

QCST 200 Introduction to the Study of Quebec



[L'Institution. Mathias Berthet, Premier prix, Montréal carte postale, Centre d'histoire de Montréal]

Instructor:

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Remote Classes: Monday and Wednesday, 1435-1555 H

Office Hours: Tuesdays 1100 – 1300 H on Zoom and Skype; or by appointment

QCST 200 features remote teaching. The lectures will be given at the usual class times, recorded, and then posted on myCourses. Similarly, discussions around assigned readings and films will take place as scheduled. They too will be recorded and uploaded to myCourses.

Introduction

Purpose of the Course

This course is an introduction to the ideas and approaches that scholars have applied to and derived from the study of Quebec. It has been designed to familiarize you with some of the foremost issues, which have shaped and continue to influence contemporary life in Quebec. Employing an interdisciplinary focus, the course examines changing notions about how Quebecers have lived together: specifically by what means they have interacted with one another, earned a living, and responded to various political regimes. With eleven Indigenous nations, multilingual, multiethnic, racialized, and religious communities, minority status in Canada, and so much more, the complexity and diversity of Quebec will be explored. Given anxiety about the ‘racial’ makeup of Quebec, particularly in periods of mass immigration that subjected newcomers to intolerance and debates about their inability to meet the standards of inclusion, attention will also be paid to ideas about citizenship. QCST 200 focuses on the following: who could access citizenship, what were its responsibilities, how was it contested and denied, and when did accessibility and responsibilities change. The course will also consider long-standing and shifting deliberations about identity and representations of what constituted exemplary Quebecers.

Organization of the Course

Class time will center largely on formal lectures, guest lectures, films, round table presentations, and discussions of assigned readings that will focus on subjects related to Quebec history, culture, and contemporary society. Since the course is interdisciplinary, you will read the publications of historians, anthropologists, sociologists, and political scientists, go on a virtual walking tour, visit an archive remotely, and watch and discuss documentary films. Scholars, who are doing important research on aspects of Quebec life will present their findings individually or as round-table panellists; community activists and politicians have also been invited to address diverse issues pertinent to today. Drawing upon a variety of sources and approaches to the study of Quebec, you will be responsible for reading the assigned articles and book chapters in order to participate fully and effectively in classroom discussions. If you cannot participate owing to issues around time zones, other arrangements will be made. The required readings are available on myCourses and in Stéphan Gervais, Christopher Kirkey, and Jarrett Rudy (eds) *Quebec Questions: Quebec Studies for the Twenty-First Century* (Don Mills, Ont.: Oxford University Press, 2016). You will also be expected to purchase Naomi Fontaine, *Kuessipan*, translated by David Homel (Arsenal Pulp Press, 2013). Both books are available at the Word Bookstore on 469 Milton Street (514-845-5640). Please note that the Word Bookstore accepts payment in cash or by cheque only. The bookstore is prepared to send these two books anywhere in North America for a \$10 charge.

You will also have the opportunity to participate in an Experiential Community Engaged Research and Learning [ExCERL] projects with a Montreal organization for three hours a week to implement the knowledge gained from course readings, lectures, and round table discussions. Given that all McGill courses are being offered remotely for Fall 2020, all ExCELRL placements will be remote as well. Therefore, only remote/virtual placements will be offered as part of ExCERL projects. No physical or on site presence will be allowed for these placements.

Course Objectives

1. You will gain knowledge of key themes in the history of Quebec, its culture, and contemporary Quebec, in particular, of Montreal's multiethnic character and of the experiences of people and their relationships with each other.
2. You will develop a critical awareness, from an interdisciplinary perspective, of the methodologies that scholars have developed to study Quebec: how they have constructed arguments, used evidence, interpreted, and represented the nation. Varying and oftentimes contending views and interpretations on various subjects related to Quebec are found in most monographs and scholarly articles.
3. You will hone your critical assessment, reading, writing, listening, and oral skills in order to analyse the strength, weaknesses, and validity of the various approaches to Quebec that are presented in secondary sources.

