

**PSCI 4009B  
Quebec Politics  
Friday, 8:35AM-11:25AM**

**Location: TBA (Please Confirm on Carleton Central)**

*While face-to-face classes at Carleton remain suspended because of COVID-19, this course will meet in a synchronous online format via Zoom. Please find access information on Brightspace*

Instructor: Raffaele Iacovino  
Office Hours: Tuesdays, 9-11AM  
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**Brightspace:**

On-line components of this course will be managed through Brightspace. Please visit the Brightspace course page regularly to receive the most current information pertaining to important course announcements and materials.

**Course Description:**

An introduction to the political history of Quebec: the development of ideologies (including nationalism), the question of diversity, constitutional developments, and the building of the Quebec state during the Quiet Revolution. The course will also cover language politics and the political party system in Quebec. Some contemporary issues in Quebec politics will also be addressed, including the debate over 'reasonable accommodations,' models of integration and secularism, debates about national identity, as well as the relationship between Quebec and the rest of Canada.

**Class format:**

The course is structured as a traditional seminar, led by student presentations. Students are expected to come to class having read the assigned readings and prepared to discuss them. The instructor will attempt to moderate student exchanges, yet it is expected that the weekly presenters lead the discussion and prepare themselves to take questions by both the instructor fellow students.

**Texts:**

- There is one book assigned for this course, available in the bookstore:

Stéphan Gervais, Christopher Kirkey and Jarrett Rudy, (eds.), *Quebec Questions: Quebec Studies for the Twenty-First Century*, Second edition, (Toronto: Oxford University Press, 2016).

- The readings will also be on reserve at MacOdrum Library and through the ARES link on Brightspace.
- Please see weekly schedule for assigned readings. You are expected to come to class having read the assigned readings and prepared to discuss them.

### **Evaluation :**

**10%**- Attendance and participation.

**10%**- Short assignment (**Due on Session 4, Feb 4, 2022**)

**15%**- Oral presentation

**30%**- Research paper (**Due on Session 12, April 8, 2022**)

**35%**- Final Take-Home Exam (To be posted on **Session 12, April 8, 2022**; Due on the last day of the formal examination period, **April 28, 2022**).

- **Attendance, participation and discussion groups:** Students are expected to attend class having read the required materials for that week and be prepared to participate in class discussions. Attendance will be taken in class each week.
- **Short assignment:** On **Session 2 (January 21, 2022)**, the instructor will post a list of 4-5 articles from the assigned readings. Students are expected to write a short review essay (1000-1200 words) that provides a critical assessment of the author's contributions to the study of Quebec politics. It is not necessary to do any additional research for this assignment, and the aim is simply to allow students to engage more profoundly with particular theoretical, conceptual or methodological issues in the body of literature to be covered in class. The short assignment is due on **Session 4 (Feb 4, 2022)**.
- **Research paper:** The research paper must be between 16 and 20 typed pages – double-spaced, using 12 point font. The paper must follow proper essay style and structure, and must use a recognized referencing style (which must be consistent throughout). Students will construct their topics in consultation with the instructor. The subject of the paper may be drawn from any of the themes covered in the course, or students may choose to select another aspect of Quebec politics, with the approval of the instructor. Students are expected to undertake research using sources beyond those listed in the course outline. The essays are due on **Session 12, April 8, 2022**. Secondary research is all that is required to write the paper, yet students may draw upon primary sources if they wish. The goal is to allow students to grasp the body of literature on a particular topic by providing a cogent and coherent synthesis, and to be able to articulate and defend a particular position based on the assessment of the literature. Please avoid

overly drawn-out summaries in exposing what has been written on a topic – the exercise is meant to allow students to critically assess the state of research in their chosen topics.

- **Presentation:** Each student will be responsible for an oral presentation on a given weekly theme. In this capacity, students should be prepared to take questions and to lead a discussion period. Depending on the number of students in the class, we may have to pair students together on certain weeks.
- **Final Take-Home Exam:** At the end of the last class (**Session 12, April 8, 2022**), the instructor will post the final take-home exam, which is due on **April 28, 2022**. Students can submit the exam at any time throughout this period. The exam will consist of three sections, each containing three essay questions. Students will select one question from each section. Each answer should be about 900-1300 words. Moreover, students are expected to draw from class lectures and reading assignments in writing the essays, and students are not expected to include any research outside of class materials.

### **Other Information:**

**Submitting assignments and late policy:** Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: [https://carleton.ca/registrar/wp-content/uploads/COVID-19\\_Self-declaration.pdf](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf)

All assignments are to be submitted through Brightspace. Extensions will only be granted if students fill out the self-declaration form as per University policy. The penalty for late assignments is 5% per day.

