – 84	C+ 65 – 69	P 50 – 54
A 90 – 94	B 75 – 79	C 60 – 64	NC 0 – 49
A- 85 – 89	B- 70 – 74	C- 55 – 59	

Student Electronic Devices in the Classroom

The use of student electronic devices in the classroom (laptops, cell phones, hand-held communicators, etc...) will be determined by individual instructors on the first day of classes. If the use of electronic devices is permitted, they may only be used for course-related purposes, as directed by the instructor.

Message for students interested in continuing their studies in SFU's PDP program:

If your intention is to apply to SFU's PDP program, Secondary School option, please be advised that you will be expected to have completed specific history courses.

The advisors at UFV can help you ensure that you are not caught at the end of your BA without the appropriate courses. Make an appointment to meet with an Educational Advisor in Student Services at the Abbotsford campus, B214, 604-854-4528, or the Chilliwack campus, 604-795-2808.

Students should keep copies of all submitted assignments until after the semester is completed. If you have any questions about any of these policies, please ask your instructor

Class Schedule

September 14 Lecture: **Introduction**
Week 1 • the architecture of the course • Quebec's history, historiography and historians
 • discussion of Course Outline • course expectations and goals

September 21 Lecture: **Confederation and Quebec, 1867**
Week 2 **Readings:** *A Short History of Quebec*, Chapters 1, 2, 3

September 28 Lecture: **Ideologies and Institutions in late 19th Century Quebec**
Week 3 **Readings:** *A Short History of Quebec*, Chapter 4

 "Rerum Novarum", Jeffrey Keshen, Suzanne Morton, Eds.,
 Material Memory: Documents in Post-Confederation History,
 Addison Wesley Longman Ltd., Don Mills, 1998, p. 64-66.

 "Documents on the Catholic Programme of 1871",
 <http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/catholic/text-e.htm>

 "Wilfrid Laurier Defends Political Liberalism", Michael Bliss, Ed.,
 Canadian History in Documents, Ryerson Press, Toronto, 1966, p. 188-192

 Nicholas Davin, "Riel's Last Interview", *Regina Leader*, November 16, 1885.

 "French Aggression", *Evening News*, April 20, 1885.

 Henri Bourassa, "The French Canadian in the British Empire", *The Monthly Review*,
 IX October, 1902.

Panel Discussion #1: _____

Group Presentation #1: Quebec's Historians Speak

Last day for identifying an essay topic

November 2 Lecture: **The Inter-war Years: Modernity and its Challenges**
Week 8

Readings: *A Short History of Quebec*, Chapter 7

Peter Gossage, "'La Marâtre': Marie-Ann Houde and the Myth of the Wicked Stepmother in Quebec", *The Canadian Historical Review*, 76, 4, December 1995, p.563-597.

Last day for submitting Commentary #2

November 9 Lecture: **The Inter-War Years: The Great Depression**
Week 9

Readings: Conrad Black, "Maurice Duplessis", *The Canadian Encyclopedia Online*.

"After the Quebec Elections", *Winnipeg Free Press*, September 15, 1936.

H. F. Quinn, "The Original Platform of the Union Nationale", *The Union Nationale*, University of Toronto Press, Toronto, 1961, p. 206-210.

Jori Smith, "Spring and Summer, 1930"; "Autumn and Winter, 1931", *Charlevoix County, 1930*, Penumbra Press, Manotick, 1998, p. 9-15; 17-28.

"Voices from the Thirties", excerpts from Barry Broadfoot, *Ten Lost Years 1929-1939: Memories of Canadians Who Survived the Depression*, Doubleday Canada Ltd., Toronto, 1973.

Andrée Lévesque, "Wages of Sin: Unwed Mothers", Jeffrey Keshen, Ed., *Age of Contention: Readings in Canadian Social History, 1900-1945*, Harcourt, Brace, Toronto, 1997.

November 16 Lecture: **World War II: Conscription Again**
Week 10

Readings: *A Short History of Quebec*, Chapter 8

Suzanne Morton, "A Man's City: Montreal, Gambling, and Male Space in the 1940's", James Opp and John C. Walsh, Eds., *Home, Work and Play: Situating Canadian Social History, 1840-1980*, Oxford University Press, Toronto, 2006, p. 312-322

Filippo Salvatore, "Sam Capozzi"; "Dieni Gentile", *Fascism and the Italians of Montreal, An Oral History 1922-1945*, Guernica Editions Inc., Montreal, 1998, p.93-116.

