

**University of the Fraser Valley**  
**Quebec, 1867-1970: Industrial Development, Political Change**

**Fall 2011**      **History 322 -- AB1 - 91471 C1425**      **Thursday 1:00p.m. – 4:40p.m.**  
**Instructor: Dr. Molly Ungar**      **E-mail: Molly.Ungar@ufv.ca**      **Office: Abbotsford: D3110A**  
**Office Hours: Monday, 2:30p.m. - 3:30p.m.; Thursday 12 noon - 12:45 p.m.; Friday 2:30 - 3:30**

**Course Outline**

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 secondary source. 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.

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

**Required Course Materials:**

Gervais, Stéphan, Christopher Kirkey, Jarrett Rudy, *Quebec Questions: Quebec Studies for the Twenty-First Century*, Oxford University Press, Don Mills, 2011.

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

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

**(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](http://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**

|                    |                   |                   |                  |
|--------------------|-------------------|-------------------|------------------|
| <b>A+</b> 95 – 100 | <b>B+</b> 80 – 84 | <b>C+</b> 65 – 69 | <b>P</b> 50 – 54 |
| <b>A</b> 90 – 94   | <b>B</b> 75 – 79  | <b>C</b> 60 – 64  | <b>NC</b> 0 – 49 |
| <b>A-</b> 85 – 89  | <b>B-</b> 70 – 74 | <b>C-</b> 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**



**September 22**      **Lecture: Minority Nationalism and the Great War, 1885-1918**  
**Week 3**

**Readings:**

*Quebec Questions*: Chapter 3: p. 34-46

Part B: "Identities": p. 63-65

Chapter 5: p.66-79

"The Exodus of Our People", in *Canadian Illustrated News* (Montreal),  
 May 5, 1877, p. 274.

<http://faculty.marianopolis.edu/c.belanger/quebechistory/frncdns/docs/ExodusfromCanada.html>

Louis Fr chet, "How I Learned to Speak English", Matt Cohen, Wayne Grady, eds., *The Quebec Anthology, 1830-1990*, University of Ottawa Press, Ottawa, 1996, p. 64-68

"Portraits of Canadian Cities: Quebec, Montreal", Michael Bliss, Ed.,  
*Canadian History in Documents*, Ryerson Press, Toronto, 1966, p.  
 233, 234

"Regarding the Vocation of the *Canadien* People to Devote Themselves to  
 Agriculture", Jeffrey Keshen, Suzanne Morton, Eds., *Material  
 Memory: Documents in Post-Confederation History*, Addison  
 Wesley Longman Ltd., Don Mills, 1998, p. 79-81.

Correspondence between Captain Talbot Papineau and Mr. Henri  
 Bourassa, Thomas Thorne, Thor Frohn-Nielsen, eds., *A Country  
 Nourished on Self-Doubt: Documents in Post-Confederation  
 Canadian History*, University of Toronto Press, Toronto, 2010, p.  
 142-157

**Roundtable Discussions #1: Primary Sources**

**Question:** Describe Quebec Society of the late 19<sup>th</sup> and  
 early 20<sup>th</sup> Century, using evidence from all the primary sources  
 assigned for Week 2 and 3

**Last day for identifying an essay topic**

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**September 29**    Lecture: **Modernity and the Great Depression, 1919-1939**  
**Week 4**

**Readings:**

*Quebec Questions*, Chapter 6, p. 80-91  
 Chapter 7, p. 92-108  
 Chapter 9, p. 121-136

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.

[Selections from] Barry Broadfoot, *Ten Lost Years 1929-1939: Memories of Canadians Who Survived the Depression*, Doubleday Canada Ltd., Toronto, 1973:

"Buying a Human Being," p. 6  
 "Out! Out! Out!", p. 118  
 "The White Wedding Dress," p. 153-154  
 "'Two Shinplasters a Year", p. 164-165  
 "'Golf Balls for Dinner", p. 174-176  
 "The Church Was My Wife's Life," p.190-191

Marie Le Franc, "Foreign Souls", Matt Cohen, Wayne Grady, eds., *The Quebec Anthology, 1830-1990*, University of Ottawa Press, Ottawa, 1996, p. 122-138

**Roundtable Discussions #2: Secondary Sources**

**Question:** Discuss, with evidence, the main arguments of Chapters 3, 5, 6, 7, 9 in *Quebec Questions*

**Last day for submitting Commentary #1**

**October 6**    **Film or Visual Presentation**  
**Week 5**

**Deadline for Submitting the Essay Proposal**

**October 13**    **Mid-Term Test, 2 hours**, based on all assigned readings and all lectures  
**Week 6**            and visual components presented in Week 2, Week 3 and Week 4.