McGill University Policies

Policy on 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 www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site <http://www.mcgill.ca/integrity>).

Policy on Charter of Student Rights

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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Policy on 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.”

Copyright of Lectures Statement

All slides, video recordings, lecture notes, etc. remain the instructor’s intellectual property. As such, you may use these only for your own learning and research (with proper referencing/citation) purposes. You are not permitted to disseminate or share these materials; doing so may violate the instructor’s intellectual property rights and could be cause for disciplinary action.

Netiquette

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. “Chat” boxes

To maintain a clear and uninterrupted learning space for all, please keep your microphone muted throughout the class, unless invited by the instructor to speak or if you wish to ask a question or participate in a group discussion. Follow the instructor’s directions about the use of the “chat” function on remote learning platforms.

Places to Find Help

Association des étudiants en études québécoises/Quebec Studies Students’ Association
[<https://www.facebook.com/quebecstudiesmcgill/>]

The Canadian Studies Association of Undergraduate Students
[<https://mcgill.ca/misc/undergraduate/studentlife>]
McGill Writing Centre [<http://www.mcgill.ca/mwc/>] or Centre de communication écrite de McGill [<http://www.mcgill.ca/mwc/fr>]

Office for Students with Disabilities [<http://www.mcgill.ca/osd/office-students-disabilities>] or Étudiants en situation de handicap [<http://www.mcgill.ca/osd/fr>]
McGill Wellness Hub [<http://www.mcgill.ca/wellness-hub>] or Pôle de bien-être étudiant [<http://www.mcgill.ca/wellness-hub>]

Student Evaluation

Assignment	Due Date	Grade
Essay Proposal or Learning Goals for Your ExCELR Placement Experience	7 October 2020	15%
Essay or Reflection Essay on Your ExCELR Placement Experience	25 November 2020	30%
Review of One of the “Montreal as seen by ...” hosted by the QSSA, International Student Services at McGill, and CRIEM/CIRM	One week after the presentation of “Montreal as seen by ...”	15%
Participation in Discussions on Mycourses or in the Classroom on Zoom	Always	10%
Take-Home Exam	Take-home exam during the formal exam period	30%

Please note that you are responsible for keeping a copy of all assignments and that they may be written in English or French

Course Requirements

1. Essay Proposal or ExCELR Learning Goals

Questions drive both the study and the teaching of Quebec Studies. As such, this essay proposal assignment requires you to choose from **one** of the following four essay topics. First, select and discuss a symbol that reflects the state of “Living Together”/“Vivre ensemble” in Quebec. Second, identify and contrast the different strategies instituted in Quebec to deal with the 2020 COVID-19 pandemic and the 1918-19 response to the influenza or ‘Spanish’ flu pandemic. Third, write a description of Quebec for a travel guide. Or, fourth, critically assess the 2011 feature-length film, “Monsieur Lazhar” directed by internationally acclaimed Quebec filmmaker Philippe Falardeau (“My Salinger Year,” “The Good Lie,” and “Congorama”) Remember that it is important to select a topic that sparks your interest. If you decide on an ExCELR placement, you will be expected to focus on your individualized learning goals associated with the community organization to which you have been assigned.

Essay Proposal

The essay proposal must provide an **explicit** thesis statement or argument and a title that reflects your thesis. I encourage you to be creative. Explain how you will

organize or structure your essay around an evaluation of the Quebec symbol, a comparison between Quebec's approach to the COVID-19 pandemic and that of the 1918-19 influenza epidemic, a description of Quebec for a travel guide, or a review of Philippe Falardeau's 2011 feature film, "Monsieur Lazhar." Since this is an analytical assignment, make sure that your argument addresses both the negative and positive aspects of the symbol, pandemic responses, travel guide description, or film. In these assignments, you must provide a bibliography with a minimum of **five scholarly, peer-reviewed sources** and at least **two primary sources** you intend to use. Be specific. For example, give a newspaper article with a title, date etc., not just the name of the newspaper. No textbooks or encyclopaedias (including *Wikipedia*) are allowed. Rather than an annotated bibliography, discuss in the text how these different primary and secondary sources will contribute to your essay. Since this is an interdisciplinary course, you may choose a method of citation and must include properly cited sources in your proposal. The essay proposal must be typed using 2.54 cm or one inch margins, in size 12 font, double-spaced, and not exceed **three pages excluding your bibliography and title page**. Submit the assignment on myCourses. You will be given a grace period of 24 hours before a deduction of 5% per working day will commence. An extension without penalty may be granted for valid reasons, which must be accompanied by supporting documentation.

