

University of the Fraser Valley

The Trudeau Years

Fall 2011 History 499I -- AB1 - 91359 Monday 5:30 - 9:10 C1429

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

"If all politicians were like Mr. Trudeau, there would be world peace." -- John Lennon on Pierre Elliott Trudeau

Pierre Trudeau was Prime Minister of Canada from 1968-1979 and from 1980-1984. During his administrations, Canadians experienced some of the most significant events and upheavals in late 20th Century Canadian life. Canadians in the 1960's embraced the excitement and promise of Trudeau's vision; by the 1980's many Canadians wondered if their enthusiasm had been justified. The legacy of the Trudeau years continues to intrigue, mystify and influence successive generations of historians, journalists, writers, and artists.

In this course, we will study multiple aspects of the Trudeau Years, including the idea of the Just Society, the phenomenon of Trudeaumania, Quebec separatism and the FLQ crisis, as well as legislation affecting First Nations, the Canadian military, Canadian foreign policy, bilingualism and constitutional rights. Trudeau's personality, ideas and actions will be an important element of the course, and you will be encouraged to use a wide variety of historical sources.

Because this is a seminar course, there will be no formal lecture component, in order to elicit a high degree of student participation. This participation will take the form of in-class, group presentations, student-generated panel discussions, theme-based discussions, and the creation of a reflective Course Diary. Other course work will include 4 commentaries (500 words each), each analyzing 1 assigned reading. There will also be a research essay and a 3-hour final exam. Participants in this course should expect to be assigned, and to report on, a minimum of 100 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:

Ricci, Nino. *Extraordinary Canadians: Pierre Elliott Trudeau*, John Ralston Saul, series editor. Penguin Canada, 2009.

A collection of primary sources, documents and articles. (On 2-hour reserve in the Library)

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

<u>Evaluation:</u>	4 Commentaries	10%
	1 In-class, group presentation	20%
	3 Panel Discussions	10%
	Course Diary	20%
	Research Essay (3,000 words)	20%
	Final Exam	20%

		100%

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

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Class Schedule

**September 12
Week 1**

Introduction

- the architecture of the course
- historical sources
- history, historians, the historiography of Pierre Trudeau
- discussion of Course Outline
- course expectations and goals

**September 19
Week 2**

"The Accidental Prime Minister"

Panel Discussion #1: Until 1968

Facilitator _____ Panelists _____
 Recorder _____
 Recorder _____

Readings:

Extraordinary Canadians -- Chapter 1

Pierre Elliott Trudeau, "Part 1", *Against the Current: Selected Writings 1939-1996*, McClelland & Stewart, 1996. p. 3-21.

Pierre Elliott Trudeau, "Preface"; "Part 1", *Memoirs*, McClelland and Stewart Ltd, Toronto, 1993, p. ix-xiii; 3-88.

**September 26
Week 3**

"Trudeaumania"

Panel Discussion #2: The Leadership, the 1968 Campaign, the 1968 Federal Election.

Facilitator _____ Panelists _____
 Recorder _____
 Recorder _____

Readings:

Extraordinary Canadians -- Chapter 2

Pierre Elliott Trudeau *Against the Current: Selected Writings 1939-1996*, McClelland & Stewart, 1996. p. 25-101

Pierre Elliott Trudeau, "Part 2", *Memoirs*, McClelland and Stewart Ltd, Toronto, 1993, p. 25-101.

George Bain, "Canada Has a Case of Trudeaumania", *The New York Times*, June 16, 1968

"Canada's Next Prime Minister", *The New York Times*, April 8, 1968.

Last Day for Submission of Commentary #1

Last Day to Choose a Research Topic -- 5%

**October 3
Week 4**

"The Just Society"

Discussion #3: The Origins and Basis of Trudeau's Social Philosophy

Readings:

Extraordinary Canadians -- Chapter 3

Pierre Elliott Trudeau, "Foreword", "Federalism, Nationalism, and Reason", *Federalism and the French Canadians*, The MacMillan Co. of Canada Ltd., N.Y., 1968, xix – xxvi; 182 - 203.