**Roundtable on Essays**

**October 20  
Week 7**

Lecture: **World War II and the Duplessis Years, 1939-1959**

**Film: "Fire and Ice"**

**Readings:**

*Quebec Questions*: Part C: "Language", p.149-152

Chapter 11, p. 153-167

Chapter 12, p. 168-183

Chapter 13, p. 184-201

Ringuet, "Happiness", Matt Cohen, Wayne Grady, eds., *The Quebec Anthology, 1830-1990*, University of Ottawa Press, Ottawa, 1996, 172-182

Pierre Vallières, "The Great Darkness", *White Niggers of America: The Precocious Autobiography of a Quebec "terrorist"*, McClelland and Stewart, Toronto, 1971, p.134-148

**Roundtable Discussions #3: Primary Sources**

**Question:** Describe Quebec Society of the mid- 20<sup>th</sup> Century, using evidence from all the primary sources assigned for Week 4 and 7

**October 27  
Week 8**

Lecture: **Quebec Catches Up: The Quiet Revolution I, 1960-1966**

**Readings:**

*Quebec Questions*: Chapter 4, p. 47-62

Chapter 15, p. 212-226

Part D: "Citizenship", p.227-230

Chapter 16, p. 231-248

[Selections from] Michael Bliss, Ed., *Canadian History in Documents*, Ryerson Press, Toronto, 1966, p. 336-348

**Roundtable Discussions #4: Secondary Sources**

**Question:** Discuss, with evidence, the main arguments of Chapters 11, 12, 13, 4, 15, 16 in *Quebec Questions*

**Last day for submitting Commentary #2**

**November 3  
Week 9**

Lecture: **Quebec Catches Up: The Quiet Revolution II, 1966-1970**

**Readings:**

*Quebec Questions*: Chapter 22, p. 338-356  
Chapter 23, p. 357-370

Solange Chaput Roland, [excerpt from her Travel Diary of 1966] in Jeffrey Keshen, Suzanne Morton, Eds., *Material Memory: Documents in Post-Confederation History*, Addison Wesley Longman Ltd., Don Mills, 1998, p.303-305

Gérard Besette, "Last Rites", Matt Cohen, Wayne Grady, eds., *The Quebec Anthology, 1830-1990*, University of Ottawa Press, Ottawa, 1996, p. 219-230

René Lévesque, [statement on sovereignty association], in Jeffrey Keshen, Suzanne Morton, Eds., *Material Memory: Documents in Post-Confederation History*, Addison Wesley Longman Ltd., Don Mills, 1998, p. 305-307

**Panel Discussion:** on Essay Topics

**Roundtable Discussions #5: Primary Sources**

**Question:** Describe Quebec Society of the mid- 20<sup>th</sup> Century, using evidence from all the primary sources assigned for Week 8 and 9

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**November 10  
Week 10**

Lecture: **The October Crisis, 1970**

**Films:** "Action: The October Crisis of 1970", Robin Spry, 1973.  
"Black October" Terence McKenna, 2000.

**Readings:**

"FLQ Manifesto," in Jeffrey Keshen, Suzanne Morton, Eds., *Material Memory: Documents in Post-Confederation History*, Addison Wesley Longman Ltd., Don Mills, 1998, p.307-308

"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.

**Discussion:** a comparison of the two films, and the above primary sources

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**November 17  
Week 11**

Lecture: **Multiple Visions of Quebec's Future**

**Readings:**

*Quebec Questions*: Chapters 17, 18, 19, p. 249-304

**Panel Discussion:** on Essay Topics

**Essay Due in Class**

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**November 24  
Week 12**

Lecture: **Quebec Today: As Montreal Goes, So Goes the Province**

**Readings:**

*Quebec Questions*: Chapters 20, 21, p. 307-337

Part F, "Quebec International", p. 383-384

Chapters 25, 26, p. 384-415

**Panel Discussion:** on Essay Topics

**Roundtable Discussions #6: Secondary Sources**

**Question:** Discuss, with evidence, the main arguments of  
Chapters, 22, 23, 17, 18, 19, 20, 21, 25, 26

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**December 1  
Week 13**

**Group Presentation ("A Gagnon Family Reunion"),  
Food, Verbal Evaluation**

**Last Day for Submitting Commentary #3**

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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.