[A] A Symbol of Québec

While a symbol can be a landmark, statue, green space, street, building, institution, business, historical event, or an object, consider a Quebec symbol that is connected directly or indirectly to the past or present state of the idea, "Living Together"/"Vivre ensemble." Symbols are undoubtedly complex because they embody notions about social class, gender, religion, ethnicity, "race," and language. Therefore, you must address both the symbol's strengths and weaknesses.

The recognition and sharing of symbols encourages individuals to develop feelings of belonging to a common past and to a collective identity. By its very nature, many "national," regional, and local symbols are ideological in nature. They serve to unite people as citizens and to inspire others from elsewhere (other cities, regions, and nations) to recognize them as such. Professor in Translation at York University, Julie McDonough suggests that symbols act in a similar way to corporate logos as "a means by which the State can depict an image of itself to members and outsiders alike. Much like a corporate logo, national symbols represent a nation's key values and are chosen because they have special significance for the nation and its members."¹

In Quebec, class, gender, ethnic, racialized, linguistic, sexual, religious, and regional cleavages have divided and in some cases continue to divide the population. These divisions have therefore produced symbols that are considered by some as

¹ Julie McDonough, "Beavers, Maple Leaves and Maple Trees - A Study of National Symbols on Localised and Domestic Websites" *Localisation Focus: The International Journal of Localisation*, 5:3 (2006): 7.

“national” and local but not by others. While Quebecers share particular symbols, there are some people who, for diverse reasons, are reluctant to class them as local symbols. Governments and industry exert an active and considerable role in the making and promotion of symbols and often at the great surprise of communities, which know them better.

[B] Compare Quebec’s response to COVID-19 with that of the 1918-19 influenza epidemic (also referred to as the Spanish Flu)

The COVID-19 pandemic is not unprecedented. In 1918 and 1919, influenza (H1N1 virus) infected 500 million people and claimed the lives of more than 50 million worldwide. In Canada, 55,000 died of influenza and in Quebec more than 14,000 succumbed to it. Often referred to as the Spanish Flu, this is a misnomer and unhelpful; there is no evidence that the flu originated in Spain. In 1918-19, Quebec’s *Conseil d’hygiène de la province de Québec* (CHPQ) advised Quebecers to avoid crowds, wear masks, institute good personal hygiene practices such as coughing or sneezing into a handkerchief, seek fresh air and sunshine, quarantine at home if ill, and disinfect the houses of those who recovered. Then as now, there was little effective medical treatment and no vaccine. Quebecers did follow public health regulations although some resisted the virus’ social and economic impacts. It is clear that pandemics do not affect everyone in the same way. They not only expose social divisions, fissures, and inequalities but also deepen them. What lessons can we learn from the influenza epidemic of 1918-19? Is there anything from the past that you can apply to the COVID-19 pandemic today? How did public health officials convince Quebecers that the measures they instituted were just and applied equally or did they?

[C] Describe Quebec for a Travel Guide

Travel guides provide key information to help visitors or tourists make the most of a trip to destinations around the world. They may focus on specialized types of travel destinations or target specific travellers representing a particular social class, sexual orientation, or age group among others. To get the most out of a trip, readers rely on travel guides for background information, local histories and points of view, and as a means to select certain activities (it is the writer who decides what are the most important places to visit) when it is impossible to visit all of the sites. Travellers look for information on the people, cultures, politics, and historical sites, buildings, and events in the places to which they travel. It is important to remember that narratives about the history of a place are interpretations guided by the travel writer’s own views. It is not so different from national histories, which tend to focus on particular events that showcase success rather than failure and on uniformity rather than diversity. Quebec’s national history, for example, leaves out the history of slavery and its afterlife, of colonialism both past and present, and of its diverse and rich population. Consider how you would represent Quebec in a travel guide with respect to its history, politics, culture, and citizenship as well as belonging.

