FREN 340 – Quebec Civilization
FREN 341 – Quebec Civilization in ENGL
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Siena College Catalog description:
A study of Quebec, through its history, geography, arts and literature, political, and social structures. Various social justice concepts, such as human rights, equality, equity, and the status of minorities, will inform our study of historical events as we consider a number of questions. What happens when the colonizer becomes the colonized? What are the consequences when cultural imperialism becomes a guiding principle of government? Do the rights of minority populations outweigh commitment to the common good?

Detailed course description:
This course offers an introduction to Quebec society and culture from that region’s beginnings as New France in the 1660s up to and including the modern day.

This course is designed to introduce students to Quebec society and culture from that region’s beginnings as New France in the 1660s up to and including the modern day. However, in light of the fact that France’s presence was widespread and its influence was extensive, we will also learn about the societies and cultures of other French-language/heritage communities elsewhere in Canada and the US. We will study pivotal events, such as the expulsion of Acadians, the Conquest of Canadiens in 1759, the effects of industrialization at the turn of the 20th century, accompanied by a mass exodus to the United States, and the not-so-quiet Quiet Revolution of the 1950s and 1960s. We will consider the impact of these upon current linguistic, cultural and political developments, particularly continued struggles to ensure linguistic and cultural sovereignty and even to separate from Canada. In short, in order to better understand the implications of Quebec’s demand for recognition as a “distinct society,” one must also appreciate what it is that Québécois remember, as noted in the province’s motto: “Je me souviens”...“I remember.” The collective memory of injustices experienced by Québécois, Acadians, other French Canadians, Cajuns, and Franco-Americans still weighs heavily upon virtually every aspect of contemporary Quebec society. Consequently, integral to the study of historical events will be an exploration of questions of social justice—human rights, equality, equity, the status of minorities, commitment to the common good, and the responsibilities of government and governmental leaders—alongside an examination of those same historical events as possible examples of a long history of oppression—exploitation, marginalization, powerlessness, cultural imperialism, and violence.

The multidisciplinary nature of this course will encompass an examination of Quebec’s social, political and economic history as well as a study of the influence of these factors upon the province’s literature and upon the arts. In other words, how Quebec’s social, political and ideological evolution is reflected in “les arts” and “les lettres” will also be central to our study.

It is also important to note that throughout this course, our analysis will take a broader, more global perspective as we examine how Quebec’s past, present and future have been and will continue to be shaped by its relationships with other nations. How, for example, did the colony of New France seek to emulate the homeland while also attempting to forge its own national identity? As colonizers themselves, what was the relationship of the newly arrived with the region’s indigenous populations?
What were the challenges Quebec faced as it became a colony of Great Britain and adjusted to that nation’s social, political and economic structure? What was the place of the French-speaking, predominantly Roman Catholic minority within the new nation of Canada? These are some of the questions that we will ask, but not merely from an historical standpoint. Rather, we will examine how these same questions and more play out in modern Quebec, for example, in its economic dealings with the United States, in its immigration policies and practices, in its status within the Francophone world, etc. And we will attempt to imagine what the future will hold for Québécois—those with deep roots and those more recently settled—who cling to [multiple] national ties while also striving to transcend [multiple] national borders.

Related Learning Goals:

Siena Mission and Learning Goals

School Mission and Learning Goals: Mission Statement and Learning Goals

Departmental Mission: Mission Statement

and Learning Goals:

The department pursues three main goals:

1) to prepare students for professional engagement in fields requiring language competency and cultural literacy;
2) to help students understand the essential unity and inter-relatedness of all people and recognize their responsibility to create a world of mutual respect, understanding and acceptance;
3) to encourage students to critically reflect on both their own and foreign culture/ language and perceive these as determined by of a specific culture, social values, and history.