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**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.

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**In-Class**

It is the responsibility of each participant in this course to keep informed about discussions and activities that occur in class, information items that are disseminated in class and handouts that are distributed in class.

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**Office Hours**

Your professor is available during the office hours indicated in this Course Outline, to meet with you to discuss any issue related to this course. Please take advantage of this opportunity.

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**E-Mail**

Please check your UFV student E-mail address, as well as MyUFV for announcements, messages and posted files.

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**Office Hours: Monday, 2:30p.m. - 3:30p.m.; Thursday 12 noon - 12:45 p.m.; Friday 2:30 - 3:30**

**Commentaries**

Number of commentaries to be submitted by each student: 3

Number of words per commentary: 400

Each Commentary is your analysis of any one assigned chapter from the required course text.

**Due Dates:**

**September 29 (Week 4) -- Commentary #1**

**October 27 (Week 8) -- Commentary #2**

**December 1 (Week 13) -- Commentary #3**

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 (very brief summary) | 10 |
| Author's argument(s)                        | 55 |
| Your conclusion about the chapter           | 15 |
| Spelling, grammar, scholarliness            | 20 |

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100%

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

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**Roundtable Discussions -- 60 Minutes**

Roundtable Discussions consist of groups of 4 students who discuss the question for that week, and make conclusions in consultation with the group.

Each student writes their response to the question on the sheet provided, and at the end of 30 minutes, shares their response with the rest of the class in a verbal presentation.

**Week 3:** Roundtable Discussions #1: Primary Sources

Question: Describe Quebec Society of the late 19<sup>th</sup> and early 20<sup>th</sup> Century, using evidence from all the primary sources assigned for Week 2 and 3

**Week 4:** Roundtable Discussions #2: Secondary Sources

Question: Discuss, with evidence, the main arguments of Chapters 3, 5, 6, 7, 9 in *Quebec Questions*

**Week 7:** Roundtable Discussions #3: Primary Sources

Question: Describe Quebec Society of the mid- 20<sup>th</sup> Century, using evidence from all the primary sources assigned for Week 4 and Week 7

**Week 8:** Roundtable Discussions #4: Secondary Sources

Question: Discuss, with evidence, the main arguments of Chapters 11, 12, 13, 4, 15, 16 in *Quebec Questions*

**Week 9:** Roundtable Discussions #5: Primary Sources

Question: Describe Quebec Society of the mid- 20<sup>th</sup> Century, using evidence from all the primary sources assigned for Week 8 and Week 9

**Week 12:** Roundtable Discussions #6: Secondary Sources

Question: Discuss, with evidence, the main arguments of Chapters, 22, 23, 17, 18, 19, 20, 21, 25, 26

**Evaluation:** Verbal Presentation: 50%

Participation in Discussion: 50%

Marks can be earned only for in-class participation; a submission written out of class may not be substituted for in-class participation

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**Panel Discussions on Essay Topics – 1 hour**

Each Panel needs a Moderator, Panelists and questions.

**The Role of the Moderator:**

- to introduce the Panelists
- to ask each Panelist a question (see below)
- to keep time:
  - (each Panelist has 8 minutes in which to respond to the Moderator's question)
- to field questions from the audience
- to ask Panelists supplementary questions

**The Role of the Panelist:**

- to answer, with evidence, **one** of the following questions:
  - what is the historical period in which the novel is set?
    - (what are some historical events that occurred during the time in which the novel is set?)
  - what are some events that occur in the novel?
  - what historical topic(s) in the novel, did you choose for your essay?
  - give a brief biography of the author
- to answer supplementary questions from the Moderator
- to answer questions from the audience
- to ask questions of, or make comments on, other Panelists' comments
- There is no written submission for this assignment
- The Moderator may ask the same question of more than one Panelist, if necessary
- A written submission may not be substituted for participation in a Panel Discussion
- Please make sure to communicate with the other members of your Panel so that the discussion results in an organized, professional presentation
- Please treat your colleagues with respect and in the spirit of scholarship
- ½ a bonus mark is available for each question asked by an audience member, and for each response to that question by a Panelist