[D] Reviewing the Feature-Length Film “Monsieur Lazhar”

The film tells the story of an Algerian refugee, Bachir Lazhar, who steps in to teach at an elementary school in Montreal following the suicide of a full-time teacher.

Despite a culture gap and difficulty adjusting to the constraints of the school system, M. Lazhar gets to know his students and they him. The film explores his relationships with the faculty and with the students as they come to grips with the former teacher's suicide. No one is allowed to express fully his or her grief. Moreover, M. Lazhar does not disclose his own painful past and precarious refugee status. His wife and children in Algeria were murdered in an arson attack. Eventually, some parents discover that M. Lazhar has no teaching qualifications and he is fired. He asks the principal to teach one more day in order to say goodbye to his students something the previous teacher had not done.

The study and history of Quebec is presented to the public using diverse means such as published books and articles, museum exhibitions, and film. Film, like any scholarly article or monograph, is driven by a carefully constructed thesis or main argument. In your evaluation of "Monsieur Lazhar" consider the director's thesis. Then, consult the historiography of the subject of the film as well as film studies to assess its accuracy with respect to its depiction of the events, of the characters, and of ethnic relations. Are you convinced? Finally, explore what place, if any, feature-length films have in history.

ExCELR Learning Goals

If you participate in an ExCELR placement, then you must identify and discuss what your learning goals are and what primary and secondary sources inform them. Please consult me before submitting this assignment. Remember that an ExCELR placement requires a time commitment of approximately three hours a week. Since this is a formal assignment, you will be expected to follow the same criteria as outlined in the essay proposal above. Please note below, an Introduction to ExCELR:²

- Participating in this component of the course provides a unique opportunity to learn experientially with communities while offering direct application of the course material.
- You will volunteer with local, social purpose organizations on existing or new projects developed in collaboration with the me
- There will be a selection process for each of the placements, which may include interviews with community partners. Please see each project description below for more information.
- If selected, you will receive a pre-placement orientation and at your organization at the first visit.
- Volunteer commitment is up to 3 hours per week (travel not included), working remotely with the organization and an on-site supervisor to complete your tasks.
- You will engage in critical reflection about your experiences to deepen your learning and contribute to your final reflections essay.

² Anurag Dhir, *Experiential Community Engaged Learning and Research [ExCELR]*, QCST 200, Fall, 2018.

Overview of Community Projects for ExCELR [Please note that more details will be posted later for ExCELR placements]

Organization	Availabilities	Project(s)	No. of Students	Website and Address
Museum of Jewish Montreal		Assist staff create virtual tours English and French	3	http://imjm.ca/
Alex Dworkin Canadian Jewish Archives		Remote project to be determined	1	https://www.facebook.com/CanadianJewishArchives/
Baobab Familial		Homework help Spoken and written French is required	2	http://www.baobabfamilial.org/
Centre de ressources et d'action communautaire Petite-Patrie		Social media communication and creation of a news letter Spoken and written French is required	2	https://cracpp.org/

2. Essay or ExCELR Reflection Paper

Essay

This assignment will analyze the topic you explored in your essay proposal. It must be typed using 2.54 cm or one-inch margins, in size 12 font, double-spaced, and not exceed **eight** pages or be less than **six** pages. It should include appropriately cited footnotes or endnotes using a citation method of your choice, a bibliography, and a title page, none of which counts towards the total number of pages. Remember that your thesis statement must be **explicit**. Please pay close attention to the organization of your paper, to the clarity of your arguments and their presentation, and to editing, especially spelling and grammar. Submit this assignment on myCourses. You will be given a grace period of 24 hours before a deduction of 5% per working day will commence. An

extension without penalty may be granted for valid reasons, which must be accompanied by supporting documentation.

