

## POLI 336 – Le Québec et le Canada

Professor: Éric Bélanger  
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Tuesdays and Thursdays  
2:35 PM-3:55 PM  
Leacock 424

Office Hours (on Zoom): Wednesdays 4:30-6:00 PM, or by appointment

### *Description*

An interdisciplinary seminar comparing Canada and Quebec. The course will focus on the relations between the French and English cultural groups within Canada. We will discuss the role of federalism as an institution aiming to accommodate cultural diversity within the country. The development of Quebecois nationalism will be analyzed, together with the construction of national memories by the elites through both political rhetoric and the arts. Proposed institutional and non-institutional means of bridging the gap between the two groups will be assessed.

(Prerequisites: POLI 221 or POLI 222 or POLI 226, or permission of instructor. A reading knowledge of French is required.)

### *Structure*

There will be no lectures, as students are expected to participate actively in the seminar. That means that students must be prepared to discuss the readings, to analyze them, and to take seriously the views presented by the other students in the class. Weeks # 12-14 will give way to presentations of each student's work-in-progress on their research paper (15 minutes each; up to eight students per week depending on total enrollment).

**As this course is also linked to the Minor in Quebec Studies and Community-Engaged Learning, you will have the opportunity to participate in an *Experiential Community-Engaged Learning and Research [ExCELR]* project with a Montreal community organization for 5 hours a week during 8 weeks (total of 40 hours) to implement the knowledge gained from our readings and discussions.**

With the financial help of [CEWIL](#), 5 students in POLI 336 (and 10 in QCST 200) will be selected and receive a stipend of \$1,100 for their implication, their participation in workshops, as well as their use of two online modules including providing feedback. The 5 students in POLI 336 will be selected based on a Letter of Motivation detailing previous community-engaged learning placements and key personal reflections of the experience(s), reasons for

wanting an ExCELRL placement, why this is important to your McGill learning, and the reason for choosing a particular organization. Selection is also based on interviews, first with Professor Éric Bélanger, Mr. Stéphan Gervais and Professor Mary Anne Poutanen, and second with representatives of the identified community organization. A provisional timeline of activities associated with ExCELRL is provided below:

Week of Sept. 20: Placement interviews

Sept. 23: Student selection

Week of Sept. 27: Placements begin

Week of Oct. 4: 1<sup>st</sup> workshop on Online Community-Engaged Learning Module

Week of Oct. 11: View and use of Online Learning Module

Week of Nov. 1: 2<sup>nd</sup> workshop on Online Community-Engaged Reflections Module

Week of Nov. 8: View and use of Online Reflections Module

**Interested students will need to submit their application by 5pm, Thursday, September 16. Priority will be given to students: 1) who are currently enrolled in the Minor in Quebec Studies; 2) who plan to enroll in it; 3) who have a particular interest in doing community work as explained in their application; 4) students with a lived experience on issues on Equity, Diversity, and Inclusion. The application must be sent by email to the following three people simultaneously:**

**Prof. Éric Bélanger:** [eric.belanger3@mcgill.ca](mailto:eric.belanger3@mcgill.ca)

**Prof. Mary Anne Poutanen:** [mary-anne.poutanen@mcgill.ca](mailto:mary-anne.poutanen@mcgill.ca)

**Mr. Stéphan Gervais:** [stephan.gervais@mcgill.ca](mailto:stephan.gervais@mcgill.ca)

*Evaluation: Two Tracks Available (Pick and Choose One)*

*TRACK 1 – Regular Track*

**Participation:** 20%.

**Critical essay:** 20%. In a short paper (maximum of 1,500 words), students will critically review the readings of a single week and submit the essay on MyCourses before the start of that day's meeting. Late papers will not be accepted.

**Presentation:** 10%. On your paper's work-in-progress.

**Research paper:** 50%. Due on December 3 before midnight, to be submitted on MyCourses. Must be no more than 4,500 words in length. Students must individually consult with the professor before finalizing their paper topic. A penalty of 2 marks off per 24-hour period late applies.