**Office Hours and E-mail:** My office hours are posted on this outline, and I strongly encourage students to use them for any reason related to the course material. If students cannot make it during the posted times, we can arrange individual appointments. If I have to cancel my office hours for any reason, I will make every effort to inform the class regarding make-up office hours. Please do not e-mail me with questions regarding the course material. I will only respond to e-mails regarding non-substantive procedural/technical issues which require a brief answer. Moreover, I will only respond to emails that use a Carleton account.

### **Lecture and Reading Schedule: (\*indicates a suggested reading)**

#### **-Session 1 (Jan 14, 2022):**

*Introduction and Thematic Overview of the Course*

- Course Overview
- Setting up presentation schedule and assigning discussants.

## **-Session 2 (Jan 21, 2022):**

### ***Introduction to Politics in Québec: Historical Background and Contemporary Context***

- Charles Taylor, "Shared and Divergent Values", in Guy Laforest, (ed.), *Reconciling the Solitudes: Essays on Canadian Federalism and Nationalism*, (Montreal: McGill-Queen's University Press, 1993), pp. 155-186.
- Francois Rocher, "The Evolving Parameters of Quebec Nationalism", in *International Journal on Multicultural Societies*, Vol. 4, No. 1, pp. 1-18.
- Jocelyn Maclure and François Boucher, "Quebec's Culture War: Two Conceptions of Quebec Identity", in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

## **-Session 3 (Jan 28, 2022):**

### ***National Identity in Quebec***

- Michel Seymour, "Quebec and Canada at the Crossroads: A Nation Within a Nation" *Nations and Nationalism* 6.2 (2000): 227-55.
- Fiona Barker, "Learning to be a Majority: Negotiating Immigration, Integration and National Membership in Quebec", in *Political Science*, Vol. 62, No. 1, 2010, pp. 11-36.
- Martin Papillon, "Indigenous Peoples and Quebec: Competing or Coexisting Nationalisms?", in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

## **-Session 4 (Feb 4, 2022):**      **\*Short assignment due\***

### ***Social and Economic Policy: The Quebec Model***

- Alain Noël, "Quebec's New Politics of Redistribution Meets Austerity1." in Goodyear-Grant et Al (eds), *Federalism and the welfare state in a multicultural world* (Montreal: MQUP, 2018): 73-100.

-Antonia Maioni, “Health Care in Quebec”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-Peter Graefe, “The Politics of Social and Economic Development in Quebec”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

### **-Session 5 (Feb 11, 2022):**

#### ***Public Opinion, Elections and Political Representation***

-Jean-François Daoust and Alexandra Jabbour, “An extraordinary election? A longitudinal perspective of the Québec 2018 election”, in *French Politics*, Vol. 18, pages 253–272 (2020).

-Mahéo, V., & Bélanger, É. (2018). Is the Parti Québécois Bound to Disappear? A Study of the Current Generational Dynamics of Electoral Behaviour in Quebec. *Canadian Journal of Political Science*, 51(2), 335-356. doi:10.1017/S0008423917001147

-Éric Bélanger and Chris Chhim, “National Identity and Support for Sovereignty in Quebec”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-Luc Turgeon, Antoine Bilodeau, Stephen White and Ailsa Henderson, “A Tale of Two Liberalisms? Attitudes toward Minority Religious Symbols in Quebec and Canada”, in *Canadian Journal of Political Science* (2019), 52, 247–265 doi:10.1017/S0008423918000999

### **-Session 6 (Feb 18, 2022):**

#### ***Quebec and Canadian Federalism***

-Jean-François Gaudreault-DesBiens, “Canadian Federalism and Quebec's Pathological Prism”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-François Rocher, “The Quebec-Canada Dynamic or the Negation of the Ideal of Federalism,” in Alain-G. Gagnon, (ed.), *Contemporary Canadian Federalism: Foundations, Traditions, Institutions*, (Toronto: University of Toronto Press, 2009), pp. 81-131.

-Arthur A. Silver, *The French-Canadian Idea of Confederation, 1864-1900*, Second edition, (Toronto: UTP, 1997), Chapter 2: pp. 33-50.

-David McGrane and Loreen Berdahl, "Reconceptualizing Canadian Federal Political Culture: Examining Differences between Quebec and the Rest of Canada," in *Publius: The Journal of Federalism*, Volume 50, Issue 1, Winter 2020, Pages 109–134, <https://doi.org/10.1093/publius/pjz010>

## **\*\*WINTER BREAK\*\* (Feb 21-25, 2022)**

### **-Session 7 (March 4, 2022):**

#### ***Managing Diversity: The Challenges of National and Socio-Cultural Pluralism***

-Raffaele Iacovino, "Between Unity and Diversity: Examining the Quebec Model of Integration", in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-Charles Taylor, "Interculturalism or multiculturalism?", *Philosophy and Social Criticism*, Vol. 38, Nos. 4-5, May/June 2012, p. 418.