Pierre Elliott Trudeau, "Sections 12-20", *Approaches to Politics*, Oxford University Press, Toronto, 1970.

September Diary is due in class

October 10 Thanksgiving – No Classes

**October 17
Week 5**

"The Military"

Panel Discussion #4: Did the Trudeau Administration Kill the Canadian Military?

Facilitator _____ Panelists _____
Recorder _____
Recorder _____

Readings:

Extraordinary Canadians -- Chapter 4

Harald von Reikhoff, "The Impact of Prime Minister Trudeau on Foreign Policy", J.L. Granatstein, Ed., *Canadian Foreign Policy Historical Reviews*, Copp Clark Pittman, Toronto, 1993, p.286-299.

Sean Maloney, "Canada's Glory Days", *Maclean's*, 1/21/2002, Vol. 115 Issue 3, p. 16.

Adam Chapnick, "The Golden Age: A Canadian Foreign Policy Paradox", *International Journal*, Winter 2008-2009, p. 205-221.

Kim Richard Nossal, "Right and Wrong in Foreign Policy 40 Years On", *International Journal*, Spring 2007, p. 263-277.

Michel Fortmann, Martin Larose, Susan M. Murphy, "Emerging Strategic Counterculture? Pierre Elliott Trudeau, Canadian Intellectuals and the Revision of Liberal Defence Policy Concerning NATO (1968-1969)". *International Journal*, Vol. 59, No. 3 (Summer, 2004), pp. 537-556

Pierre Elliott Trudeau, "New Directions in Foreign Policy", An Address, September 29, 1972.
<http://speeches.empireclub.org/61959/data?n=40>

Essay Proposal due in class: 15%

**October 24
Week 6**

"First Nations"

Panel Discussion #5: The White Paper and Responses To It

Facilitator_____	Panelists_____	_____
Recorder_____	_____	_____
Recorder_____	_____	_____

Readings:

Extraordinary Canadians -- Chapter 5

Harold Cardinal, "The Buckskin Curtain: The Indian-Problem Problem", *The Unjust Society: The Tragedy of Canada's Indians*, Hurtig Publishers, Edmonton, 1969, p. 1-17

William Wuttunee, "Red Power"; "Conclusion", *Ruffled Feathers, Indians in Canadian Society*, Bell Books, Calgary, 1971, p.1 - 13; 136 - 142.

Government of Canada, "Statement of the Government of Canada on Indian Policy, 1969 [The White Paper]", J.M. Bumstead, L. Kuffert, eds., *Interpreting Canada's Past, A Post-Confederation Reader*, Oxford University Press, Toronto, 2005, p. 493 - 500.

"Statement of the Government of Canada on Indian Policy, 1969"
<http://www.ainc-inac.gc.ca/ai/arp/ls/pubs/cp1969/cp1969-eng.pdf>

Carmen Robertson, "Trickster in the Press, 'Kainai' editorial cartoonist Everett Soop's framing of Canada's 1969 White Paper events", *Media History*, Vol. 14, No. 1, 2008

Indian Chiefs of Alberta, "Citizens Plus [The Red Paper]", J.M. Bumstead, L. Kuffert, eds., *Interpreting Canada's Past, A Post-Confederation Reader*, Oxford University Press, Toronto, 2005, p. 500 - 504.

Globe and Mail articles:

Thursday, June 26, 1969 p. 1, 2, 3

"Ottawa plans to abolish treaties, move out of Indian affairs in 5 years".

