

UNIVERSITY OF WISCONSIN MADISON – FALL 2020

HIS 201—THE HISTORIAN’S CRAFT

CRISIS IN CANADA: OCTOBER 1970

MW 2:30-3:45, 1121 HUMANITIES

INSTRUCTOR: PROF. D. MCDONALD, email – dmmcdon1@wisc.edu

Office hours: MTW, 10am-12pm *or by appointment*

No required textbook or purchase

Course Overview:

This class seeks achieve two related objectives. First, as an introduction to “the historian’s craft,” which offers Comm-B credit, it will acquaint students with the primary elements of historical research, writing and exposition. The course does so through the pursuit of its second objective, a reconstruction of the events surrounding the so-called October Crisis of 1970 in the Canadian province of Quebec. This crisis erupted from two kidnappings committed by separate cells of the underground revolutionary *Front de Libération du Québec* [FLQ = Quebec Liberation Front]. On October 5, one group of FLQ members abducted James Cross, a British trade commissioner who was posted to Montréal. Five days later, another group seized provincial Labour Minister Pierre Laporte, a popular member of the Robert Bourassa’s recently elected Liberal government. On October 17, Quebecers and other Canadians learned that Laporte’s captors had murdered him. In response to these events, and to requests from the Quebec government and the mayor of Montreal, the federal government sent Canadian troops into the streets of Ottawa, the national capital, and to the province of Quebec, where they operated in collaboration with the provincial and local police forces. Most controversially, Prime Minister Pierre Trudeau gained approval for Parliament’s passage of Canada’s War Measures Act, supported by Liberals (and a few members of other parties in the House of Commons). Trudeau’s government argued that the FLQ acts had produced the state of “apprehended insurrection,” which was one of the grounds for the application of sweeping security measures which effectively suspended temporarily many of the rights and civil liberties routinely enjoyed by Canadians. In effect, then, it constituted a limited form of martial law.

While supported by broad majorities of the Canadian population in- and outside Quebec, Trudeau’s démarche also inspired bitter criticism and the debates over his initiative persist to this day. In Quebec, nationalists and separatists spoke out against this “occupation,” even as they distanced themselves from the FLQ’s “terrorist” acts. In Parliament and elsewhere throughout the rest of Canada, important voices questioned the severity of the response in comparison with the events that had provoked it; they also deplored its application throughout the country, despite the precipitating events having been limited to Quebec. After an uneasy hiatus of several weeks, the crisis came to an end in early December. As federal and provincial authorities closed in on Cross’s kidnappers and cracked down on the FLQ’s underground organization, a deal slowly took shape, by which the kidnappers and other activists – termed “political prisoners” by the FLQ – received safe passage to Cuba in exchange for the release of their captive. While these events largely faded from national memory, they left a lasting impression in Quebec, where subsequent generations of pro-independence Quebecers have seen it as an example of Ottawa’s high-handedness. Since the events of 9/11 in the United States, the crisis has also re-emerged as an early case in which the political leaders in a democratic society have weighed national security against constitutionally protected civil liberties.

In the process of reconstructing the arc of this crisis, including its background and consequences, you will engage in a series of activities that will satisfy the requirements of the university's Comm-B requirement *and* one of the requirements for the History major. These activities include attending weekly lectures and discussions, for which you will prepare with assigned readings, In addition, you will participate in a "team," whose members will offer a collaborative 40-minute presentation on a critical juncture in the October crisis. Finally, you will submit a variety of written assignments, designed to build your skills in research and the construction of convincing, evidence-based argument or interpretation. The culmination of this element will take the form of a 10-12 page research paper on *any* aspect of the October Crisis or its context. To begin the process of creating this paper, you will submit a research proposal before proceeding to a rough draft due before Thanksgiving, followed by a final draft which will fall due on the Wednesday of Exam Week. During the final two weeks of the semester, each of you will present a brief oral discussion of your research to the rest of the class. In all three of these activities – i. e. the proposal, team presentations and individual research discussions – you all will also serve as peer reviewers to help one another in refining your interpretations and expression. Finally, you will keep a dossier composed of all your written assignments for this course. When you submit your final paper, you will also submit a brief (400-600 word) assessment of what you learned about historical writing during the semester..