Course Learning Goals:

Upon successful completion of this course, students will be able to:

- identify various views and values of the target culture, and explain their origins and development from an historical perspective
- analyze conflicting views within contemporary Quebec from this same perspective
- demonstrate understanding of and empathy with the challenges faced by linguistic and cultural minorities, and use concepts of social justice to express that empathy and understanding
- interpret expressions of the target culture in its literature, art, music, etc.
- demonstrate acquisition of vocabulary related to the various disciplines that inform this course (history, sociology, political science, religious studies, etc.)
REQUIRED TEXT:

A People’s History of Quebec by Jacques Lacoursière and Robin Philpot

COURSE REQUIREMENTS:

Discussion Board: Your regular presence and active participation on the Discussion Board are not only required but also absolutely crucial to your success in this class. Indeed, this is the space in which you attend class and contribute to discussions, albeit asynchronously. Just as you would in a face-to-face class, you’ll need to come to the Discussion Board prepared. That means readings and podcast viewing have been completed. And just as would be the case in a face-to-face setting, I am most interested in the quality of your participation in individual, group and class activities— did you volunteer ideas and answers, or did you always require prompting?; was your input thoughtful, mature, respectful?; did you perhaps share a thought that kept a conversation going or perhaps even took it in an exciting new direction? Please remember also that this course carries with it a CFJ designation. That means that I’ll also be expecting you to make meaningful connections between the social justice concepts that we’ll examine at the beginning of the semester and what you subsequently read and learn. (The Discussion Board for FREN 340 students will be in French while the Discussion Board for FREN 341 students will be in English.)

Quizzes: In Modules 1 and 2 of the course there will be what I have termed “quick quizzes” aimed at helping you to recall dates, names, and concepts that will eventually also appear on a longer quiz at the end of the module. There will also be 2 scheduled quizzes during the semester, one at the conclusion of Module 1 and the other at the conclusion of Module 2. The historical periods they cover are included in this syllabus. Each quiz also includes essay questions that require further elaboration on concepts of social justice and integration of the same in your responses. (Quizzes will be administered in the specific language of the course in which you’re enrolled: French for students in 340 and English for those in 341.)

Glossary: You will be required to compile a list of terms and definitions related to our study of Quebec in particular and/or to social justice more broadly. These may be terms with which you are already familiar while others may be new to you. You’ll want to generate the list yourself, but occasionally I may add terms to the list that I believe are important. Whatever the case, from the very beginning of our course, you should start a Google “Glossary,” share it with me, and maintain it throughout the semester. I will check it for completeness and accuracy. I will also expect you to integrate terms when appropriate in your discussion board posts, quizzes, podcasts, essays, and the final debate. (As you might surmise, the glossary for students in FREN 340 will be in French while students in FREN 341 will maintain a glossary in English.)

Oral podcast presentation and accompanying paper: In Module 3 you will choose 1 topic from among those provided and will prepare and present a podcast lecture on the topic to the class. The podcast presentation must be a minimum of 12 minutes in length (maximum of 15 minutes). This time is exclusive of time devoted to audio and/or video material you may elect to include in your presentation. In other words, we want to see and hear YOU for a minimum of 12 minutes. In addition to the podcast, you are required to submit to me a (minimum) 5-page (double-spaced, 12-font) paper (maximum 8 pages), prepared in anticipation of the podcast. At least 3 academic sources are to be included. You must use MLA style and incorporate pertinent quotes in your paper. You are welcome to consult Wikipedia in order to uncover leads to various sources. However, please do not quote Wikipedia. Please note that all of the topics relate to social justice concepts, and so integration of these into your research and your presentation is required. (In order to ensure that students in 341 are able to
understand all of the contents of the podcast, FREN 340 students are required to record their presentation in English, but their accompanying paper is to be completed in French. FREN 341 students will, of course, complete all of the required work for this assignment in English.)

**Final debate:** For the final debate on whether or not Quebec should separate from Canada, you will assume an identity (details provided at the end of this syllabus) that reflects at least one aspect of Quebec civilization from the perspective of social justice/injustice. It is from that viewpoint that you will participate in a debate on Quebec separatism. Each student’s formal presentation/statement in the debate will be a minimum of 7 minutes in length (maximum of 10 minutes). In addition to oral participation in the debate, you will submit notes that argue your side and the contrary side (i.e. for *and* against separation...why separation would make for a more just or unjust society). These notes are due the same day as the debate itself. Although your remarks in the debate reflect one specific position on the issue of separation/sovereignty for Quebec, the notes that you submit should demonstrate an understanding of various, sometimes conflicting, perspectives. Unlike the paper that accompanies the oral presentation (see above), this submission is not a formal paper. Indeed, you may submit items in point form, as long as your notes are clear, convincing and effective in the way that they integrate the social justice concepts that we have studied throughout the semester. Please note that your preparation, presentation and documentation for the debate are just as important as the oral presentation and paper. This is because, while the oral presentation and paper are aimed at illustrating your knowledge about a specific event, development, person or group, your goal in the debate will be to demonstrate your thorough understanding of various sides of the question of Quebec independence, your comprehensive knowledge of the impact of different moments in Quebec history, and your ability to synthesize these in an informed and persuasive fashion.