*TRACK 2 – Experiential Community-Engaged Learning & Research (ExCELRL) Track*

**Participation:** 20%.

- 40 hours (5 hrs per week X 8 weeks) of community work at a local community organization that you select and apply for
- *ExCELRL Orientation* (1.5-hrs during week # 4)
- *Workshops and Online Module participation* (2 hrs each during weeks # 6-7 and 10-11)

- community partner evaluation at end of term will be considered in your assessment
- includes instructor evaluation and community-placement attendance

**ExCELR Reflection Journals:** 20%. Every two weeks, you will be required to respond to structured questions (provided by the instructor) about your ExCELR experience.

- done through MyCourses Discussion tool
- 300 words maximum (5 points each)
- questions are guided and purposeful: helping students promote a deeper understanding of course subject matter and its relation to their community placement experiences while helping develop thinking towards your final paper.

**ExCELR Presentation:** 10%.

- If you choose to do the ExCELR option for this course, you will be required to give a 10-minute presentation in one of the last classes on your experience at your community placement. Your goal will be to convey all aspects of the ExCELR experience to the class. You will discuss the organization, its purpose, what you have learned as a result of the placement, the challenges you faced, etc., and you will be expected to answer questions from your classmates. You will also want to make some links between what we've learned in class and what you experienced.

**Final Paper and Executive Summary:** 50%.

- Rather than submitting a research essay, you are required to submit a reflection paper of about 1500 words detailing your experience **by December 3** before midnight through the MyCourses Assignment tool. Your paper should not only reflect on what you did and what you gained from the placement, but it should also include a section linking how the placement relates to the ideas and themes in the course. The precise content of the paper will depend in part on the nature of the placement position. You will also need to submit a 500-word Executive Summary of your paper. **ExCELR students should consult with me before finalizing their paper topics.**

#### Language of Submission

*In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.*

#### Academic Integrity

*McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [McGill's Guide to Academic Honesty](#) for more information).*

#### Extraordinary Circumstances

*In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.*

## Required Readings

Most of the readings are journal articles or book chapters that can be found online, either via the links embedded in this syllabus or as downloadable documents on MyCourses. The remaining readings are to be found in the following **book**: Ian Morrison, [\*Moments of Crisis: Religion and National Identity in Quebec\*](#), UBC Press, 2019 (the book is available as an electronic version and can also be accessed through McGill WorldCat; the paperback version is available for purchase at the Le James Bookstore at 680 Sherbrooke Street West).

## Course Outline

**Week 1: Introduction and Organization** (September 2)

**Week 2: Canadian Federalism and Quebec** (September 7)

Macdonald, "[Speech on the Quebec Resolutions](#)" (1865)

McRoberts, "[Canada and the Multinational State](#)," *Canadian Journal of Political Science* 34:4 (2001)

Breton, "[Social History of French-English Relations in Canada](#)", in *Ethnic Relations in Canada* (2005)

Anderson, "[Federalism and Secessionism: Institutional Influences on Nationalist Politics in Quebec](#)", *Nationalism and Ethnic Politics* 13:2 (2007)

➔ **September 9:** Presentation of ExCELR option in class (please have a look at the [reading by Felten and Clayton posted on MyCourses](#) prior to the presentation)

**Application deadline is 5pm, Thursday, September 16**

**Week 3: Understanding Quebec Nationalism** (September 14-16)

Taylor, "[Why Do Nations Have to Become States?](#)", in *Reconciling the Solitudes* (1993)

Béland and Lecours, "[Sub-State Nationalism and the Welfare State: Québec and Canadian Federalism](#)," *Nations and Nationalism* 12:1 (2006)

Stevenson, "[The Politics of Remembrance in Irish and Quebec Nationalism](#)," *Canadian Journal of Political Science* 37:4 (2004)

Breton, "[From Ethnic to Civic Nationalism in English Canada and Quebec](#)", in *Ethnic Relations in Canada* (2005)

**Week 4:**

**Interpreting Quebec's Political Past** (September 21)

Bouchard, "[The Small Nation with a Big Dream](#)", in *National Myths: Constructed Pasts, Contested Presents* (2013)