Course Objectives/Learning Outcomes:

By the time you have completed your required work for this semester, you should accomplish the following objectives:

1. Learn to identify, locate and assess the relative reliability of different sorts of historical sources, including primary sources, memoirs, publicistic and journalistic materials, and secondary sources.
2. Analyze and combine the evidence in these sources into a clear and coherent narrative, relying on evidence drawn from the sources you have used.
3. Learn how to incorporate complex developments, interactions or processes in a clear well-organized argument or interpretation about their meaning and/or significance.
4. Acquire an understanding of the events and contexts the combined to create the October Crisis, in the course of which you will:
5. Gain knowledge about different social, political, economic and cultural forces that shaped Canadian and Québécois history through 1970 and beyond.
6. Understand the causes that alter historical perspectives.
8. Learn about historical change, its causes and the various sorts of effects it can produce.
9. Most importantly, gain an understanding of what makes for effective oral and written communication as a set of identifiable skills that develop through practice and critical (self-)

assessment; and thus, develop self-set standards for expressing ideas, concepts or arguments in forms accessible to multiple audiences.

10. Finally, develop a useful set of “tools”—defining a topic, devising a research strategy and constructing an argument—for use in more advanced courses and in post-academic life.

Assessment

Your grade from the course will reflect your performance in various phases of its activities. Your final paper will count for 25%, as will your participation in weekly discussions, combined with your final self-assessment. Your formal oral presentation will count for 15%. The team presentation will also amount to 15% and the balance of your grade comes from your briefer assignments. Assessment will reflect your levels of achievement *and progress* in presenting the materials dealt with by your readings in clearly expressed and well-organized prose, eventually in the form of clear and convincing argument.

Workload and Expectations:

This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or presentations for this course.

Plagiarism and Academic Misconduct

Finally, as most participants are juniors or seniors, they should be well acquainted with academic standards regarding academic integrity and such forms of misconduct as plagiarism. To refresh your memory of, or to find out the university's rules in these matters and the procedures for dealing with cases of plagiarism, participants can use the following link: <http://www.students.wisc.edu/doso/academic-integrity/>.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

Diversity and Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. Indeed, this course's topic – springing from controversies over ethnic belonging, inequality and deeply conflicting visions for the constitution of a community – offers a unique set of perspectives on diversity. As such, our discussions welcome and depend on participants' abilities to express freely their perspectives on these events and their implications. At UW-Madison, we commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

History Lab

Those requiring assistance or extra guidance in framing and writing research papers should consult with the department's History Lab. A representative of this valuable resource will visit our class early in the semester. As the Lab's web-site states:

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter what stage you are at in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Drop by Humanities 4255 or schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

The following pages provide the calendar of lectures, discussion topics and assignments for the semester. Unless otherwise stated, you will find all assigned readings – as well as supplementary research materials and links to newspaper and media records – on the class's Canvas page. The assigned weekly readings, both compulsory and optional, will be posted in modules bearing the week's topic title. Supplementary sources – links to newspapers, periodicals, and lists of suggested online sources – will be posted on their own pages. You can use these as starting-points for your team presentations and research work. You will also learn strategies for conducting substantive research through web-based platforms for academic publications or other source materials.

“TEAMS” FOR THE COLLABORATIVE IN-CLASS PRESENTATIONS

Class members have been assigned to one of three teams, each named after a prominent figure in the October Crisis. During each team’s assigned week, the members will offer their class colleagues a 40-50 presentation that explores the events identified in the session’s title in its historical context, tying it to previous issues that have emerged in the course, and discussing the meaning or significance of the subject, keeping in mind that a variety of perspectives likely exists. Team members should give themselves an appropriate lead-time in their preparations to familiarize themselves with the topic, conducting several meetings – via BB Collaborate or some other platform – to discuss what to emphasize, how to assign tasks and labor equitably, and how best to present their material. Presentations need not restrict themselves to conventional lecture/PowerPoint formats. Points are awarded for creativity and effectiveness. Please find your team below:

Team Bourassa:

BAUR
EITHUN
HOLIHAN
JOHNSON
SMITH
WILLIAMS

Team Lévesque:

BONS
FAHEY
HOLSCHBACH
RICHIE
WATSON
WOEHRER
ZARKA

Team Trudeau:

DOPKINS
FLICK
HUTH
SANTAMARINA
WETTER
XU

SCHEDULE OF MEETINGS/TOPICS/ASSIGNMENTS
(Readings posted in Canvas modules under weekly headings)

