

Political Science 3371G (UWO)
The Politics of Quebec
Course Outline

Prerequisites: Pol. Sci. 230E or 234E or 236E (or permission of department)

Type: Day Course (Essay/Seminar) Jan.7/13 to April 8/13

Place: SSC 4255

Time: Mondays 3.30-5.30pm

Instructor: Dr. Robert F. Jonasson Office: SSC 4141; ext. TBA (please call only during office hours)

Home E-mail address: rjonasso@uwo.ca (please e-mail anytime)

Office Hours: Wednesdays 4-5pm

Political Science 3371G is a seminar course. The course topic is the politics of Quebec. The focus will be on political history, party politics, public policy and separatism.

COURSE STRUCTURE: Students will be doing one presentation over the winter term. Presentations should be 10 minutes long. Students will likely partner up with 1 to 4 students to do a topic area at least 20-40 minutes in length. If only one student is presenting, the whole presentation will have to be done by that student. The above will depend on the final number of students in the class.

Each student, or students, will be presenting one whole issue area. There will be time for questions. The presenters should have 4 questions for the class. The presenters will give all students (and the prof) a written summary of the presentation before it starts.

After a short (10 minute) break, the class will reconvene for a discussion on questions asked by the presenters. After 20 minutes or so, the class (minus the presenters) will write an appraisal of the issue (their opinion of it) including a short appraisal of the presentation itself (refrain from getting personal here). This should be about 2-3 pages double-spaced. It must be done in class.

GRADE BREAKDOWN: (no exam)

1/ ESSAY: 16-20 double-spaced page paper due Monday, February 4/13 in class. The paper must be argumentative in form (you need a thesis statement). *The paper should look at some aspect of Quebec politics.* However, it must not be the same as your presentation topic. *worth 50%*

2/ WEEKLY APPRAISALS: you must do 7 of these *worth 10% (2% off each missed)*

3/ PRESENTATION: the students' feedback on these will factor into the grade given in an advisory way only *worth 20%*

4/ PRESENTATION HANDOUT: at least 3-5 pages double-spaced per set of presenters (may be in point form, etc.) *worth 10%*

5/ PARTICIPATION: *worth 10%*

REQUIRED TEXT:

Stephan Gervais, Christopher Kirkey and Jarrett Rudy. (eds.) Quebec Questions: Quebec Studies for the Twenty-First Century. (Oxford University Press, Toronto: 2010.)

There is no formal readings package. Students may read the suggested readings below (many from the course text) on their own. Presenters are encouraged to use the suggested readings but must go beyond them in their presentations (if a suggested reading cannot be obtained, find a suitable alternative). Try to answer the questions below in the presentation. All students and the professor must be given a copy of the presentation summary before the presentation.

Jan. 7

- course introduction

Jan. 14

- choosing presentations

Jan. 21 – *Issue one: Quebec before 1867.*

1/ What is the history of New France?; 2/ Did the British treat the French poorly after the Conquest?; 3/ Why has historical memory been so important to most Quebeckers?

Brent Rushforth, “The Establishment of a French Empire in North America.”, Donald Fryson, “The Canadiens and the Conquest of Quebec: Interpretations, Realities, Ambiguities.” and Brian Young, “Thinking about Power in Post-Rebellion Quebec, 1837-1867.” in S. Gervais, C. Kirkney and J. Rudy. (eds.) Quebec Questions. (Oxford University Press, Toronto: 2010.)

Jan. 28 – *Issue two: The development of Quebec identity.*

1/ What is the Quebec identity?; 2/ Is this compatible with a Canadian identity?; 3/ Is this identity changing?;

Alexis Lachaine, “The Evolution of French Canada.” and Jocelyn Maclure, “Quebec’s Culture War: Two Conceptions of Quebec Identity.” in S. Gervais, C. Kirkey and J. Rudy. (eds.) Quebec Questions. (Oxford University Press, Toronto: 2010.)

Charles Taylor, “Shared and Divergent Values.” in Guy Laforest. (ed.) Reconciling the Solitudes: Essays on Canadian Federalism and Nationalism. (McGill-Queen’s University Press, Montreal: 1993.)

Feb. 4 – essay due

Feb. 11 – Issue three: *The Canadian federal system and Quebec since 1867.* Essay due

1/ Has Quebec been the main reason for Canada's decentralized federation?; 2/ Has Quebec benefitted or been shortchanged by the federal system?; 3/ Can the federation be made to work more to Quebec's satisfaction?

Garth Stevenson, "Canadian Federalism and the Search for Accommodation of Quebec Nationalism." in S. Gervais, C. Kirkey and J. Rudy. (eds.) Quebec Questions. (Oxford University Press, Toronto: 2010.)

Francois Rocher, "The Quebec-Canada Dynamic or the Negation of the Ideal of Federalism." and Michel Seymour, "On Not Finding Our Way: The Illusory Reform of the Canadian Federation." in Alain-G. Gagnon. (ed.) Contemporary Canadian Federalism: Foundations, Traditions, Institutions. (University of Toronto Press, Toronto: 2009.)

Feb.18 – reading week

Feb.25 – Issue four: *The political economy of Quebec.*

1/ Is Quebec's economy healthy; 2/ Has free trade benefitted Quebec; 3/ Are francophones now in control of Quebec's economy?

Peter Graefe, "The Politics of Social and Economic Development in Quebec." and Gilbert Gagne, "Regional Economic Dynamics." in S. Gervais, C. Kirkney and J. Rudy. (eds.) Quebec Questions. (Oxford University Press, Toronto: 2010.)