"Plan would turn Indians into full citizens without guarantees on land",

"Indian leaders surprised by move"

"Opposition welcomes new Indian policy"

"Robarts pleased with new policy"

Saturday, July 5, 1969, p. 1, 4

[Photo] "Federal Minister Harangued by Ontario Indian Representative"

Ross H. Munro, "Be consistent, Indians told"

September 5, p.1

"Queen's Park holds sessions with Indians"

Thursday, November 27, 1969, p.1

"Indian talks are urged by Ontario"

Monday, February 9, 1970, p.1

"Trudeau tells Indians that Jewish banquet is 'a hell of a place' to hold their protest"

Friday, June 5, 1970 p.1, 8

"Won't force solution', Trudeau tells Indians"

"Red paper rejects equality: Indians propose that industries help reserves"

Last Day for Submission of Commentary # 2

**October 31
Week 7**

Roundtable on Essays

**November 7
Week 8**

"Just Watch Me": Clashes With Quebec

Discussion #6: The October Crisis; The 1980 Referendum

Readings:

Extraordinary Canadians -- Chapter 6

Denis Smith, "Chapter 6", *Bleeding Hearts Bleeding Country: Canada and the Quebec Crisis*, Mel Hurtig Publishers, Edmonton, 1971.

Pierre Elliott Trudeau, "Notes for a national broadcast, October 16, 1970" [War Measures Act Speech]
<http://www.collectionscanada.gc.ca/2/4/h4-4065-e.html>

"B.C. to fire teachers supporting FLQ", *Globe and Mail*, Friday, October 23, 1970, p.1,2.

"Impromptu Interview of Pierre Elliott Trudeau with Tim Ralfe of the CBC and Peter Reilly of CJON-TV on October 13, 1970".
<http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/october/watchme.htm>

Dominique Clément, "The October Crisis of 1970: Human Rights Abuses Under the War Measures Act", *Journal of Canadian Studies*, Spring 2008, Vol. 42, Issue 2. p. 160-186.

Pierre Elliott Trudeau, *Memoirs*, McClelland and Stewart Ltd, Toronto, 1993, p. 128-152.

October Diary is due in class

November 14
Week 9

"Bilingualism and Multiculturalism"

Panel Discussion #7: Language Laws in Canada and Quebec; Links to Multiculturalism

Facilitator _____ Panelists _____
 Recorder _____
 Recorder _____

Readings:

Extraordinary Canadians -- Chapter 7

Pierre Elliott Trudeau, "Statement on the Introduction of the Official Languages Bill, October 17, 1968, Office of the Prime Minister, Ottawa, 1968.
<http://www.collectionscanada.gc.ca/2/4/h4-4066-e.html>

Pierre Elliott Trudeau, *Memoirs*, McClelland and Stewart Ltd, Toronto, 1993, p. 118-128

Neil Bissoondath, "Selling Illusions, The Cult of Multiculturalism" [1994], Thomas Thorner, Thor Frohn-Nielsen, eds., '*A Country Nourished on Self-Doubt*', *Documents in Post-Confederation Canadian History*, 3rd edition, Broadview Press, Peterborough, 2003, p. 328-337.

Pierre Elliott Trudeau, "Announcement of the Implementation of a Policy of Multiculturalism Within a Bilingual Framework", House of Commons Debates, October 8, 1971, pp. 8545-8.
<http://www.abheritage.ca/albertans/speeches/trudeau.html>

Commentary #3 due in class

November 21
Week 10

"The Constitution and the Charter"

Panel Discussion #8: Patriation: Triumph and Consequences

Facilitator _____ Panelists _____
Recorder _____
Recorder _____

Readings:

Extraordinary Canadians -- Chapter 8

Pierre Elliott Trudeau, *Memoirs*, McClelland and Stewart Ltd, Toronto, 1993,
p. 300-329

Roger Gibbins, R. Knopff, F. L. Morton, "Canadian Federalism, the Charter of Rights and the 1984 Election", *Publius*, Vol. 15, #3, Summer 1985,
p. 155 - 169.

F.L. Morton, "The Political Impact of the Canadian Charter of Rights and Freedoms", *Canadian Journal of Political Science*, XX:1, March 1987, p. 32-55.

Lloyd Axworthy, "The Federal System -- An Uncertain Path", *Daedalus*, Vol. 117, No. 4, Fall 1988, 129-153.