Belliveau and Boily, "[Deux révolutions tranquilles? Transformations politiques et sociales au Québec et au Nouveau-Brunswick](#)", *Recherches Sociographiques* 46:1 (2005)

Rouillard, "[L'énigme de la devise du Québec](#)", *Bulletin d'histoire politique* 13:2 (2005)

Pratte, "[Wiping the Slate Clean](#)", in *Reconquering Canada* (2012)

➔ **September 23:** ExCELR pre-placement orientation in class (attendance is optional for the other students)

**Week 5:**

**The Quebec Sovereignty Movement** (September 28-30)

Dufour and Traisnel, "[Nationalism and Protest: The Sovereignty Movement in Quebec](#)", in *Group Politics and Social Movements in Canada* (2014)

Mendelsohn, "[Rational Choice and Socio-Psychological Explanation for Opinion on Quebec Sovereignty](#)," *Canadian Journal of Political Science* 36:3 (2003)

Langlois, "[Évolution de l'appui à l'indépendance du Québec de 1995 à 2015](#)", in *La démocratie référendaire dans les ensembles plurinationaux* (2018)

Vallée-Dubois, Dassonneville and Godbout, "[About Time: Age, Period, and Cohort Effects on Support for Quebec Sovereignty](#)," *Nations and Nationalism* 26:2 (2020)

➔ ExCELR placements have started

**Week 6:**

**The Two Solitudes as Depicted in Artworks** (October 5-7)

Perron, "[Two Solitudes, Two Québécois, and the Cinema In-Between](#)", in *How Canadians Communicate IV* (2012)

Poirier, "[Le cinéma québécois et la question identitaire](#)", *Recherches Sociographiques* 45:1 (2004)

Piroth, "[Popular Music and Identity in Quebec](#)", *American Review of Canadian Studies* 38:2 (2008)

Lepage, "[Intertextualité dans la réception critique de la littérature québécoise au Canada anglais](#)", *Québec Studies* 45 (2008)

➔ ExCELR 1<sup>st</sup> workshop on Online Community-Engaged Learning Module (day/time TBD)

- Week 7:** Study break [No class on October 15]
- Week 8:** **Shared and Divergent Values** (October 19-21)  
 Trudeau, “The Values of a Just Society”, in *Towards a Just Society* (1990)  
 Taylor, “[Shared and Divergent Values](#)”, in *Reconciling the Solitudes* (1993)  
 Fournier and Medeiros, “[Unis par la langue? Les opinions et les valeurs des Franco-Québécois et des Franco-Ontariens](#),” *Journal of Canadian Studies* 48:2 (2014)  
 Mendelsohn, “[Measuring National Identity and Patterns of Attachment in Quebec](#),” *Nationalism and Ethnic Politics* 8:3 (2002)
- Week 9:** **Models of Ethnocultural Diversity Management** (October 26-28)  
 Morrison, *Moments of Crisis* (2019)  
 Blad and Couton, “[The Rise of an Intercultural Nation](#),” *Journal of Ethnic and Migration Studies* 35:4 (2009)  
 Turgeon, Bilodeau, White and Henderson, “[A Tale of Two Liberalisms? Attitudes Toward Minority Religious Symbols in Quebec and Canada](#),” *Canadian Journal of Political Science* 52:2 (2019)
- Week 10:** **Bridging the Gap?** (November 2-4)  
 Iacovino, “[Affirmation without Recognition](#),” *American Review of Canadian Studies* 50:3 (2020)  
 McGrane and Dufour, “[La divergence entre principes et politiques](#),” *Politique et Sociétés* 39:3 (2020)  
 Woods, “[Beyond Multination Federalism](#),” *Ethnicities* 12:3 (2012)  
 Lluch, “[Autonomism and Federalism](#),” *Publius: The Journal of Federalism* 42:1 (2012)
- ➔ ExCELR 2<sup>nd</sup> workshop on Online Community-Engaged Reflections Module (day/time TBD)
- Week 11:** [No class on November 9-11]
- Week 12:** **Presentations** (November 16-18)
- Week 13:** **Presentations** (November 23-25)
- Week 14:** **Presentations** (November 30-December 2)