March 4 – Issue five: *The political party system in Quebec since 1998.*

1/ Do Quebec's main political parties give voters enough choices?; 2/ Why has the Parti Quebecois experienced recent troubles?; 3/ Can the Liberal Party hold on to power?

Eric Belanger, "The 2008 Provincial Election in Quebec." Canadian Political Science Review. Vol.3. No.1. (March, 2009) Pgs.93-99.

Jan Erk, "Is Nationalism Left or Right: Critical Junctures in Quebecois Nationalism." Nations and Nationalism. Vol.16. No.3. (2010) Pgs.423-441.

March 11 – *Issue six: Public health care in Quebec.*

1/ How does the Chaoulli decision impact on health care in Quebec; 2/ Is public health care in Quebec efficient?; 3/ Should Quebec run health care without any interference from Ottawa?

Antonia Maioni, “Health Care in Quebec.” in S. Gervais, C. Kirkney and J. Rudy. (eds.) Quebec Questions. (Oxford University Press, Toronto: 2010.)

Christopher P. Manfredi and Antonia Maioni, “The Last Line of Defence for Citizens: Litigating Private Health Insurance in *Chaoulli v. Quebec*.” Osgoode Law Journal. Vol.44 No.2. (Fall, 2006) Pgs.249-271.

March 18- *Issue seven: Multiculturalism in Quebec.*

1/ How does tolerance of religious minorities differ in Quebec from elsewhere in Canada?; 2/ Does Quebec reject the multicultural model ?; 3/ Can immigrants to Quebec ‘ be made into separatists?

Raffaele Iacovino and Charles-Antoine Sevigny, “Between Unity and Diversity: Examining the Quebec Model of Integration.” in S. Gervais, C. Kirkney and J. Rudy. (eds.) Quebec Questions. (Oxford University Press, Toronto: 2010.)

Michelle LaBelle and Francois Rocher. “Immigration, Integration and Citizenship Policies in Canada and Quebec: Tug of War Between Competing Societal Projects.” in R. Zapata-Barrero. (ed.) Immigration and Self-Government of Minority Nations. (Peter Lang, Brussels: 2009.)

March 25 – *Issue eight: Quebec and language laws.*

1/ Do such laws unfairly discriminate against Anglo-Quebeckers?; 2/ Should such laws be made stronger to protect French speakers?; 3/ Have the success of such laws made separatism unnecessary?

Martin Lubin, “The Politics of Language in Quebec.”, Linda Cardinal, “Language Planning and Policy Making in Quebec and in Canada.” and Daniel Weinstock, “The Politics of Language: Philosophical Reflections on the Case of Quebec.” in S. Gervais, C. Kirkney and J. Rudy. (eds.) Quebec Questions. (Oxford University Press, Toronto: 2010.)

April 1 – Issue nine: Quebec as an independent country?

1/ Can Quebec separation proceed without violence or economic chaos?; 2/ Can Quebec do well on its own?; 3/ Given many factors (i.e. demographics), is Quebec likely to separate?

Peter Leslie, “Canada: The Supreme Court Sets Rules for the Secession of Quebec.” Publius: The Journal of Federalism. Vol.29. No.2. (1999) Pgs.135-151.

Robert Young. The Secession of Quebec and the Future of Canada. (McGill-Queen’s Press, Kingston, Ont: 1995.)

Nelson Wiseman, “The Quest for a Quebec Constitution.” American Review of Canadian Studies. Vol.40. No.1 (March, 2010) Pgs.56-70.

April 8 – grade handback/possible presentations if any missed

Late Penalty for Essay and assignments: 5% per working day; DO NOT E-MAIL PAPERS

Computer breakdown/problems are not accepted excuses.

ESSAY INSTRUCTIONS

Introduction (first paragraph)

- half – 1 page double spaced
- come to thesis statement quickly (first 3 or 4 lines)
- avoid prose ('flowery' or colloquial writing) throughout the paper
- outline the major points (at least 3) which support your thesis statement
- do not elaborate on the points here
- avoid quotations

Thesis statement - one line which clearly sets out the argument. Take a stand! Do not write a discussion paper looking at all the angles. All thesis statements must be of the type where the statement can be proven or refuted.

Body of paper (many thematically organized paragraphs)

- (whatever length assigned)
- use statistics, quotations and other support material (always cite these)
- on average, you should have 3 citations per page in the body of the essay
- do not discuss anything which weakens your thesis statement
- avoid going off on tangents (focus on your major points)

Conclusion (last paragraph)

- half – 1 page double spaced
- should not be identical but should be a reiteration of your introduction
- sum up: say that you have proven your thesis statement

NOTE: Avoid first person ('I'); try to say things like 'this essay' or 'this author' instead

CITATIONS: Always cite direct quotes. Always cite words you have reorganized from a source. Always cite statistics. Try to cite major theories which are clearly not your own. When in doubt, cite – but do not cite every line of your paper. **If a quote is longer than 25 words, centre the quote on every line (do not double space) and do not use quotation marks (use double marks for the shorter quotes).** Do not use single marks unless you are emphasizing a word or phrase (eg. a slogan).

*You may use footnote or endnote or bracket style. Every citation must be numbered (even brackets). Use a proper referencing style (see course rules). All sources should have: **author, title, publisher, place published, date and page no. Net sources must have Web address.***

WHAT I AM LOOKING FOR:

1/ *good style* (spelling, grammar, proper academic writing); 2/ *proper structure* (see above); 3/ *good content* (did you prove your essay?); 4/ *research* (good sources and citations)

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.