Panel Discussion #3: _____

Group Presentation #3: Quebec's Historians Speak

November 23
Week 11

Lecture: **Keeping the Lid on Quebec: The Duplessis Era**

Readings: Pierre Vallières, "The Great Darkness", *White Niggers of America: The Precocious Autobiography of a Quebec "terrorist"*, McClelland and Stewart, Toronto, 1971, p.121-168

E.J. Gordon, "The Golden 50's", E.J. *Looking Back: Montreal Society From the Fifties to the Eighties*, Price-Patterson Ltd., Montreal, 1993, p.53-77.

"The Church Attacks Political Immorality"; *"The Impertinences of Brother Anonymous"*, Michael Bliss, Ed., *Canadian History in Documents*, Ryerson Press, Toronto, 1966, p. 336-342

Film: "The Apprenticeship of Duddy Kravitz"

Essay Due in Class

November 30
Week 12

Lecture: **1960 - 1970: The Lid Comes off the Pot: Quebec Catches Up; The October Crisis**

Readings: *A Short History of Quebec*, Chapter 9

Denis Monière, "The Quiet Revolution", *Ideologies in Quebec: The Historical Development*, University of Toronto Press, 1981, p. 250-262; 326.

"Front de Libération du Québec, 'A Message to the Nation', 1963", Thomas Thorner, Ed., 'A Country Nourished on Self-Doubt', *Documents in Post Confederation Canadian History*, Second Edition, Broadview Press, Peterborough, 2003, p. 457-460.

"Separatist Counter-Revolutionaries", Pierre Elliott Trudeau, *Federalism and the French-Canadians*, Macmillan of Canada, Toronto, 1968, p. 204-212.

"Reaction of René Lévesque, President of the Parti Québécois, to the Invocation of the War Measures Act, October 17, 1970, John Saywell, *Quebec 70: A Documentary Narrative*, University of Toronto Press, Toronto, 1971, p. 96-97.

Al Purdy, "The peaceable kingdom", Abraham Rotstein, Ed., *Power Corrupted: the October Crisis and the Repression of Quebec*, new press, Toronto, 1971, p. 58-61.

George Bain, "The Making of a Crisis", Abraham Rotstein, Ed., *Power Corrupted: the October Crisis and the Repression of Quebec*, new press, Toronto, 1971, p. 3-14.

Michel Basilières, "At War With Ourselves", *Globe and Mail*, October 15, 2005, p. D23.

Panel Discussion #4: _____

Group Presentation #4: Quebec Historians Speak

December 7 Lecture: **Multiple Visions of Quebec's Future**
Week 13

Readings: *A Short History of Quebec*, Chapter 10

Last Day for Submitting Commentary #3

Informal Evaluation

 Final Exam _____

Room _____

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Attendance:

Students are expected to attend every class, to arrive on time, to remain for the duration of the class, and to participate in the proceedings of the class.

All assignments represent each course participant's level of attendance and involvement in the class discussions. Participants in this course may expect irregular attendance, tardiness, and lack of participation to affect the mark earned in this course.

Submission of Coursework:

Please submit all coursework (Commentaries, Essay Proposal, Final Essay) in hardcopy only, not in electronic form. Late submissions should be handed in to the Faculty Reception office, where it will be date-stamped and placed in my mailbox. The Faculty Reception office also has an after-hours drop box.

Audit registration:

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Commentaries

Number of commentaries to be submitted by each student: 3

Number of words per commentary: 400

Each Commentary is your analysis of one chapter from the required course text, *A Short History of Quebec*, 4th edition.

October 5 (Week 4) -- Commentary #1: Choices: Chapter 4 or Chapter 5

November 2 (Week 8) -- Commentary #2: Choices: Chapter 6 or Chapter 7

December 7 (Week 13) -- Commentary #3: Choices: Chapter 8, Chapter 9, Chapter 10

Approach the readings from an historical point of view, and please do not summarize the chapter.