Government of Canada, "Canadian Charter of Rights and Freedoms", *Canada Act, 1982*. [Part 1 of the Constitution Act]
<http://laws-lois.justice.gc.ca/eng/charter/index.html>

Essay due in class

November 28
Week 11

Film: "Trudeau – the Man, the Myth, the Movie" (192 minutes)

**Discussion of film Reviews
Distribution of Program for Mini-Conference**

December 5
Week 12

Mini-Conference on Trudeau and the Trudeau Years:
"Measurements, Assessments, Legacies"

Messages to the Future and Verbal Evaluation

Commentary #4 due in class

Friday, December 9: November Diary due

Final Exam _____

Room _____

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.

=====
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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The Reflective Course Diary

A Course Diary is an instrument for practicing writing and thinking. It is a detailed record of your learning experience, and of your journey through this course.

The purpose of the Journal is to create a means by which you can compile as complete a record as possible of the course content, as well as your reactions to and reflections on that content. You will need your Diary to study for the final exam, to complete the course assignments, and to gain insight and depth of learning.

Some questions that your Dairy might address are:

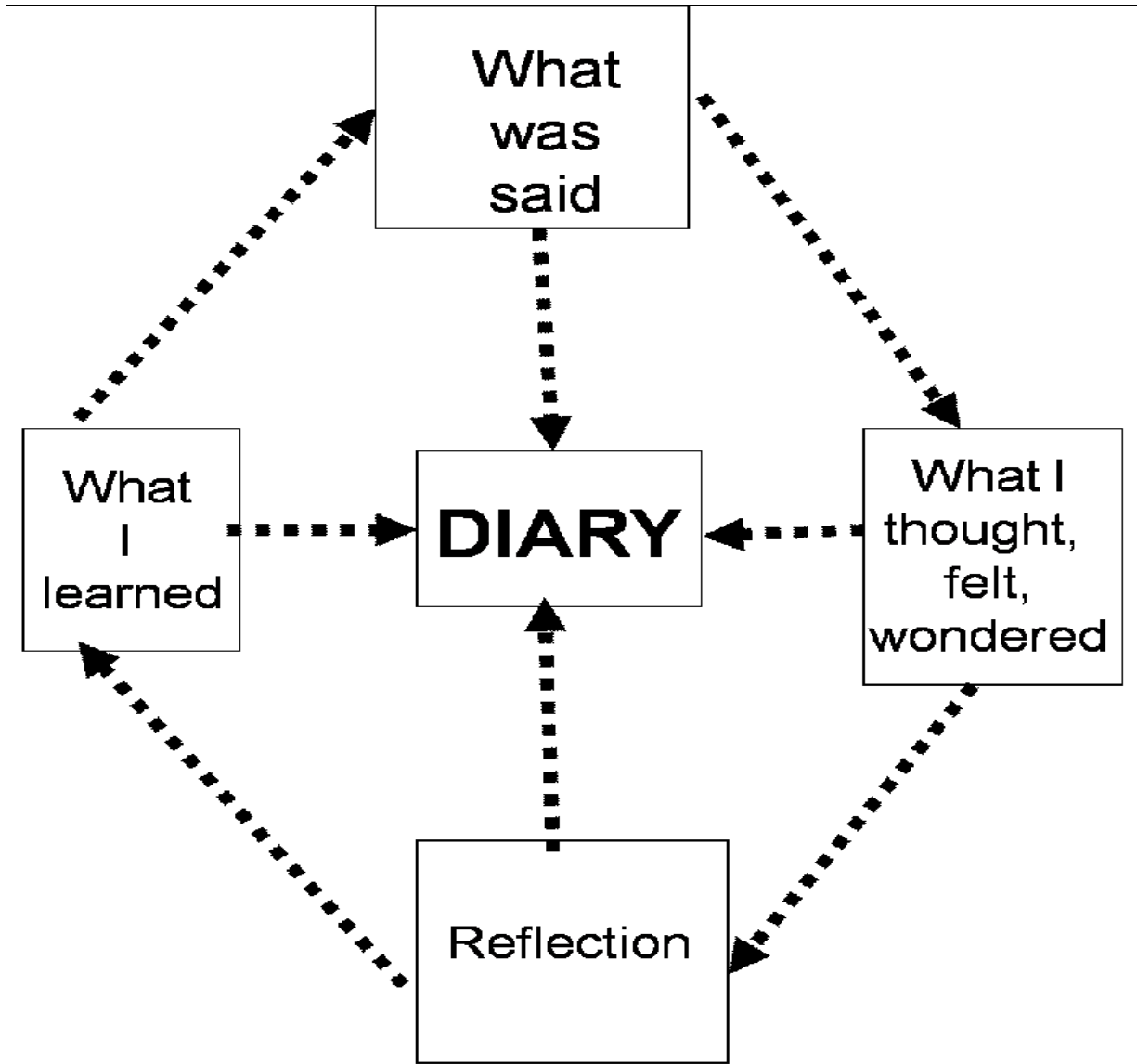
- What was said in the seminar?
- What did I say in the seminar?
- What did I think about what was said in the seminar?
- What did I feel about what was said in the seminar?
- What did I learn?
- What insights have I gained?
- How is my work progressing in this course?
- How is my research progressing in this course?
- What is the trajectory of my journey through this course?
- Am I changed by this journey?

