
COURSE:	Quebec Since 1800 HIST 3301A
TERM:	Early Summer 2021
CLASS:	Asynchronous
INSTRUCTOR:	Dominique Marshall https://carleton.ca/history/people/dominique-marshall/
CONTACT:	Office Hrs.: Thursdays and Mondays, from 2:00 to 4:00 or by appointment Telephone: 613-520-2600 extension 2846 Email: dominique_marshall@carleton.ca



The James Bay and Northern Quebec Agreement was signed at a late-night ceremony in Quebec City on Nov. 11, 1975, by Inuit leaders Charlie Watt and Zebedee Nungak, then-Quebec Premier Robert Bourassa, and late Cree Chief Billy Diamond (far right), pictured here. Source: File Photo, *Nunatsiaq News*, 7 November 2014. https://nunatsiaq.com/stories/article/65674montreal_inuit_plan_jbnga_day_feast/

I. Course Description

Content:

An exploration of the historical roots of current issues in Quebec public life. A retrospective and chronological survey, with special attention to the transnational aspects of the history of Quebec, the major transformations in the environment, the economy, social relations and culture. An introduction to the many, and changing, ways used by historians to discover and explain this past. A discussion of conflicting understandings, received ideas, prejudices, assumptions and misconceptions. An initiation to the main tools for finding information doing research about the history of the various peoples and groups who have inhabited the Quebec territory from its earliest times to the present. A chance to participate in hands on and collaborative virtual workshops, and to assemble progressively a substantial individual project on a theme of choice.

Format and workload:

No participation in real time is required. Each week, within a flexible schedule in a weekly cycle starting on Thursdays, there will be 15 hours of work: five hours of preparatory work (reading, watching lectures and conversations), five hours of engagement with the class (exchanging with class as a whole, with one group, with the Instructor or the Teaching Assistant, posting materials on common documents), as well as five hours of work on an individual term project.

Aims:

The course asks students to learn by doing: by simultaneously reading (seeing, listening or watching), evaluating, explaining, writing, researching, making, revising and reflecting thoughtfully. The course will help students:

1. Acquire basic and recent **knowledge** about the history of Quebec. This includes key concepts, events, people, points, arguments, and generalizations.
2. Acquire keys to make sense of today's Quebec society, its mutations as a pluricultural society, its position in Canada and the world. That is to say, keys to uncover the history **behind the headlines**, some distortions in the media version of history, and the roots of everyday customs and objects.
3. Learn and use ways to pay a special attention to lost and retrieved **memories**.
4. Learn and use the main **tools for historical research**, and the skills use them well, and develop as an **independent researcher**.
5. Acquire skills to **solve historical problems** including the analysis and interpretation of historical documents, and the ability to **make distinctions** in the face of complex questions.
6. Learn and use the basics of "**How do we know**" the past: to question myths in the history of Quebec effectively; to be mindful of the history of history('historiography'); to make links with history learned otherwise, especially family and community memories.
7. Use the main **tools to organise historical findings**.
8. Use the main **tools to present history** in writing, orally, visually, digitally.
9. Practice the **collaborative** nature of knowledge and good ways to work collaboratively.
10. Make links between history and **other disciplines**.
11. Be sensitive to the **ethical issues** of historical work.

NOTE: These aims have been written with the help of the work of Laurence De Cock, Peter Stearns, Shana Agid, the Learning Outcomes of the Department of History, the Statement on Research Ethic of the Canadian Historical Association, and the Statement on Standards of Professional Conduct of the American

New digital learning environment – notes on Brightspace:

From CuLearn to Brightspace: The course will take place in the Brightspace Learning Management System. You will be among the first students to experience the Brightspace environment. Brightspace is the digital learning environment that now replaces cuLearn/Moodle at Carleton, from May 2021. Brightspace can be accessed from a web browser on most internet enabled devices, including laptops, Chromebooks, tablets, and smartphones, by going to: brightspace.carleton.ca. The Brightspace Pulse App is also available for iPhone and Android devices. However, the App is best used to review grades and deadlines. The App is not the best way to review the course content. To explore course content, please use a web browser instead.

Training materials and resources: have been added for you in the “welcome to the course” module of this course. Read the information about Brightspace, review the introductory video to familiarize yourself with the Brightspace interface.

Support: Brightspace Support is available via phone/email/chat 24 hours a day, 7 days a week, 365 days a year. Information about Brightspace Support is available in the Brightspace course in the D2L support widget. A Brightspace Student Support website is also available: <https://carleton.ca/brightspace/students/>. For more information about Online Learning, including resources, strategies, and training modules, visit [Carleton.ca/online/](https://carleton.ca/online/).

II. Textbook:

The following textbook is required: Gossage, Peter, and J. I. Little. *An Illustrated History of Quebec : Tradition & Modernity* Don Mills, ON: Oxford University Press, 2014. Hard copies are available at Octopus Books, to purchase online (you can use curbside pickup or mail delivery): https://shop.octopusbooks.ca/?q=h.tvviewer&e_def_id=cuPpl2ulbzA

Other readings will be available through the library course reserve system (ARES), and recordings through Brightspace.

III. Course Calendar:

This calendar provides the main reading and deadlines for each module. It does not list the supplementary readings and recordings which will be available on Brightspace at the beginning of each module.

Every week, student will participate in one Module. The week will start on a Thursday, and students will have a week to complete the Module. There are three types of asks within each of the six Modules.

1. Students will engage with materials such as readings and videos.
2. Students will also be required to participate in a Weekly Activity, including discussion forum; they will have until the end of the following Monday to fulfill the first step of the activity; and until the end of Wednesday to fulfill the second part.
3. Finally, each week, students will also have to work at one step of their individual project, a magazine article.