**Grading:**

30%: Discussion Board  
5%: Quick Quizzes  
5%: Glossary of Terms Related to Quebec and Social Justice  
10%: Quiz #1  
10%: Quiz #2  
20%: Podcast presentation (and accompanying paper)  
20%: Final debate (and accompanying notes)

**Letter grades will be assigned using the following system:**

A = 93-100  
A- = 88-92  
B+ = 84-87  
B = 80-83  
B- = 76-79  
C+ = 72-75  
C = 68-71  
C- = 64-67  
D = 60-63  
F = below 60

**EXPECTATIONS:**

Treatment of others:
Civil behavior is required of all of us at all times. Each student is expected to conduct himself/herself in a respectful manner not only towards his/her professor but also towards his/her classmates. When communicating via e-mail or on the Discussion Board with other students or with the professor,
COURSE SCHEDULE
The professor reserves the right to modify this schedule as needed throughout the semester.

Module 1: New France
Topics include:
- Introductions (classmates, Quebec, social justice)
- Exploration of the « New » World…A French Presence Makes Itself Known in North America
- Colonization...Impact on the Land and Indigenous Populations
- Political and Religious Organization
- Seigneurial Life
- First Colonists...Liberté and Opportunité
- «Canadianization» of the Colony
- Expulsion of Acadians and the Long Journey to Louisiana
- The Conquest of Québec and Its Lasting Impact on the Québécois

View: All PowerPoint lectures in this module
Read: People’s History of Quebec, p. 9-67
Discuss: Go to the Discussion Board every week. Answer prompts, and start your own.
Define: Terms in your Social Justice and Quebec Glossary
Present: Podcast re: French or French-Canadian Explorer
Complete: Weekly “Quick Quiz”
Test #1: 1534-1763

Module 2: A Change of Regimes
Topics include:
- The First Days of a New Régime and a New Reality
- Lower Canada
- Socio-Economic Changes
- Struggles for Power
- Union of the Two Canadas and the Place of les Canadiens
- Rebellion for Responsible Government
- Confederation and Voices for Independence

View: All PowerPoint lectures in this module
Read: People’s History of Quebec, p. 69-117
Discuss: Go to the Discussion Board every week. Answer prompts, and start your own.
Define: Terms in your Social Justice and Quebec Glossary
Present: Podcast re: Patriotes/Rebels

Complete: Weekly “Quick Quiz”

Test #2: 1763-1867

Module 3: Modern Quebec

Topics include:
- A New Country is Formed
- Demographic, Political and Religious Movements
- Industrialization
- The 20th Century Approaches
- Franco-Americans...exodus or exile?
- Trade Unionism as a Force for Social Change
- Maurice Duplessis
- Toward Modernization
- Révolution Erupts and Modern Québec Emerges
- Face[s] of Quebec Today...the place of Québec’s First Nations Peoples and its Allophone Immigrants

View: All Power Points in this module
All videos as assigned

Read: People’s History of Quebec, p. 119-193

Discuss: Go to the Discussion Board every week. Answer prompts, and start your own.

Define: Terms in your Social Justice and Quebec Glossary

Present: Podcast re: Your Selected Research Topic

Write: Research Essay (the basis for your presentation)

Module 4: Debating Quebec’s Sovereignty

This module focuses on preparation and delivery of our debate on Québec Separation/Sovereignty, the culminating experience for the course. By now you will have selected an “identity” of someone who favors Quebec separation or someone who opposes it. As you prepare to debate the issue, you’ll want to integrate what you learned throughout the semester into your arguments.