Each of these questions has numerous sub-heads, that you will expand on in detail. Diary entries are due once a month and need to be at least 20 pages in length. Evaluation of the Journal includes completeness, comprehensiveness, functionality and reflective content.

Some guidelines:

- your Diary should be typed and edited before you submit it; please do not submit Diaries in point form, or in the form of class notes
- your Diary should be in narrative form, and have some shape and continuity; try to structure it around an argument
- everything associated with this course is an appropriate topic, and an appropriate topic for reflection, in your Diary -- your studies, your reading, your research, your interactions with your colleagues and relevant individuals
- the reader of your Diary should be able to get a good picture of this seminar, your part in it, and your colleagues' part in it
- think of your Diary as a primary source for future historians
- make sure to read and reflect on the Final Exam question, and consider how your Diary will help you study for and respond to this question in the most effective manner.

Diary Due Dates: October 3 (Week 4) November 7 (Week 8) December 9
Late submissions for this assignment will receive a mark of 50/100



Creating a Reflective Course Diary

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Panel Discussions

Time Frame for the Panel Discussion: 2.5 hours

Number of Panel Discussions per student: 3

Students may assume any role within a Panel Discussion, once

Panel Discussions consist of:

- A relevant topic listed in the Course Schedule
- Two Recorders
- A Facilitator
- Panelists (usually 2 or more students)

Purpose of the Panel Discussion:

- To discuss in detail, and in an interesting manner, all the assigned readings for the week
- To gain experience in verbal critical assessment of historical sources
- To answer questions from the seminar participants
- To ask the seminar participants questions

Role of the Facilitator:

- To provide the historical context for the themes being discussed each week
- To introduce the Panelists and say what they will be discussing
- To ask the Panelists questions
- To invite the audience to ask the Panelists questions

Role of the Panelists:

- To facilitate information about, and analysis of, the assigned readings for the seminar
- To ask questions of the seminar
- To answer questions

Role of the Recorders:

- To keep good notes on the proceedings of the seminar
- To share these notes with the rest of the seminar in a timely manner
- To sum up the proceedings very briefly at the conclusion of the Panel Discussion

Role of the Members of the Seminar

- To come prepared to engage in a discussion, to make comments and ask questions

 -- Please communicate with the participants in your Panel Discussion in order to make your discussion effective as a teaching and learning strategy.

-- For each fourth and subsequent participation in a Panel Discussion, 1 bonus mark is available.

-- Please treat your colleagues with respect, and in the spirit of scholarly exchange

Discussions: All marks are bonus marks

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Commentaries

Number of commentaries to be submitted by each student: 4

Number of words per commentary: 500

Commentaries 1 and 3 should be based on an assigned secondary source of at least 15 pages.