Module 1 6 May – 12 May

2000-2021

Readings: Introduction “Tradition and Modernity”, and Chapter 13 “Contemporary Quebec”

Deadlines: Preliminary selection of a social group due on May 10 and topic of project due May 12

Weekly Activity 1: Introductions and how to navigate Brightspace

Module 2 13 May – 19 May

1945-2000

Readings: Chapters 10. A Great Darkness?; 11. *Le Début d'un Temps Nouveau* ; 12. Sovereignty in Question

Deadline : Book individual appointment with Instructor by May 18. Meetings take place during Module 3.

Weekly Activity 2: Migrations and how to read

Module 3 20 May – 26 May

1900 - 1945

Readings: Chapters 8. Cities and Towns; 9. Nationalists and Liberals .

Deadlines: Proposal of individual project due May 20. The meetings with the Instructor will take place during Module 3. Book an individual appointment with Librarian by May 26. The meetings with the Librarian will take place during Module 4

Weekly Activity 3: World War One and biographies
(Monday May 24 is a statutory holiday)

Module 4 May 27 – June 2

1860-1900

Reading: Chapters 5. The Liberal State; 6. The Nationalist Reaction; 7. An Industrial Revolution.

Deadlines: The meetings with the Librarian will take place during Module 4

Weekly Activity 4: Churches and digital history

Module 5 June 3 – June 9

1800-1860

Readings: Chapters 3. The Military Colony 4. Political Conflict and Rebellion.

Deadlines: The draft of the project is due on June 8 for peer review

Weekly Activity 5: TBD

Module 6 June 10 – June 16

Before 1800

Readings: Chapters 1. The Fur Trade Colony; 2. The Settlement Colony.

Deadlines: The peer review of the projects is due by June 18

Weekly Activity 6: Peer review

Module 7 June 17 – June 18

Wrap up

Deadlines: The project is due on June 17. The reflection on June 18.

(June 18 follows a Monday schedule)

Examinations 21 June – 27 June

Deadlines: The take home examination is due on June 27.

IV. Evaluation :

a. Weekly activities:

Total: 40%

8% per weekly activity; best 5 of 6 marks (due weekly at the end of Wednesdays)

NOTE: If you choose to complete only 5 of the 6 activities, it is highly advised that you complete Weekly Activity 6.

b. Individual project on a social group of Quebec:

Total: 40%

Selection social group (May 10) and project topic (May 12)

0%

Proposal (May 20) and meeting with Instructor

10%

Draft of Individual project (May 8)

0%%

(NOTE: Weekly Activity 6 relates to this draft and is graded on 8%)

Final project (June 17)

25%

Reflection on the making of the project (June 18)

5%

c. Final take home examination:

20%

Overview of weekly modules content (June 27)

Late penalty: Unless otherwise noted, late assignments will be penalized 3% per day (weekends will count as one day). Exceptions will be made for documented medical or other emergencies.

V. Description of course requirements and assignments:

You must complete all of the components below in order to pass this course.

a. Weekly activity (40%) This course will require your weekly participation and engagement. Participation is mandatory. Most of the modules this term will consist of a mix of short lectures, guests' conversations, online discussions and group activities, in-course practice. The activities will vary. Students will be required complete in worksheets or writing assignments at the end of each one. They must submit these materials during the allocated time periods (usually in two steps for each module), and show that they have read the required readings for each Module.

NOTE: If you have concerns about your ability to complete these assignments in time, contact the Instructor.

b. Individual project on a social group of Quebec (40%) These projects will take the form of a long magazine article. They are designed to provide a step-by-step introduction to the many steps of historical research. They are also designed to that students will learn from each other's discoveries. You will be asked to complete four central tasks:

1. To determine one social group of Quebec and one topic related to their history (by April 10 and 12 respectively) - to be approved by the Instructor.

2. To initiate secondary research relating to this topic and create a proposal for this research; to meet with the instructor to discuss and improve the proposal (due May 20 – approximately 500 words including bibliography, table of content, proposed thesis); a template and rubric will be provided on Brightspace.

3. To exchange virtually with other members of your social group and your discussion group about your essay and theirs, to allow you to share your work-in-progress and to solicit feedback from your peers; to present the final essay together with a reflection on what went into its making.

4. To submit a finished magazine article. The template for the magazine article will be provided, and training on how to write for magazines will be offered long the way. The word equivalent of the essay is article 3500 words. It will also contain primary documents.

c. Final take home examination (20%) You will be asked to answer several questions in an essay form to reflect critically on the content of the weekly modules, in relation to the work you did on one social group. (approx. 1000 words) This examination will be an occasion to evaluate your engagement with, and your comprehension of, the reading and recorded material. It will measure how well you can recall and access important information, and how you can handle this information autonomously to make links between events over time and within one period, as well as how well you can explain events, and discriminate between elements of the histories you have learned.

NOTE: The modules and assignments have been designed with the collaboration of Dominique Gené, undergraduate student in History (thanks to the Students as Partner Program), Renata Chiaradia (Instructional Designer, Teaching and Learning Services)

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and

remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F = 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

May 21, 2021: Last day for a full fee adjustment when withdrawing from **early** summer and **full** summer courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

June 18, 2021: Last day for academic withdrawal from **early** summer courses.

July 23, 2021: Last day for a full fee adjustment when withdrawing from **late** summer courses (financial withdrawal).

August 16, 2021: Last day for academic withdrawal from **late** summer and **full** summer courses and any other courses that end this term.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and

specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1