ExCELR Reflection Essay

You are required to submit a reflection essay of **six to eight** pages detailing your ExCELR placement. Your paper ought to mirror what you did, what you gained from the community placement, and how the placement relates to your goals and to the ideas and themes in the course. Please consult me before finalizing your paper.

The reflection essay must be typed using 2.54 cm or one-inch margins, in size 12 font, and double-spaced. It should include appropriately cited footnotes or endnotes using a citation method of your choice, a bibliography, and a title page, none of which counts towards the total number of pages. Please pay close attention to the organization of your essay, to the clarity of your reflections and their presentation, and to editing, especially spelling and grammar. Submit the assignment on myCourses. You will be given a grace period of 24 hours before a deduction of 5% per working day will commence. An extension without penalty may be granted for valid reasons, which must be accompanied by supporting documentation.

3. Critical Review of One of the “Montreal as seen by ...”

The QSSA/AÉÉQ, International Student Services at McGill, and the Centre for Interdisciplinary Research on Montreal/*Centre de recherches interdisciplinaires en études montréalaises* organize and host a speakers’ series during the fall semester inviting well-known Montrealers to speak about their work as it is related to the city. Past participants have included among others Allison Hanes [*Gazette* journalist], Cathy Wong [President of the Montreal Municipal Council], and Marie-Ève Bordeleau [Commissioner of Indigenous Affairs for the City of Montréal]. You are expected to attend at least one of the conferences remotely and to write an analysis of it drawing from course lectures and readings in a written assignment using 2.54 cm or one-inch margins, in size 12 font, double-spaced, and not to exceed two pages in length. Submit the assignment on myCourses.

4. Discussions

Participation is an important part of your learning experience at McGill. Being able to summarize complex arguments, criticize them, and then voice an appraisal clearly and concisely are indispensable skills that are highly valued both inside and outside of academia. It is your responsibility to come to class fully prepared having read the assigned readings carefully and ready to participate in the conferences. An evaluation will be based on attendance (which will be taken at **all** discussions) and on the quality of your responses in each of the four discussions.

5. Final Examination

It will be a take-home exam; the question will be announced on the last day of class to be submitted on 16 December 2020 at 1600 H on myCourses. It must be typed using 2.54 cm or one inch margins, in size 12 font, double-spaced, using a citation method of your choice and not exceed **five** pages excluding your title page and bibliography. Your answer must only be based on lecture materials including guest

lectures, the conferences, round table presentations, the virtual walking tour and remote archive visit, the assigned and suggested readings, and documentary films where appropriate. **You cannot use additional sources.**

Class Schedule

Introduction

Week 1

2 September 2020

Introduction to QCST 200 and to ExCELR

The History of Québec

Week 2

7 September 2020

Labour Day and no class

9 September 2020

Lecture on “Indigenous Peoples in Northeastern North America: Key Transformations before European Contact”

Week 3

14 September 2020

Lecture on “France in the New World: The ‘Discovery’ of Canada”

Required Reading – Brett Rushforth, “The Establishment of a French Empire in North America” in Stéphan Gervais, Christopher Kirkey, and Jarrett Rudy (eds) *Quebec Questions: Quebec Studies for the Twenty-First Century* (Don Mills, Ont.: Oxford University Press, 2016): 4-18.

16 September 2020

Guest presentation by Mr. Eamon Duffy [McGill University] on “Using the University Library for Remote Research”

Week 4

21 September 2020

Discussion 1 of Assigned Readings – “Indigenous-Settler Relations”

Bruce M. White, “The Trade Assortment: The Meanings of Merchandise in the Ojibwa Fur Trade” in Sylvie Dépatie, Catherine Desbarats, Danielle Gauvreau, Mario Lalancette et Thomas Wien (dir) *Vingt ans après Habitants et marchands: Lectures de l’histoire des*

XVIIe et XVIIIe siècles canadiens (Montreal: McGill-Queen's University Press, 1998): 115-137.