**Dates:** November 3 (Week 9); November 17 (Week 11); November 24 (Week 12)

**Panelist Evaluation:**

|              |    |
|--------------|----|
| Presentation | 60 |
| Discussion   | 20 |
| Answers      | 20 |

**Moderator Evaluation**

|              |    |
|--------------|----|
| Presentation | 60 |
| Organization | 20 |
| Questions    | 20 |

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**In-Class, Group Presentation**

**A Gagnon Family Reunion – 2.5 hours**

Mathurin Gagnon came to Canada c. 1640. In 1647 he married Françoise Goudeau. They had 16 children. Mathurin died in 1690.

Today, there may be as many as 50,000 people descended from Mathurin and Françoise Gagnon, living in Canada, the U.S. and overseas.

For the in-class, Group Presentation assignment, the class needs to organize a Gagnon Family Reunion.

Research:

- *Dictionary of Canadian Biography Online* (for Mathurin's biography)
- All information in this course
- Any websites that have information on what a reunion is, the elements of a reunion, how to organize a reunion, and what occurs at a reunion

Please:

- bring a modest amount of food
- plan for set-up and clean-up (the verbal evaluation will follow the Reunion)
- do not use PowerPoint, video, or any electronic form of presentation
- if you bring any decorations or printed material, you will need to take it with you at the conclusion of the presentation

There is no written submission for this assignment

A written submission may not be substituted for participation in the Group Presentation

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

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100%

**This assignment is designed with a minimum of instructional detail to ensure maximum student input of: decision-making, design, facilitation, leadership, organization, cooperation, collaborative skills, communication skills.**

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**Essay Assignment**  
**Using a Novel as an Historical Source**

*How can we use a novel to understand the time in which the novel was written?*

**Please start your research immediately**

This assignment has three parts:

- 1) Choosing a novel (5%) **Deadline: September 22 (Week 3)**
  - 2) An Essay Proposal (2 pages maximum) 15% **Deadline: October 6 (Week 5)**
  - 3) An Essay (2,500 words) 80% **Deadline: November 17 (Week 11)**
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**Part 1**

**After some preliminary research, choose a novel from the list below and inform your professor of your choice:**

Aquin, Hubert, *The Next Episode*  
Carrier, Roch, *La Guerre, Yes Sir!*  
Carrier, Roch, *Floralie, Where Are You?*  
Ferron, Jacques, *Dr. Cotnoir, A Novel*  
Gerin-Lajoie, Antoine, *Jean Rivard*  
Godbout, Jacques, *Knife on the Table*  
Godbout, Jacques, *Hail Galarneau*  
Grey, Francis William, *The Curé of St. Philippe*  
Groulx, Lionel, *The Iron Wedge*  
Harvey, Jean-Charles, *Fear's Folly*  
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 a play 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:**

- a functional Introduction – (½ page) -- (that will eventually appear at the beginning of your final essay)
- 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)
  - at least 5 scholarly sources that provide information on the historical topic(s) you intend to discuss

Each chapter in the assigned text *Quebec Questions* counts as one source.

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

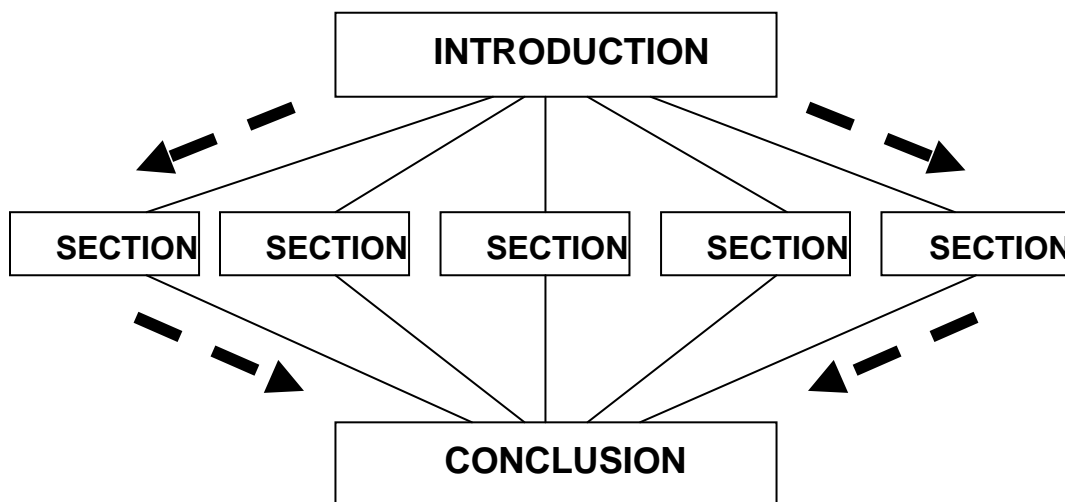
Proposals submitted after the due date will receive comments, but will not receive a mark.

