

**Carleton University**  
**Winter 2020**  
**Department of Political Science**  
<https://carleton.ca/polisci/>

**PSCI 4009B**  
**Quebec Politics**  
**Friday, 8:35AM-11:25AM**  
**Location: TBA (Please Confirm on Carleton Central)**

Instructor: Raffaele Iacovino  
Office: Loeb B675  
Office Hours: Monday, 12-2PM.  
Phone: (613) 520-2600 ext: 1572  
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**CuLearn:**

On-line components of this course will be managed through CuLearn. Please visit the CuLearn site 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 recent debate over ‘reasonable accommodations’ and models of integration, 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 be 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
- Please see weekly schedule for assigned readings. You are expected to come to class having read the assigned readings and be prepared to discuss them.

**Evaluation:**

**10%**- Attendance and participation (including role as a discussant).

**10%**- Short assignment (**Due on Session 4, Jan 31, 2020**)

**15%**- Oral presentation

**30%**- Research paper (**Due on Session 12, April 3, 2020**)

**35%**- Final Take-Home Exam (To be posted on **Session 12, April 3, 2020**; Due on the last day of the formal examination period, **April 25, 2020**).

- **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. Moreover, students will also serve as discussants on the weekly presentations – providing some brief commentary on a given presentation and a couple of pertinent questions.
- **Short assignment:** On **Session 2 (January 17, 2020)**, 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 (Jan 31, 2020)**, at the beginning of class.
- **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 **at the beginning of the class on Session 12, April 3, 2020**. If you do not bring your essay on time to the beginning of class, you must deposit your essay in the Political Science drop box. These essays will be counted as 'late' (see late policy below). 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 3, 2020**), the instructor will post the final take-home exam, which is due on **April 25, 2020**. Students can submit the exam **to the instructor** at any time throughout this period. Please refrain from submitting it in the Political Science drop box on the day of the deadline if I am in my office. 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 (including suggested readings) in writing the essays, and students are not expected to include any research outside of class materials.

### **Other Information:**

**Submitting assignments and late policy:** Extensions beyond the original due date will only be granted in the case of exceptional circumstances. If you are ill (with a doctor's note) or have another legitimate reason for lateness, please see the instructor as soon as possible (preferably before the due date). All assignments must be handed in as *hardcopies* directly to the instructor, at the beginning of class, or in the case of the final take-home, during the instructor's office hours or all day on the last day of the formal examination period. For late assignments, the Department of Political Science's drop-off box may be used (located outside B640 Loeb Building, the box is emptied every weekday at 4 p.m. and papers are date-stamped with that day's date). Please recall that if an assignment is submitted via the drop-box on the day it is due, it will be considered one day late. Assignments sent by email will not be accepted. Assignments will be returned in class or during the instructor's office hours. If handed in with a self-addressed stamped envelope, they will be returned by mail. Late assignments will be penalized by five percentage points (5%) per day (including weekends); assignments submitted more than ten days late will receive a mark of 0%.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
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

**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 10, 2020):**

##### *Introduction and Thematic Overview of the Course*

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

#### **-Session 2 (Jan 17, 2020):**

##### *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.

-Kenneth McRoberts, “The Quiet Revolution: The New Ideology of the Quebec State”, in *Quebec: Social Change and Political Crisis* (1988).

-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 24, 2020):**

##### *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).

-Jean-François Dupré, “National identity politics and cultural recognition: the party system as context of choice”, *Identities: Global Studies in Culture and Power*, Published online: 18 Jul 2016,  
DOI:10.1080/1070289X.2016.1208097

**-Session 4 (Jan 31, 2020):      \*Short assignment due\***

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

-Jane Jenson, “Against the Current: Child Care and Family Policy in Quebec”, in Sonya Michel and Rianne Mahon, eds., *Child Care Policy at the Crossroads: Gender and Welfare State Restructuring*, (New York: Routledge, 2002).