- Sept. 2 INTRODUCTION—OVERVIEW AND EXPECTATIONS
- Sept. 7, 9 *Lectures:* CANADA AND QUÉBEC, 1955-1970—CHANGE AND FERMENT: 1. Canadian state, society, politics; 2. Nation and identity in Québec – Contexts, Currents, Contestation, 1759-1960
- Assignment:* Statement (300-400 words) of knowledge about Canada, Québec and the October Crisis, due by beginning of class Sept. 7.
- Sept. 14, 16 *Lecture:* THE ‘QUIET REVOLUTION’ AND THE NEW SEPARATISM, 1960-1970
- Discussion of research, sources, footnotes—framing research questions and identifying paper topics*
- Assignment:* Write a 750 word account of Charles de Gaulle’s “Vive le Québec Libre” speech in Montreal and the reactions it elicited. Use the *Montreal Gazette*, one other Canadian publication and *one* of: the *Times of London*, the *New York Times* or another non-Canadian publication, e. g. *Time*, *Newsweek*, *The Economist*, etc. Submit by the beginning of class on Sept. 21.
- Sept. 21, 23 *Lecture:* THE EMERGENCE OF THE FRONT DE LIBÉRATION DU QUÉBEC [FLQ]—REVOLUTIONARY NATIONALISM IN LOCAL AND GLOBAL CONTEXT
- Discussion:* Writing a proposal as a frame for your research paper.
- Assignment:* As an introduction to honing your online research skills, write a 300-500 word sketch of one of the following, based on a reading of *two* obituaries that you were able to find in the press resources for the course: Pierre Trudeau, T. C. “Tommy” Douglas, Robert Stanfield, Robert Bourassa, René Lévesque, Francois Simard, Pierre Vallières
- Sept. 28, 30 *Lectures and discussion:* THE KIDNAPPINGS OF JAMES CROSS AND PIERRE LAPORTE
- Assignment:* Write a 5-page description of the kidnappings based on the Tetley’s diary, Simard’s memoir and the “Manifesto” sent by the FLQ kidnappers. Due by beginning of class Oct. 5.
- Oct. 5, 7 *Lectures and discussion:* THE MURDER OF PIERRE LAPORTE AND THE DEBATE OVER THE WAR MEASURES ACT

Assignment: Revise and expand last week's paper (to a *maximum* of 8 pages), based on a reading of the press coverage in Montreal, the rest of Canada, including the CBC, and in the non-Canadian press.

Oct. 12, 14

Lectures and discussion: THE WAR MEASURES ACT AND THE QUÉBÉCOIS

Assignment: Write a 1000-1,200 word proposal for your research paper, including an introduction of your topic, an explanation of its significance or interest, a discussion of its treatment (if possible), a preview of the argument you hope to make and a list of 5 sources (not from the course materials) that will serve as the starting-point for your subsequent research. During our meeting on Oct. 14, we will discuss the elements, structure and purpose of such document. Submit by the beginning of class on Oct. 21

Oct. 19, 21

Lectures and discussion: THE WAR MEASURES ACT AND THE "REST OF CANADA"; preparation for "team" presentations (Nov. 2, 9, 11).

Assignment: Peer review. Read the research proposal you received and in a 1-2 page review, comment on its strengths or weaknesses, research questions, etc. Remember that your goal is to show the writer how to strengthen their project.

Oct, 26, 28

CONSULTATIONS WITH PROF. MCDONALD, BY APPOINTMENT

Nov. 2, 4

THE RESOLUTION OF THE CRISIS

Nov. 2 – Team Bourassa presentation; Nov. 4 – Discussion of proposals and preparing for the first draft.

Nov. 9, 11

DÉNOUEMENT: "MAINSTREAM" SEPARATISM AFTER 1970

Nov. 9 – Team Lévesque presentation; Nov. 11 – Discussion of research and challenges in research for paper.

Nov. 16, 18

THE OCTOBER CRISIS AND HISTORICAL MEMORY

Nov. 16 – Team Trudeau presentation; Nov. 18 – Discussion of collaboration in research and presentations

Nov. 18-25

Submit the first draft of your research paper by Nov. 25.

Nov. 30, Dec. 2

RESEARCH PRESENTATIONS

Dec. 7, 9

RESEARCH PRESENTATIONS AND CONCLUSIONS

Assignment: Begin revisions for your final draft.

Dec. 16

SUBMIT YOUR FINAL PAPER, DOSSIER AND EVALUATIVE STATEMENT BY 11PM (Central time).