Commentaries 2 and 4 should be based on an assigned primary source(s) of at least 15 pages.

If you are not certain whether an assigned reading is a primary source or a secondary source, please ask the seminar.

Each commentary should answer the following questions :

Is this a primary or secondary source? Why?	20%
What does this document tell the historian about Trudeau or the Trudeau administration?	20%
What point is the writer making?	20%
What is the historical value of this document?	20%
Your scholarliness, organization, structure, development	10%
Your spelling and grammar	10%

Please note that your answers constitute an argument.. All evidence to support your assertions should come only from the document you have chosen for your Commentary.

Please use either footnotes or endnotes.

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

Commentaries submitted after the due date will receive a mark of 0.

Commentary due dates: #1: September 26 (Week 3)

#2: October 24 (Week 6)

#3: November 14 (Week 9)

#4: December 5 (Week 12)

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Research Essay Assignment

"Then and Now"

Start your research immediately -- this assignment requires much preliminary reading. You are encouraged to meet with your instructor to discuss your thoughts and progress.

The assignment has three parts:

Part 1: Deadline: September 26 (Week 3) Choice of Topic – 5%

After some thought, choose a topic closely related to the content of this course.

Part 2: Deadline: October 17 (Week 5) An Essay Proposal – 15%

Your essay proposal should be typed, double-spaced, with your name at the top, and contain the following components:

- a statement of your topic
- a very narrow, specific question about your topic, that is answerable through research
- a functional Introduction, (see below) that will appear eventually at the beginning of your final essay
- an annotated Bibliography of a minimum of 7 secondary sources and a minimum of 20 primary sources; each annotation needs to indicate how that particular source will answer your narrow question; research beyond the assigned sources for this course will be necessary, but any assigned source(s) may be used

Your Essay Proposal needs to be in narrative form not in point form, except for the Bibliography.

Proposals will not be accepted in electronic form

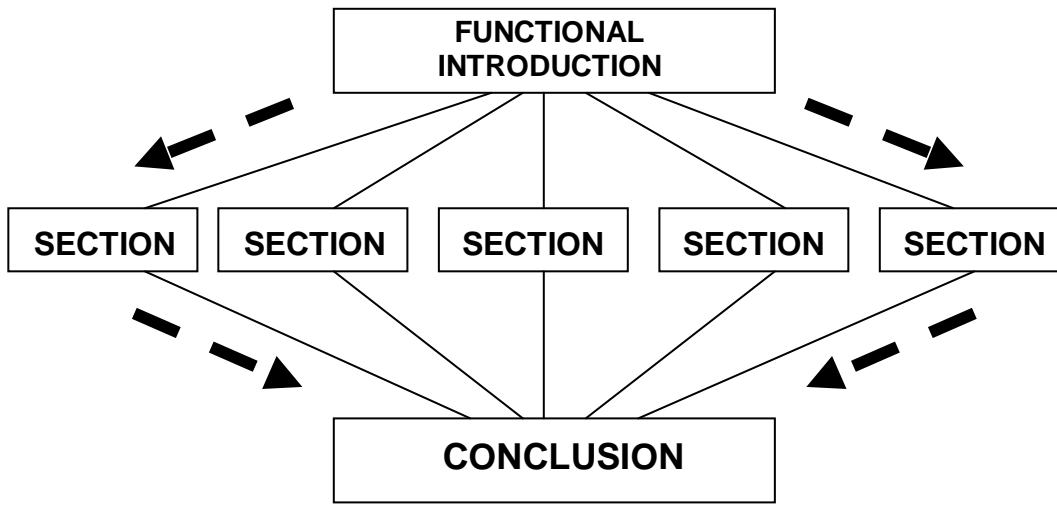
The *Globe and Mail* is available as a free, searchable online database through our Library's website. Full text can be downloaded and/or printed. Many other newspapers, articles and books can be ordered through Inter-Library Loan

A functional Introduction answers these questions:

- What is the topic of your essay?
- What is the narrow question you are asking?
- What are the sources that you will be using, in order to answer your narrow question?
- How will your essay be structured?
- Will you answer your question?