Present: Podcast re: The Position of Your “Identity” Regarding Separation (FOR or AGAINST)

Write: Your notes FOR and AGAINST Quebec separation
Présentations/Presentations:

1. Louis Riel: Louis Riel is arguably one of the most important figures in Canadian history. Who was he? Discuss the impact of his life and death on nationalism among French Canadians and on the relationship of French-speaking and English-speaking Canadians.

2. WWII/Deuxième guerre mondiale: What were the views of Québécois concerning their participation in World War II? What were the principal arguments for and against conscription?

3. The Feminist Movement and Women’s Suffrage/Mouvement féministe et suffrage des femmes: Present the key moments and key players in the feminist movement in Quebec. Also discuss the arguments for and against the right of Quebec women to vote.

4. Maurice Duplessis: On several occasions vandals have attempted to bury the statue of former Premier Maurice Duplessis that stands outside the Assemblée Nationale in Quebec City. Why is this once popular leader reviled today? What were some of his policies? Describe life under Duplessis’ leadership.

5. Education/Éducation: Outline the numerous changes in education throughout Quebec history, with special emphasis on developments which took place in the 1960s and beyond. What is the structure of the educational system in contemporary Quebec?

6. Quebec Liberation Front/Front de libération du Québec (FLQ): Discuss the events of the October ’70 crisis. What were the goals of the FLQ? What was the response of provincial and federal leadership?

7. Pierre Trudeau and/et René Lévesque: Provide brief biographies of these two important political leaders. Discuss their differing views of Quebec’s place in Canada.

8. Language and Laws/Langue et lois: Discuss the status of French language in Quebec throughout the province’s history, with particular emphasis on recent language laws, beginning with Bill/Loi 101. How have these laws influenced the status of French?

9. Immigration: Discuss immigration to Quebec throughout the province’s history, with particular emphasis on the years from the 1940s to the present day. Discuss the more recently reformed role of the Quebec government in immigration matters, the rationale behind that increased role, and the impact of this change on Anglophone, Francophone and Allophone communities and on the status of various languages spoken within the province.

10. The James Bay Project and the Oka Crisis/Projet de la Baie James et Crise à Oka: Discuss arguments for against the James Bay Project. What were the tensions that led to the Oka Crisis, and how did those tensions unfold in Oka (and elsewhere)? Discuss both of these developments in the light of First Nations-Québécois relations throughout Quebec history.
Final Debate Identities / Identités pour le débat final:

Tu es canadien naturalisé, ayant immigré d’Italie quand tu étais adolescent en 1993 (2 ans avant le Référendum de 1995). Tu parles italien, anglais et français. Tu as étudié à l’Université McGill où ta spécialisation était l’Histoire. C’est à l’université que tu as fait la connaissance de ton époux/épouse dont la famille est montréalaise...des immigrants anglophones arrivés en 1847. Tu as maintenant 2 enfants: Paul à 4 ans, et Julie à 2 ans. (CONTRE)

You’re a naturalized Canadian who immigrated from Italy when you were an adolescent in 1993 (2 years before the 1995 Referendum on separation). You speak Italian, English, and French. You studied at McGill University where your spouse whose family are Montralers...anglophone immigrants who arrived in 1847. You now have 2 children: Paul is 4, and Julie is 2. (AGAINST)

Tu es poète nationaliste, mais tu reçois des bourses de la part du gouvernement fédéral, des subventions pour encourager la création artistique. Ton père a été arrêté pendant la Crise d’octobre 1970 parce qu’il était membre du Parti Québécois, parti séparatiste. Tu habites à Québec. Tu es descendant de Louis Hébert, le premier fermier dans la colonie. (POUR)

You are a nationalist poet, but you receive support for your artistic endeavors from the federal government. Your father was arrested during the October ’70 Crisis because he was a member of the Parti Québécois, a separatist party. You live in Quebec City. You are a descendant of Louis Hébert, the first farmer in the colony of New France. (FOR)

Tu es Mohawk qui habite à Kahnawake, près de Montréal. Tu es le premier de ta famille à continuer tes études après le niveau secondaire. Tu as fait des études au CEGEP Dawson. Tu y as suivi des cours de langue Mohawk, créés précisément pour encourager la survie de la langue et de la culture de ton peuple. Ces cours ont été établis suite à l’insurrection à Oka. Ton frère a participé aux manifestations à Oka—en fait, il a été arrêté par la police provinciale—et tu te souviens de cette époque tumultueuse. Maintenant tu étudies l’Informatique à l’Université Concordia à Montréal. (CONTRE)