Commentaries should be submitted in hard copy, with your name and full citation of the chapter at the top of the page, in Chicago citation format. Commentaries will not be accepted in electronic form.

Commentaries submitted after the due date will be subject to a penalty of 2 marks off for each business day late, to a maximum of 5 days or 10 marks, after which the Commentary will be read and commented on, but will receive a mark of 0.

Your commentaries should be typed, double-spaced, and include a discussion of these components:

Subject of the chapter (brief summary)	10
Other historians' arguments	10
Authors' argument(s)	55
Your conclusion about the chapter	15
Spelling, grammar, scholarliness	<u>10</u>
	100%

No sources apart from the assigned chapter are required; footnotes or endnotes are not required.

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In-Class Group Presentations

"Quebec's Historians Speak"

You are a Quebec historian (see the list below), invited to a debate on the meaning and interpretation of Quebec's history. Present yourself and your ideas in a creative, dramatic, educational, and interesting manner. Feel free to interact with other relevant historians.

(Maximum length: 5 minutes for each historian)

The debate should be staged historiographically, and should have at least one narrator.

Historians

François-Xavier Garneau	Fernand Ouellet
Jean-Pierre Wallot	Ronald Rudin
Louise Dechêne	Ramsay Cook
Allan Greer	P-A Linteau et al.
Thomas Chapais	Maurice Séguin
Abbé Lionel Groulx	Marcel Trudel
Robert Rumilly	Michel Brunet
Guy Frégault	Gérard Bouchard

Please do not use PowerPoint, video, game-show formats or any electronic presentation.

A written submission may not be substituted for participation in the Historians' Debate.

<u>Evaluation:</u>	Creativity	20
	Teamwork	20
	Drama	20
	Education	20
	Professionalism	20

		100%

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Panel Discussion -- 60 Minutes

Each Panel needs a Moderator, Panelists and a question related to the assigned readings for any one week preceding the Panel Discussion

How a Panel Discussion runs:

- A panel consists of a small group (3 - 4 people) who carry on a moderated and informal discussion before an audience.
- Panelists present facts, ask questions of each other, state informed opinions and respond to the presentations of other panel members -- all with geniality and with respect for the contributions of other panelists.
- The presentation function should occupy approximately two-thirds of the allotted time.

The secondary function of the panel is to answer questions from the audience.

Tasks of the Moderator:

- To choose the readings that will be discussed
- To create a relevant question for the readings chosen
- To ask each panelist to present their contribution.
- To keep time.
- To field questions from the audience.
- To ask the panelists questions.
- To sum up the conclusions of the panel.

Panel Discussions:

September 28 (Week 3)

October 19 (Week 6)

November 9 (Week 9)

November 23 (Week 11)

Individual Evaluation:

Presentation	60
Discussion	20
Answers	20

Moderator Evaluation

Conclusions	60
Organization	20
Questions	20

Please remember to present evidence for your assertions.

No written work is submitted for this assignment.

It is important to communicate beforehand with the other panelists to decide on your choices. Remember to treat your colleagues with respect and in the spirit of scholarship. A written submission may not be substituted for participation in the Panel Discussion.

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Essay Assignment
Using a Novel as an Historical Source

Is a novel a good source of information about societies and events in the past?

Please start your research immediately

This assignment has three parts:

- 1) Choosing a novel (5%) **Deadline: September 28 (Week 3)**
 - 2) An Essay Proposal (2 pages maximum) 10% **Deadline: October 19 (Week 6)**
 - 3) An Essay (2,500 words) 85% **Deadline: November 16 (Week 10)**
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Part 1

After some preliminary research, choose a novel from the list below:

Aquin, Hubert, *The Next Episode*
Carrier, Roch, *La Guerre, Yes Sir!*
Gerin-Lajoie, Antoine, *Jean Rivard*
Grey, Francis William, *The Curé of St. Philippe*
Hébert, Anne, *Kamouraska: A Novel*
Hemon, Louis, *Maria Chapdelaine: A Tale of French Canada*
Lemelin, Roger, *The Town Below*
MacLennan, Hugh, *Two Solitudes*
Richler, Mordecai, *The Apprenticeship of Duddy Kravitz*
Ringuet, *Thirty Acres*
Roy, Gabrielle, *The Tin Flute*
Savard, Félix Antoine, *Master of the River*
Tardivel, Jules-Paul, *For My Country: An 1895 Religious and Separatist Vision of Quebec in the Mid-Twentieth Century*
Tremblay, Michel, *Les Belles-Soeurs* (this is in an anthology edited by J. Wasserman)