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

Structure of a scholarly Essay



Part 3: Deadline: November 21 (Week 10) A Research Essay - 3,000 words

Write the “story” of your topic, in a comprehensive, detailed and creative manner, comparing the primary sources’ information to the secondary sources’ information. Answer your narrow, specific question fully.

Please remember to include:

- footnotes or endnotes (Chicago style)
- double-spaced typing
- a Bibliography (without annotations)
- a creative title

Your essay will be marked for:

- clarity and strength of argument
- structure, development, coherence of expression
- meeting the requirements of the assignment
- scholarliness, spelling and grammar
- convincing use of evidence

Please submit your completed essay with the graded Essay Proposal attached. There will be a 3-mark penalty for essays without attached proposals, or essays that differ from their proposals.

Essays will not be accepted in electronic form.

Essays are due in class on November 21 (Week 10). 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.

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Mini-Conference on
Trudeau and the Trudeau Years: "Measurements, Assessments, Legacies"

Please start the planning and organization of this assignment immediately

This assignment is a group presentation that is scheduled for December 5 (Week 12) of the course.

It takes place during 3 hours, including set-up, presentation and clean-up. Please allow the remaining 40 minutes for writing messages to future students and for a verbal evaluation of the course.

Please research what a scholarly conference is, its content and proceedings.

Please do not use any electronic or technical means of presentation.

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.

Some possible sources:

Michael Bliss, "A Long View of Pierre Trudeau's Legacy", *Cité Libre*, Vol. XXVII, #1, Winter, 1999, p. 85 - 89.

Peter Worthington, "Trudeau is Gone, but His Wrongs are Not", *The Windsor Star*, October 12, 2000, p. A8.

"The Trudeau Years", *Globe and Mail*, Thursday, March 1, 1984, p.6

Alicia Barsallo, "Pierre Elliott Trudeau, 1919-2000: The Death of Canadian Liberalism", *Labour/Le Travail*, Vol. 47, Spring 2001, p. 289-290.

Robert Miller, "Canada's unexpected goodbye: In death, Trudeau was able to unite the country as he never could in office", *The Ottawa Citizen*, October 4, 2000.

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Model of the Final Exam

Time: 3 hours

Instructor: Dr. M. Ungar

Please write in narrative form (sentences and paragraphs), not in point form
Please write only on one side of the booklet page
Do not generalize -- be very specific in your discussion

You are a Canadian born in 1941 and it is now the year 2011. Showing a thorough, detailed and specific knowledge of all course materials, presentations, and discussions, and with specific reference to at least 21 assigned sources including the assigned film, discuss your thoughts, feelings, insights and conclusions at three points in time:

- when you first learned of the death of Pierre Trudeau**
- when you first saw the film "Trudeau"**
- on the 10th anniversary of his death**

[A complete list of assigned readings and the film will be attached to your exam sheet]

Reading List, Pierre Elliott Trudeau

(does not include journal or magazine articles)

- Anderson, Bruce, *Regional Perspectives of the Trudeau Supra-nationalist Vision*, 1994.
- Andrew, J.V., *Bilingual Today, French Tomorrow: Trudeau's Master Plan and How It Can Be Stopped*, 1977.
- Axworthy, Tom, *Pierre Elliott Trudeau, Towards a Just Society: The Trudeau Years*, 1990.
- Bird, Roland, *Pierre Elliott Trudeau, Canada with Trudeau*, 1968.
- Bom, Philip C., *Trudeau's Canada: Truth and Consequences*, 1977.
- Broadbent, Ed., *The Liberal Rip-off: Trudeauism vs. The Politics of Equality*, 1970.
- Butler, Rick, Jean-Guy Carrier, *The Trudeau Decade*, 1979.
- Cardinal, Harold, *Pierre Elliott Trudeau, The Indian People of Canada*, 1970, 1970.
- Christiano, Kevin, *Pierre Elliott Trudeau: Reason Before Passion*, 1993.
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