Political Science 315/North American Studies 315
Politics and Society in Contemporary Quebec

Wilfrid Laurier University
Winter 2017

Instructor: Dr. Brian Tanguay

Lecture Time: Tu 4:00-6:50pm

Classroom: 1C18

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Office Hours: W 3:00-4:30pm

Office: DAWB 4-160

COURSE DESCRIPTION
This course examines the sources of contemporary Québécois identity through the lenses of fiction, film, and social science. It explores both the legacy of Québec’s distinctive historical trajectory and recent political, economic, and social developments in the province, along with their impact on public policy. It also examines Québec’s relations with the rest of Canada, the situation of Francophones outside of Québec, and Québec’s aspirations to be an actor in the international arena.

Classes will consist of a mixture of lectures (for the first hour and twenty minutes) and tutorials (for the final hour or so).

COURSE LEARNING OBJECTIVES
By the end of the course students should:

• have a greater understanding of the historical, political and cultural forces that have shaped contemporary Quebec
• be able to identify some of the ways in which Quebec is, de facto, a “distinct society” within Canada
• have greater familiarity with a variety of interdisciplinary approaches to the study of Quebec
• have improved their ability to work in a group, as well as individually
• have improved their presentation and public speaking skills
• have improved their reading comprehension and writing skills
REQUIRED TEXTS


Each student must read one of the following biographies, which will form the basis for a portion of the first assignment, the “Quebec History/Politics/Culture Blog.” You might be able to find a copy of one of these books at your local bookstore, Wordsworth, in uptown Waterloo, or at one of the second-hand bookstores in the area (*The Old Goat* in Waterloo, or *Worth a Second Look* in Kitchener, for example). ONLY books from the Penguin Extraordinary Canadians series can be used for this assignment:


Also for the “Blog,” students must read one of the following novels (and again, you should be able to find a copy of one of them at Wordsworth Books in Waterloo):


If you have a limited knowledge of Quebec history, you would do well to consult the following text, which is available through Primo/Trellis as an e-book:


An extremely useful website for those of you who want to learn more about Quebec history, culture and politics, is found at Marianopolos College (a CEGEP in Montreal), curated by Claude Belanger. If you do use this website for your written work, make sure you acknowledge it properly.

Informed contributions to class discussions will be facilitated if you keep up with current events that concern Quebec/Canada, and a number of websites should be useful for this purpose:

MY LEARNING SPACE

This course will use My Learning Space (MyLS) to post lecture slides and supplementary materials relevant to the lectures and assignments. All written assignments – the “blog” and the reading responses for the tutorials, as well as the slides used for the group presentations, must be submitted to the course dropbox. Please make sure you are signed up for My Learning Space.

Please note that I prefer to receive assignments as either Word or Powerpoint (or Prezi) documents. If possible, do not upload PDFs to the dropbox. You must definitely avoid submitting documents in Pages, which (unfortunately) is a format not recognized by MyLS. If you are a devoted Mac user, you can save your Pages documents in RTF (rich text format) and submit them to the dropbox that way.

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Percentage Weight</th>
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<tbody>
<tr>
<td>Quebec Politics, History, Culture “Blog”</td>
<td>March 10</td>
<td>30%</td>
</tr>
<tr>
<td>Tutorial – Participation</td>
<td>various</td>
<td>10%</td>
</tr>
<tr>
<td>Tutorial – Presentations</td>
<td>various</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term</td>
<td>February 14</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam period</td>
<td>25%</td>
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A. Quebec History/Politics/Culture Blog

The first written assignment is due in the course dropbox no later than midnight, Friday March 10 (only the electronic copy is necessary). It will consist of an approximately 2500 to 3000-word “blog” on the following items: *Referendum Take 2/Prise Deux*, the movie screened in class on January 10; one of the biographies in the Extraordinary Canadians series listed above (LaFontaine/Baldwin, Lévesque, Trudeau, or Rocket Richard); one of the novels listed above (O’Neill, Poulin, Roy or Tremblay); and one Québécois film from the following list:


A good blog will attempt to link these different items together in order to provide a tentative answer to the questions, “In what ways is Quebec distinct from the rest of Canada (the ROC)?” “What have I learned about Quebec culture, politics and history from reviewing these items, and how do I place these
findings in a broader sociological or political context?” You may want to use the Grescoe and Contento readings from Week 1 as points of departure for this final section of your Blog.

I have called this assignment a “blog” so that the writing conventions that prevail for undergraduate work can be relaxed a little. You may use your imagination and creativity in this exercise (please)! You may use “I” in your writing (but don’t overdo it; no one wants to slog through a narcissist’s ramblings!) You may have opinions – but back them up by citing relevant secondary sources (I will be posting a separate document on proper citation style to MyLS in the first or second week of classes). You should have about a half-dozen legitimate (i.e. scholarly) secondary sources in your list of citations (and yes, the Grescoe reading can count as one of them).