These novels are in the UFV Library Catalogue

Part 2: Write a typed, double-spaced Essay Proposal that includes:

- the full citation of the book you have chosen, in Chicago style, at the top of your Proposal
- why you have chosen this novel for your essay
- the historical period in which the novel is set
- the historical topic(s) in the novel, that you intend to discuss in your essay
- a brief biography of the book's author (c.150 words)
- an annotated Bibliography consisting of citations for:

-- at least 5 scholarly sources on the subject of using a novel as an historical source (not necessarily this novel)

Example: Dan Ungurianu, "Fact and Fiction in the Romantic Historical Novel",
Russian Review, Vol. 57, No. 3 (Jul., 1998), pp. 380-393. (JSTOR)

-- at least 5 scholarly sources that provide information on the historical topic(s) you intend to discuss

Encyclopedias and dictionaries are not acceptable sources, except for the biography of the author. In this case, and only if necessary, *The Canadian Encyclopedia* and *Dictionary of Canadian Biography*, are acceptable.

Proposals submitted after the due date will receive comments, but will not receive a mark.

Part 3: Write a typed, double-spaced essay of 2,500 words, that includes:

- a brief summary of the plot of the novel you have chosen (maximum 1 page)
- an analysis of the novel as a primary historical source
- a discussion of the historical topics in the novel, using information from the historical sources you have researched
- a discussion of the value of using a novel as an historical source
- a complete Bibliography
- footnotes or endnotes in Chicago style
- your marked Essay Proposal (attached) There is a penalty of 3 marks for essays submitted without attached essay proposals.

Essays submitted after the due date will be subject to a penalty of 2 marks off for each business day late, to a maximum of 5 days or 10 marks, after which the Essay will receive a mark of 0.

Evaluation: Summary	5%
Primary source Analysis	55%
Discussion of chosen historical topic(s)	10%
Discussion of a novel's historical value	5%
Spelling/grammar	5%
Scholarliness	5%

85%

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Model of the Mid-term Test

Duration of Test: 1.5 hours

Instructor: Dr. M. Ungar

This test is based on Chapters 4, 5, 6 of *A Short History of Quebec* and the first 6 weeks of all course materials

**Please write in essay form, not point form.
Please double-space your writing, and write only one side of the page.
Be very specific in your writing, do not generalize.**

Part 1: (50 marks) Identify and explain the significance of 10 of the following names, terms, dates and visuals (who, what, when, where, why):

Example: J.J. Loranger

Part 2: (30 marks) Identify and explain the significance of 2 of the following:

Example: Late 19th century ideologies in Quebec

Part 3: (20 marks) Explain and discuss the context, references and significance of one of the following excerpts:

Example: "Aspirations for provincial autonomy had little political influence before 1887. Confederation had locked Quebec into a federal state in which, for the moment at least, the most important powers lay with the central government."

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Model of the Final Exam

Duration of Exam: 3 hours

Instructor: Dr. M. Ungar

This test is based on all course materials
Your answers should reflect a thorough knowledge of all course materials.

Please write in essay form, not point form.
Please double-space your writing, and write only one side of the page.
Be very specific in your writing, do not generalize.

Part 1: (40 marks) Discuss 4 of the following terms and visuals:

Example: Minority Nationalism

Part 2: (20 marks) Showing a thorough knowledge of the required course text, discuss and give a critical analysis of the review of *A Short History of Quebec*.

Part 3: (20 marks) With reference to all course materials and specific reference to at least 6 assigned readings each, discuss two of the following:

Quebec from 1867 to 1918
Quebec from 1918 to 1945
Quebec from 1945 to 1970

Part 4: (20 marks) Explain and discuss the context, references and significance of one of the following excerpts:

Example: "Aspirations for provincial autonomy had little political influence before 1887. Confederation had locked Quebec into a federal state in which, for the moment at least, the most important powers lay with the central government."

There will be 2 Bonus Questions (5 marks each)