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

-David Massell, “A Question of Power: A brief History of Hydroelectricity 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 7, 2020):**

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

-Richard Nadeau and Éric Bélanger, “Quebec vs the Rest of Canada: 1965-2006”, in Mebs Kanji et Al., *The Canadian Election Studies: Assessing Four Decades of Influence*, (Vancouver: UBC Press, 2012).

-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).

-Manon Tremblay, "Hitting a Glass Ceiling? Women in Quebec Politics", in Linda Trimble et Al, eds, *Stalled: The Representation of Women in Canadian Governments*, (Vancouver: UBC Press,

-Luc Turgeon and Antoine Bilodeau, "Minority nations and attitudes towards immigration: the case of Quebec", *Nations and Nationalism*, Vol. Issue 2, April 2014, pp. 317-336.

### **-Session 6 (Feb 14, 2020):**

#### ***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.

-Guy Laforest, "What Canadian Federalism Means in Quebec", in *Review of Constitutional Studies*, Vol. 15, Issue 1, 2010, pp. 1-33.

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

### **\*\*WINTER BREAK\*\* (Feb 17-21, 2020)**

### **-Session 7 (Feb 28, 2020):**

#### ***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 6, 2020):**

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

-Peter Leslie, “Canada: The Supreme Court Sets Rules for the Secession of Quebec,” *Publius: The Journal of Federalism* Vol. 29, No. 2, (1999), 135-151.

-François Rocher, “Self-determination and the Use of Referendums: the Case of Quebec”, *International Journal of Politics, Culture and Society*, Vol. 27, No. 25, 2013.  
doi:10.1007/s10767-013-9167-2

-Elisenda Casanas Adam and François Rocher, “(Mis)recognition in Catalonia and Quebec: The Politics of Judicial Containment”, in Jaime Lluch ed, *Constitutionalism and the Politics of Accommodation in Multinational Democracies*, (London: Palgrave Macmillan, 2014).

-John Stewart, “Project, or Faith? Quebec's 1995 Push for Sovereignty, and the Realities of International Relations”, in *Canadian Foreign Policy Journal*, Vol. 18, Issue 2, 2012, pp. 181-194.

**-Session 9 (March 13, 2020):**

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

Film and discussion to follow:

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

**-Session 10 (March 20, 2020):**

***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).

-Kenneth McRoberts, “Struggling Against Territory: Language Policy in Canada,” in Tony Judt and Denis Lacorne (eds) *Language, Nation, and State: Identity Politics in a Multilingual Age* (New York: Palgrave MacMillan, 2004), 133-160. **(Instructor’s Copy)**

-Ruth Kircher, “Language Attitudes among Adolescents in Montreal: Potential Lessons for Language Planning in Québec”, *Nottingham French Studies*, Volume 55 Issue 2, Page 239-259, (DOI: <http://dx.doi.org/10.3366/nfs.2016.0151>)

**-Session 11 (March 27, 2020):**

***Quebec's International Relations and Economic Development***

- 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).

-Jérémie Cornut, “The special relationship transformed. The Canada–Quebec–France triangle after de Gaulle”, *American Review of Canadian Studies*, Published online: 13 Jun 2016, **DOI:**[10.1080/02722011.2016.1187968](https://doi.org/10.1080/02722011.2016.1187968)

-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 3, 2019): \*Research paper due\***

***Recent Debates***

-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>

-Diane Lamoureux, “The Paradoxes of Quebec Feminism”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2016).

-Jacqueline Kennelly, “The Quebec student protests: challenging neoliberalism one pot at a time”, *Critical Arts: South-North Cultural and Media Studies*, Vol. 28, Issue 1, 2014.

## **Academic Accommodations**

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### **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 obligation**

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

[carleton.ca/pmc](https://carleton.ca/pmc)

### **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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **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 compete or perform 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](http://students.carleton.ca/course-outline)

### **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 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 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.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

### **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:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
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

### **Approval of final grades**

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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

### **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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

### **Official Course Outline**

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