

Descriptif d'enseignement / *Course descriptions*

3^{ème} année internationale / International undergraduate program

Semestre 2

Titre du cours - *Course title*

Canada : from bilingualism to multiculturalism

Type de cours : Séminaire

Langue du cours/Language of instruction : Anglais

Enseignant(s) – *Professor(s)*

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Résumé du cours – Objectifs - *Course description – Targets*

The class will provide a historical and political overview of Canadian bilingualism and multiculturalism. A country which has experienced both bilingualism and multiculturalism as policies and tools of governance for over fifty years, Canada should today be regarded as a case study : what were its various motives for choosing such a path and how can we today evaluate these policies' efficiency ? What societal choices do they entail ?

The class will follow a chronological overview of the Canadian government's choice to implement bilingualism. The 'Quiet Revolution', the spread of emancipation movements among Canadian francophone minorities (especially in Acadie, Belliveau, 2013) and the series of reports produced by the Royal Commission on Bilingualism and Biculturalism (starting in 1963) will be further explained in order to understand the *Official Languages Act* adopted in 1969 and its repercussions on national French-speaking minorities' quest for institutional autonomy (Acadie, French Ontario and Manitoba) in the late 1960s (Lapointe Gagnon, 2018).

The class will then move on to explore multiculturalism as a political answer adopted by Canadian prime minister Pierre E. Trudeau to back off francophone nationalism. In that sense, multiculturalism can be interpreted as a strategic tool to diminish the Royal Commission's recommendations for a bicultural Canada that is to say, one country officially founded by two peoples, British and French. Multiculturalism can hence be contextualized in a broader thrive for societal changes that redefined Canada, a nation-state no longer tied to its French and British colonial past even if haunted by it.

We will however provide other avenues explaining multiculturalism as a form of group-differentiated governance (Kymlicka, 1995). Indeed, if Trudeau is very often regarded as a 'traitor' in Quebec and a 'troublemaker' in the rest of the country, the intellectual origins of his policies are largely underestimated (Mills, 2016).

Throughout the years, both national and ethnic minorities have dwelt on similar principles of non-territorial autonomy (NTA) and institutional completeness (IC) in Canadian courts to protect special rights (Chouinard, 2014). Did multiculturalism contribute to produce a shift from territorial political claims to post-national 'recognition' of various forms of ties, propelling Canada in an age of global networks ? Was this shift foreseen by Trudeau who anticipated Canada's entry in the global age ? Indeed, increased population mobility and worldwide networks brought forward by globalization meant it became more difficult to ground rights to autonomy in a specific territory. Has Canada shifted from bilingualism to multiculturalism and how do national minorities interpret this shift (Bilefsky, 2019) ?

The class will exclusively use Canadian material (academic articles, book extracts, movie clips) and call for questions and reactions from students in order for them to better understand multiculturalism and Canadian linguistic policies.

Evaluation - Assessment

Students will be required to handle concepts such as 'multiculturalism', 'biculturalism', 'bilingualism', 'multinational and polyethnic states', 'non-territorial autonomy' and 'kin state'; differentiate between 'national minorities', 'official language minority communities', 'ethnic groups' and the role of communities within the Canadian federal context. Students will be asked to explain in a synthetical note how Canadian language and diversity policies evolved through a series of jurisdictions starting with the *Official Languages Act* (1969). They should also be capable to reflect upon these policies' history in a context of growing tensions between Quebec and Canadian federalism, as well as assess its consequences on present-day group negotiations and arrangements with provincial and federal governments.

Plan – Séances - Course outline

S1/2/3 : The class will start with a presentation of Canadian politics (through key expressions such as : Constitutional monarchy, two levels of government, Liberals vs Conservatives) and history (First people, Loyalism, the Conquest, the Acadian deportation, 'two solitudes', Confederation) in order for students to situate the country in space and time. The introduction will stress the role of French Canadians in the history of Canadian federalism.

S4/5/6/7 : The class will focus on the 1960s when Jean Lesage's liberal government was elected in Quebec with the motto « maîtres chez nous » ('masters at home') and an array of various claims for a special status within the Canadian confederation (1960). Among the French Canadian elite, there were two different attitudes towards nationalism, each one of them was exposed and debated in an intellectual review called *Cité Libre*. One led by René Lévesque, favoured complete independence from Canada, the other driven by Pierre E. Trudeau, sought to undermine Québécois nationalism by valuing a united and bilingual Canada. Lévesque would eventually become the province's premier and Trudeau, the country's prime minister. Becoming PM in 1968, Trudeau's essential strategy to fight Québécois nationalism was through bilingualism both in and outside Quebec.

S8/9/10 : The class will follow a chronological overview of the Canadian government's choice to implement bilingualism. The 'Quiet Revolution', the spread of emancipation movements among Canadian francophone minorities (especially in Acadie) and the series of reports produced by the Royal Commission on Bilingualism and Biculturalism (starting in 1963) will be further explained in order to understand the *Official Languages Act* adopted in 1969. Focusing on the particular cases of national French-speaking minorities' quest for institutional autonomy (Acadie, French

Ontario and Manitoba) in the late 1960s, the class will also coin the term 'kin state' when presenting Gaullist France which tried to interfere in Canadian politics at the time.

S11/12/13 : The class will then move on to explore multiculturalism as a political answer adopted by Canadian prime minister Pierre E. Trudeau to back off francophone nationalisms. In that sense, multiculturalism can be interpreted as a strategic tool to diminish the Royal Commission's recommendations for a bicultural Canada that is to say, one country officially founded by two peoples, British and French. Multiculturalism can hence be contextualized in a broader thrive for societal changes that redefined Canada, a nation-state no longer tied to its French and British colonial past. The class will however provide other avenues explaining multiculturalism as a form of group-differentiated governance. Indeed, if Trudeau is very often regarded as a 'traitor' in Quebec and a 'troublemaker' in the rest of the country, the intellectual origins of his policies are largely underestimated. Since the *Charter of Rights and Freedoms* (1982), multiculturalism can also be understood as part of a broader theory of citizenship.

S14/15/16/17 : Several cases presented to Canadian courts officially recognized collective language rights in provinces where institutions failed to do so, especially in education and health. The class will look at jurisprudence when Canadian courts have sought to accommodate bilingualism by extending language rights regime in order to apply some principles of non-territorial autonomy (for instance, *Mahé vs Alberta* (1990)) making the former incomplete or even void.

S18 : conclusion

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