Brett Rushforth, "Slavery, the Fox Wars, and the Limits of Alliance" *The William and Mary Quarterly* 63:1 (Jan., 2006): 53-80.

23 September 2020

Guest lecture by Professor Donald Fyson [Université Laval] on "Intercultural Accommodation in a Conquered Colony: The Canadiens and the British Conquest of Quebec."

Required Reading - Brian Young, "Below the Academic Radar. Denis Vaugeois and Constructing the Conquest in the Quebec Popular Imagination" in Phillip Buckner and John G. Reid (eds) *Remembering 1759: The Conquest of Canada in Historical Memory* (Toronto: University of Toronto Press, 2012): 226-250.

Week 5

28 September 2020

Lecture on "Debating Confederation: Designing a Liberal State for an Imagined Québec"

Required Reading – Jean-François Gaudreault-DesBiens, "Canadian Federalism and Quebec's Pathological Prism" in Gervais, Kirkey, and Rudy, *Quebec Questions*: 316-331.

30 September 2020

Lecture on "Quebec's Jewish Communities: Divisions and Conflicts in Early Twentieth Century Montreal"

Required Reading – Mary Anne Poutanen and Jason Gilliland, "Mapping Work in Early Twentieth-Century Montreal: A Rabbi, a Neighbourhood, and a Community" *Urban History Review* 45:2 (2017): 7–24.

Week 6

5 October 2020

A virtual walking tour of "Refugee Boulevard: Making Montreal Home after the Holocaust."

[https://poly.google.com/view/bruzYDr0ZN7?fbclid=IwAR0FAveXiQkyevg5kVpuCXm yiqP9DNVLxkkx_tjA8BcFiNUe_6vQZZ7WX10]

7 October 2020 – **Submit your essay proposal or ExCLER goals on myCourses**

Lecture on "Depression, War, and Welfare: The Making of Quebec's Welfare State"

Required Reading – Antonia Maioni, "Health Care in Quebec" in Gervais, Kirkey, and Rudy, *Quebec Questions*: 407-422.

Week 7

12 October 2020

Thanksgiving and no class

14 October 2020

Lecture on “Quiet Revolution or Noisy Evolution?: 1960s and 1970s Quebec”

Required Reading – Denyse Baillargeon, “ Quebec Women of the Twentieth Century: Milestones in an Unfinished Journey” in Gervais, Kirkey, and Rudy, *Quebec Questions: 230-249*.

Culture**Week 8**

19 October 2020

Guest Lecture by Professor Will Straw [McGill University] on “Quebec Culture and the Night”

Required Reading - William Weintraub, “Show Business: Lili St. Cyr’s Town – and Al’s and Oscar’s” in his book, *City Unique: Montreal Days and Nights in the 1940s and '50s* (Toronto: McClelland & Stewart Inc., 1996): 116-140.

21 October 2020

A conversation with Ms. Naomi Fontaine and Professor Isabelle St-Amand [Queen’s University] about *Kuessipan*. You are expected to come to class having read Naomi Fontaine’s novel, *Kuessipan*, translated by David Homel (Arsenal Pulp Press, 2013) and prepared to discuss the book. [To Be Confirmed]

Week 9

26 October 2020

A round table with Peter Smith [Coach McGill Martlets], Caroline Ouellette, Kim St-Pierre, and Professor Andrew C. Holman [Bridgewater State University] on “Hockey Culture in Quebec” [To Be Confirmed]

Required Reading - Andrew C. Holman, “Sports and Identities in Quebec” in Gervais, Kirkey, and Rudy (eds) *Quebec Questions: 120-134*.

28 October 2019

Discussion 2 of Assigned Reading and Film – “Culture and Identity”

Anna Maria Tremonti, “Indigenous identity and the case of Joseph Boyden” with guests Wab Kinew, Lee Maracle, and Kim TallBear, *The Current*, 2017. [A transcript]

The 2015 NFB documentary film “L’Empreinte/Footprints” directed by Carole Poliquin and Yvan Dubuc [go to VPN then <https://mcgill.on.worldcat.org/oclc/429506139> and look for film, which will bring you back to McGill and then click on view now.

