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Sommario/riassunto	Canadian literature, and specifically the teaching of Canadian literature, has emerged from a colonial duty to a nationalist enterprise and into the current territory of postcolonialism. From practical discussions related to specific texts, to more theoretical discussions about pedagogical practice regarding issues of nationalism and identity, constitutes a major investigation and reassessment of the influence of

postcolonial theory on Canadian literary pedagogy from some of the  
top scholars in the field.

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