-Bouchard, Gérard. 2011. "What is Interculturalism?" *McGill Law Journal*. 56, 2: 435-468.

-Raffaele Iacovino, "Contextualizing the Quebec Charter of Values: Belonging without Citizenship in Quebec", *Canadian Ethnic Studies*. Special issue: *Transforming Citizenship: Ethnicity, Transnationalism, and Belonging in Canada*, Vol. 47, No. 1, 2015.

### **-Session 8 (March 11, 2022):**

#### ***The Canadian Constitution and Secession: Quebec-Canada Relations***

-Rocher, François, and Nadia Verrelli. "Questioning constitutional democracy in Canada: from the Canadian Supreme Court reference on Quebec secession to the Clarity Act." *The conditions of diversity in multinational democracies* (2003): 207-237.

-André Lecours, "The political consequences of independence referenda in liberal democracies: Quebec, Scotland, and Catalonia." *Polity* 50, no. 2 (2018): 243-274.

-Jean-François Gaudreault-Desbiens, "The Law and Politics of Secession: From the Political Contingency of Secession to a "Right to Decide"? Can Lessons Be Learned from the Quebec Case?", in Delledonne G., Martinico G. (eds) *The Canadian Contribution to a Comparative Law of Secession*. Palgrave Macmillan, Cham. (2019).

[https://doi.org/10.1007/978-3-030-03469-6\\_3](https://doi.org/10.1007/978-3-030-03469-6_3)

-Alexandre Blanchet and Mike Madeiros, “The secessionist spectre: the influence of authoritarianism, nativism and populism on support for Quebec independence”, in *Nations and Nationalism*, Vol. 25, Issue 3, July 2019, pp. 803-21.

### **-Session 9 (March 18, 2022):**

#### ***The Canadian Constitution and Secession: Quebec-Canada Relations II***

Film and discussion to follow:

#### ***The Champions (1984); Part 3***

### **-Session 10 (March 25, 2022):**

#### ***Language Politics***

-Linda Cardinal, “Language Planning and Policy Making in Quebec and in Canada”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-Daniel Weinstock, “The Politics of Language: Philosophical Reflections on the Case of Quebec”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-Mike Medeiros, “Refining the Influence of Language on National Attachment: Exploring Linguistic Threat Perceptions in Quebec”, *Nationalism and Ethnic Politics*, 23:4, 2017, 375-390, DOI: 10.1080/13537113.2017.1380457

### **-Session 11 (April 1, 2022):**

#### ***Quebec’s International Relations***

- Jody Neathery-Castro and Mark Rousseau, “Quebec and La Francophonie: The Province as Global Player”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-Louis Balthazar, “The Ottawa-Quebec-Washington Dance: The Political Presence of Quebec in the United States”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-James T. McHugh, "Paradiplomacy, protodiplomacy and the foreign policy aspirations of Quebec and other Canadian provinces", in *Canadian Foreign Policy Journal*, Vol., 21, Issue 3, 2015.

**-Session 12 (April 8, 2022): \*Research paper due\***

***Recent Debates***

-François Rocher, "The Life and Death of an Issue: Canadian Political Science and Quebec Politics", in *Canadian Journal of Political Science*, Vol. 52, Issue 4, Dec 2019, pp. 631-655. DOI: <https://doi.org/10.1017/S0008423919000672>

-Béland, Daniel, André Lecours, and Peggy Schmeiser. "Nationalism, Secularism, and Ethno-Cultural Diversity in Quebec." *Journal of Canadian Studies* 55, no. 1 (2021): 177-202.

-Peach, Ian. "Quebec Bill 96-Time For a Primer on Amending the Constitution." *Constitutional Forum/Forum constitutionnel*. Vol. 30. No. 3. 2021.

-Avigail Eisenberg, "The Rights of National Majorities: Toxic Discourse or Democratic Catharsis", in *Ethnicities*, Published online: August 9, 2019. <https://doi.org/10.1177%2F1468796819866488>

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## **Appendix**

### **Covid-19 Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **Requests for Academic Accommodation**

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

***Pregnancy accommodation:*** Please contact your instructor 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Religious accommodation:*** Please contact your instructor 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student

participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support).

### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **Carleton Political Science Society**

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.