**A functional Introduction answers these questions:**

- What is the topic of your essay?  
 What are the sources that you will be using?  
 How will your essay be structured?  
 What question will your essay answer?
- 

The Introduction of your essay is a contract that you make with the reader; the reader expects that the essay will contain the information that was promised in the Introduction.

**Structure of a scholarly Essay**



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

- your functional Introduction (reflecting any revisions suggested in the evaluation)
- a brief summary of the plot of the novel you have chosen (maximum 1 page)
- an analysis, with evidence, of the novel as a primary historical source
- a discussion of the historical topics in the novel, compared to the 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 original, marked Essay Proposal (attached) There is a penalty of 3 marks for essays submitted without an attached essay proposal.

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.

|  |     |
|--|-----|
| <b>Evaluation:</b> Summary               | 5%  |
| Primary source Analysis                  | 40% |
| Discussion of chosen historical topic(s) | 15% |
| Discussion of a novel's historical value | 10% |
| Spelling/grammar                         | 5%  |
| Scholarliness                            | 5%  |
|  | 80% |

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**Citation format: Chicago Style: Footnotes/endnotes**

1<sup>st</sup> citation of a source: full citation

2<sup>nd</sup> and subsequent citations: short form citation, with a page number

When a footnote/endnote citation is exactly the same as the previous citation: *Ibid.*, p.10

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University of the Fraser Valley  
Quebec, 1867-1970: Industrial Development, Political Change  
Fall 2011 History 322 -- AB1 - 91471 C1425 Thursday 1:00p.m. – 4:40p.m.  
Instructor: Dr. Molly Ungar E-mail: Molly.Ungar@ufv.ca Office: Abbotsford: D3110A  
Office Hours: Monday, 2:30p.m. - 3:30p.m.; Thursday 12 noon - 12:45 p.m.; Friday 2:30 - 3:30

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### **Model of the Mid-term Test**

**Duration of Test: 2 hours**

**Instructor: Dr. M. Ungar**

This test is based on all assigned readings and all lectures and visual components presented in Week 2, Week 3 and Week 4 of this course.

**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.**

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**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

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

Example: Late 19th century ideologies in Quebec

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

Example: "At this moment, as I write, French and English-Canadians are fighting and dying side by side. Is their sacrifice to go for nothing or will it not cement a foundation for a true Canadian nation, a Canadian nation independent in thought, independent in action, independent even in its political organization ...?"

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**A list of assigned readings will be provided**

**All sections of this test will have ample choice**

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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: (30 marks) Discuss 6 of the following names, dates, terms and visuals:**

Example: Minority Nationalism

**Part 2: (10 marks) Give a critical analysis and comparison of the two films:**

“Action: The October Crisis of 1970”, Robin Spry, 1973  
“Black October”, Terence McKenna, 2000

**Part 3: (40 marks) With reference to all course materials and specific reference to at least 10 different assigned readings each, discuss two of the following:**

|                          |                          |
|--------------------------|--------------------------|
| Quebec from 1867 to 1900 | Quebec from 1900 to 1936 |
| Quebec from 1936 to 1960 | Quebec from 1960 to 1970 |

**Part 4: (10 marks) Explain and discuss the context, references and significance of two of the following excerpts:**

Example: “At this moment, as I write, French and English-Canadians are fighting and dying side by side. Is their sacrifice to go for nothing or will it not cement a foundation for a true Canadian nation, a Canadian nation independent in thought, independent in action, independent even in its political organization ...?”

**Part 5: (10 marks) What was the relationship, in Quebec, between industrial development and political change?**

A list of assigned readings will be provided  
All sections of this test will have ample choice  
There will be 4 bonus questions (2 marks each)