You are a member of the Mohawk community living in Kahnawake, near Montreal. You are the first in your family to pursue post-secondary studies. You studied at CEGEP Dawson. While there, you took Mohawk language classes because these courses were created to encourage the survival of the language and culture of your people. Moreover, these classes were launched after the Oka insurrection. Your brother participated in the Oka uprising—in fact, he was arrested by the provincial police—and you remember this tumultuous period. Now you are studying Computer Science at Concordia University in Montreal. (AGAINST)

Tu es membre du syndicat FTQ, la Fédération des travailleurs et travailleuses du Québec. Tu travailles à la Brasserie Molson depuis l’âge de 18 ans. Tu as maintenant 62 ans. Tu habites au quartier Saint-Henri à Montréal. En fait, ta famille habite ce quartier depuis longtemps, ayant quitté la campagne québécoise pour venir à la ville en 1913. (POUR)

You are a member of the FTQ Labour Union (the Federation of Quebec Labourers). You have been employed by Molson Brewery in Montreal since you were 18 years old. You are 62 now. You live in the
Montreal neighborhood of Saint-Henri. In fact, your family has lived in this neighborhood for a long time after having left the country to come to the city in 1913. (FOR)

Tu étais dans l’armée canadienne pendant plus de 10 ans. Au CEGEP et à l’université, tu as étudié l’Histoire, y compris l’histoire militaire. Ta première langue est le français. Cependant tu es bilingue, et tu as eu des postes partout dans le Canada, y compris la province de Québec où tu es né en 1970, l’année de la Crise FLQ. À cette époque ton père était policier pour la ville de Montréal. (CONTRE)

You were in the Canadian military for more than 10 years. At CEGEO and at university, you studied History, including Military History. French is your first language. However, you are bilingual, and you have worked at various places in Canada, including in the province of Quebec, where you were born in 1970, the year of the FLQ Crisis. At that time, your father was a police officer for the city of Montreal. (AGAINST)

Tu es canadien, élevé à Winnipeg dans une famille franco-manitobaine. Cependant, le français n’est plus la langue de ta famille d’origine. Tu es bilingue parce que tes parents ont choisi de t’envoyer à une école d’immersion française quand tu étais jeune. Tu es venu au Québec pour faire tes études universitaires, et tu y es resté depuis ce temps-là. Tu travaillais pour l’Office de la langue française avant de commencer ta carrière dans le domaine politique. (POUR)

You are a Canadian who was raised in Winnipeg in a Franco-Manitoban family. However, French is no longer the language of your family. You are bilingual because your family chose to send you to a French immersion school when you were young. You came to Quebec to study at university, and you’ve been in the province ever since. You worked for the Office de la langue française [the Quebec Government’s French Language Office] before entering into politics. (FOR)

Tu es né au Québec, et tes aîeux étaient parmi les premiers anglais à habiter dans la province suite à l’Acte d’Union. Cependant, toute la famille a pris la décision de quitter la province après la première élection du Parti Québécois. Tu es retourné au Québec pour travailler dans le monde des finances. (CONTRE)

You were born in Quebec, and your forefathers were among the first English settlers in the province after the Act of union. However, your family decided to leave the province following the election that first brought the Parti Québécois to power. You returned to Quebec to work in finance. (AGAINST)

Tu es né au Québec. Tes parents étaient de bons amis avec René Lévesque. Inspiré par le “mon oncle René,” tu as étudié l’histoire du Québec, et éventuellement tu es devenu professeur d’histoire à l’Université de Montréal. Ta dissertation était sur la Rébellion de 1837-1838. Tu viens de quitter la salle de classe pour entrer dans la politique, ton autre passion. (POUR)

You were born in the province of Quebec. Your parents were good friends with René Lévesque. Inspired by your “Uncle René,” you studied Quebec history, and eventually you became a professor of History at the University of Montreal. Your dissertation was on the 1837-38 Rebellion. You just left the classroom in order to pursue a career in politics, your other passion. (FOR)