Late papers will be penalized 3% per day, unless documentation is submitted demonstrating a medical or other compelling reason for being late. **No Blog will be graded if it is more than two weeks late.**

**Failure to complete the Blog will result in failure in the course.**

**B. Participation**

Attendance will be taken at the beginning of each of the tutorials. A mark out of 5 will be assigned for each tutorial. Students will receive 2.5 out of 5 for attending the tutorial. The remainder of the grade is assessed on evidence of the completion of course readings, as demonstrated by informed, thoughtful and respectful contributions to class discussions. Students are encouraged to ask and answer questions during tutorials. The instructor may lower the overall participation grade for any student who routinely skips lectures. **This is NOT an online course, and attendance at BOTH lectures and tutorials is expected.**

**C. Presentations**

Eight presentations are scheduled in eight different tutorials during the term (see schedule posted to MyLS). Students will sign up in the first three weeks of classes for one of the eight tutorial topics; each topic will be limited to 5 or 6 students, depending on final enrolment in the course.

The presentations have both an individual and a group component. I expect that the students who sign up for a particular topic will, in consultation with the instructor, decide on a division of labour for the presentation; that is, each student is responsible for a specific theme or portion of the entire presentation, which should last anywhere from 20 to 30 minutes in total (depending on the topic). The purpose of these presentations is three-fold: to present to the class a critical response to the assigned readings; to inform the class about contextual matters – historical, political, cultural – that help make sense of the topic; and to promote class discussion. Some of the topics are set up as Pro and Con debates, which should help the presenters arrive at a division of labour among themselves.

Each group will draw on the required readings for the lectures, the additional required reading(s) for the tutorial, and a number of relevant secondary sources that may be determined in consultation with the instructor. Presentations will be graded according to their originality, clarity, organization, ability to generate class discussion, the persuasiveness of the group’s overall argument, and the group’s ability to stay within its allotted time. Sometime **BEFORE** the tutorial is held, the group must submit to the course dropbox an electronic copy of the PowerPoint presentation or the Prezi slides that they will be using to
make their case. At the same time, each student will submit to the course dropbox a copy of the “research notes” on which they have based their portion of the presentation. At a minimum, I expect these research notes to contain CRITICAL responses to the tutorial reading and TWO other secondary sources that students have used to make their argument, along with a brief statement of your thesis. These research notes should be roughly 3 or 4 pages, double-spaced, in length.

D. Mid-Term
A mid-term, worth 20% of the final grade, is scheduled for February 14. The test will be one-and-a-half hours long and will be based on the course readings and the lectures up to that point. The test will incorporate multiple choice, short answer and essay formats.

Please note: only those students with documented medical or similar issues will be allowed to write a deferred mid-term.

E. Final Exam
A final exam, worth 25% of the final grade, will be scheduled during the regular examination period in April. It will be two hours long and will be based primarily on course readings and lectures from Weeks 8 through 12. The exam will incorporate multiple choice, short answer and essay formats.

CLASS SCHEDULE
Please note: You will find below the breakdown of the weekly lecture topics. A complete list of the required readings for BOTH the lectures and the tutorials can be found in the syllabus posted to MyLS. You will also find a second document on MyLS which provides more information about the conduct of the tutorials themselves. Both documents can be found in the Syllabus & Related Stuff module.

Week 1 (Jan. 3)  Introduction to the course; administrivia
Week 2 (Jan. 10) The Quebec Model I
Week 3 (Jan. 17)  (i) The Quebec Model II; (ii) The Impact of History
Week 4 (Jan. 24)  (i) The Impact of History (conclusion); (ii) Quebec’s Political System
Week 5 (Jan. 31)  Quebec’s Political System (conclusion)
Week 6 (Feb. 7)  The Politics of Language
Week 7 (Feb. 14)  Mid-term exam; Reading Week follows, no class on February 21
Week 8 (Feb. 28)  The Politics of Language (conclusion)
Week 9 (Mar. 7)  Le Québec pluriel: Anglophones and Allophones
Week 10 (Mar. 14) First Nations and Quebec Nationalism
Week 11 (Mar. 21) Defending Quebec’s Distinctive Culture
On behalf of WLUSU (wlusu.com)

Foot Patrol Walk Home Service:
1.519.886.FOOT x3668

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.

Counselling Services and Peer Help Line:
1.886.281.PEER x7337

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referrals are available at the Student Wellness Centre. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.