[<https://www-nfb-ca.proxy3.library.mcgill.ca/film/footprints/>]

Week 10

2 November 2019

Guest presentation on the “Kanien’keháka Onkwawén:na Raotitíóhkwa Language and Cultural Center.”

4 November 2019

Virtual tour by archivist Janice Rosen of the Alex Dworkin Canadian Jewish Archives

Contemporary Quebec

Week 11

9 November 2019

Discussion 3 of Assigned Readings and Film – “Language and Youth”

The 2007 documentary film “Les enfants de la loi 101” directed by Anita Aloisio. [<https://ville.montreal.qc.ca/memoiresdesmontrealais/les-enfants-de-la-loi-101-un-film-danita-aloisio>]

[Please note that an English-language transcript is available for any student. Let me know if you need one and I will send it to you in an email attachment]

Bronwen Low, Mela Sarkar and Lise Winer, “‘*Ch’us mon propre Bescherelle*’: Challenges from the Hip-Hop nation to the Quebec nation” *Journal of Sociolinguistics* 13:1 (2009): 59-82.

Patricia Lamarre, “Catching “Montréal on the Move” and Challenging the Discourse of Uni-lingualism in Québec,” *Anthropologica* No. 55 (2013): 1-16.

11 November 2019

A guest presentation on LGBTQ+ Rights

Week 12

16 November 2019

Guest lecture by Professor Daniel Béland [McGill University] on “Making Sense of Federalism from a Quebec Perspective”

18 November 2019

A round table with Ms. Marilhan Lopez [Vice-Présidente, La Fédération des Femmes du Québec], Ms. Dorothy Rhau [Audace au Feminine], and Professor Rachel Sandwell [McGill University] on “Challenges to Decolonizing the Women’s Movement in Québec.” [To Be Confirmed]

Required Reading - Diane Lamoureux, “The Paradoxes of Quebec Feminism” in Gervais, Kirkey, and Rudy (eds) *Quebec Questions*: 352-371.

Week 13

23 November 2019

Discussion 4 of Assigned Readings – “Indigeneity, Colonialism, and the Québec State”

Martin Papillon, “Indigenous Peoples and Quebec: Competing or Coexisting Nationalism?” in Gervais, Kirkey, and Rudy (eds) *Quebec Questions*: 446-461.

Isabelle St-Amand, “Land, Resistance, and Indigenous Filmmaking in Quebec” in Stéphan Gervais, Raffaele Iacovino, and Mary Anne Poutanen (eds) *Engaging with Diversity: Multidisciplinary Reflections on Plurality from Québec* (Brussels: Peter Lang, 2018): 185-200.

Adam Gaudry and Darryl Leroux, “White Settler Revisionism and Making Métis Everywhere: The Evocation of Métissage in Quebec and Nova Scotia” *Critical Ethnic Studies*, 3:1 (Spring 2017): 116-142.

25 November 2020 – **Submit your essay or reflections paper on myCourses**

Guest presentation on “Quebec in the World: Historical and Current Challenges for International Affairs”

Required Reading: Louis Balthazar, “The Ottawa-Quebec-Washington Dance: The Political Presence of Quebec in the United States” in Gervais, Kirkey, and Rudy (eds) *Quebec Questions*: 479-494.

Week 14

30 November 2020

A round table with Mr. Aamir Aman [McGill University], Ms. Mindy Pollak [Projet Montréal Borough Councillor for Outremont], and Mr. Fabrice Vil [Cofounder and Directeur général of Pour 3 points] on “The Challenges of Living Together in Montreal.” [To Be Confirmed]

Required Reading – Maryse Potvin, “Interethnic Relations and Racism in Quebec” in Gervais, Kirkey, and Rudy (eds) *Quebec Questions*: 271-296.

2 December 2020

Course Review and Take-Home Exam Question