

Canadian Literature Survey (ENGL 2501E, Section 001)
Department of English and Writing Studies
Western University
Fall/Winter 2025 – 2026

Instructor: Dr. Pauline Wakeham
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Class Day / Time / Location:
Mondays from 12:30 – 2:20 p.m.
Wednesdays from 12:30 – 1:20 p.m.

Office Hours:
Mondays from 2:30 p.m. – 3:30 p.m.
Wednesdays from 1:30 – 3:00 p.m.
Other meeting times are available by appointment.

Course Description

This course will provide students with an introduction to a range of literary works written across the lands now called “Canada” over the past several centuries, from early narratives of colonial contact to the present. In so doing, our course will also consider how literature plays a role in shaping social understandings of a nation—whether through reinforcing dominant national narratives, contesting them, or articulating other visions of community that exceed the geopolitical and discursive borders of the Canadian nation-state. Thus, rather than approaching the category of “Canadian literature” as a self-evident descriptor for the diverse writing we will read, this course will instead think carefully about how these texts engage the idea of Canada and give voice to diverse lived experiences in and beyond its borders.

Antirequisites: English 2354E, English 2356F/G and English 3774E.

Prerequisites: At least 60% in 1.0 of English 1020-1999 or permission of the Department. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Land Acknowledgement

The lands now claimed by Canada have been home to Indigenous nations long before Europeans and peoples from other places around the world arrived on these shores. For this reason, any course about Canadian literature needs to begin by acknowledging the original peoples of this territory—peoples who, despite centuries of colonial violence, continue to have inherent rights and deeply-held relationships with this land.

Western University and London, Ontario are located on the territory of the Anishinaabek, Haudenosaunee, and Lūnaapéewak, and the traditional homelands of the Chonnonton (Neutral) peoples. Prior to the arrival of Europeans, these lands were part of the Dish with One Spoon Covenant. That Covenant continues today, guiding good relations between peoples and all living beings. This land is also connected to the London Township and Sombra Treaties of 1796.

Western's Office of Indigenous Initiatives offers more detailed information about acknowledging the land [here](#).

Course Objectives and Outcomes

2000-level courses welcome students into the community of literary scholarship. Developing research skills and methods of literary analysis will enable students to begin to articulate their own questions and to situate their analyses in relation to existing scholarship. Assignments will require independent study in which students develop and explore their own areas of interest and formulate their contributions to academic conversations about Canadian literature.

For students in an English module, 2000-level courses provide the basic tools necessary for more advanced and independent study. For non-English students, 2000-level courses are an excellent way to complement other modules while enjoying some of the amazing literature written in Canada.

By the end of the course, successful students will be able to:

- demonstrate an awareness of key debates in Canadian literary studies;
- apply, synthesize, and communicate their own knowledge, comprehension, and analyses in both oral discussion and in writing;
- demonstrate an awareness of fundamental concepts in literary studies such as attention to genre, narrative form, and literary devices, and be able to mobilize those concepts in their intellectual engagements with literary works;
- situate their analyses of particular literary works in dialogue with existing scholarship about those texts;
- revise their writing for accuracy, brevity, and clarity of style;
- conduct research in the Western Libraries information ecosystem;
- discern appropriate secondary sources for scholarly discussions;
- accurately cite and integrate primary and secondary sources in Modern Language Association (MLA) format;
- practice various writing modes for discussing literature, such as critical reflections, scholarly annotations of secondary sources, and formal essays.
- write a research paper that is in conversation with current scholarship;

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Course Materials

Students are expected to bring hard (paper) copies of the readings to class each day. The course materials consist of the following:

- L.M. Montgomery, [*Anne of Green Gables*](#) (Broadview Press). [\$21.40 at the University Bookstore. Students must purchase this version of the book.]
- 2-3 additional novels will be added for the Winter 2026 semester (TBA).
- Additional course readings are available for free via Western Libraries and the course Brightspace site. Please refer to the course Brightspace site for more details.

Statement on the Use of Generative Artificial Intelligence (AI)

In this course, the use of AI (ChatGPT, etc...) is prohibited. The use of AI for writing phrases, whole sentences, or entire assignments, or for summarizing readings and secondary scholarship is prohibited. If AI use in these and other ways are suspected, the Professor will ask for research notes, rough drafts, essay outlines, and other materials used in preparing assignments. Students' inability to provide these materials promptly may weigh heavily against them. Students are expected to retain these materials until after final grades for the course have been officially submitted.

Brightspace OWL

- Students are responsible for checking the course OWL site as well as their UWO email addresses on a regular basis for news and updates. These are the primary methods by which information will be disseminated to all students in the class.
- If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Methods of Evaluation

Assignment	% of Grade	Length	Due Date
CTL Academic Integrity Tutorial	Required	--	September 30 th , 2025
Community Engagement Reflection Paper	5%	500 words	Within 10 days of the event. Maximum deadline is December 8 th , 2025. *Please note that because the submission deadline for this assessment already includes flexibility, the Professor reserves the right to deny academic consideration for assignments submitted

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			following the end of the period of flexibility.
Essay 1 (Close Reading)	10%	1,500 words	October 31 st , 2025
Fall Term In-Class Test	15%	110 minutes	November 17 th , 2025 *Formal documentation required for missed test
Fall Semester Attendance and Participation	2.5%	--	Ongoing
MLA Format Quiz	2.5%	30 minutes	January 21 st , 2026
Annotated Bibliography Assignment (written in class)	5%	110 minutes	February 9 th , 2026 *Formal documentation required for missed assignment.
Research Essay Outline	5%	750-word document	February 27 th , 2026
Essay 2 (Research Essay)	22.5%	2,250 words	March 27 th , 2026
Winter Semester Attendance and Participation	2.5%	--	Ongoing
Final Exam	30%	3 hours	TBA

Deadlines

- Learning to organize your work and life schedule in order to meet deadlines is an essential skill for both university and future employment. Always budget more time for assignments than you think you will need. Start assignments ahead of time and break them down into smaller chunks to enable academic success.
- Assignments submitted after the due date will be assessed a late penalty (2% per day, including weekends). **University policy stipulates that all course assignments must be submitted by the final day of classes.**
- Each student will have **one free 6-day assignment extension in this course**. Students must inform the Professor via email in advance of the assignment due date when they would like to use this free extension. No supporting documentation is required for this one-time extension. This extension **only** applies to out-of-class written assignments. It does not apply to in-class assignments, tests, quizzes, or the final exam.

Important Information Regarding All Assignments

- Assignments must be submitted as **Microsoft Word documents** uploaded through the course OWL portal.
- All written assignments should be formatted with 1" margins, double-spaced, and in Times New Roman 12-point font. Please do not use extra spaces between each paragraph.
- All bibliographic notations should follow the MLA method of citation.
- Please retain at least one electronic copy of every assignment you submit. As well, please retain all marked assignments until you receive your final grade for the course.
- Students are required to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. The Professor reserves the right to request and review these materials from students prior to finalizing a mark on a particular assignment.
- **For all assignments, the Professor may require students to attend an in-person interview to discuss their work before the mark is finalized.**

Assignment Descriptions

- For each assignment marked with an asterisk (*) below, a longer assignment description will be provided to students via the course OWL site.

a.) CTL Academic Integrity Tutorial

- Students must complete this [tutorial](#) created by Western's Centre for Teaching and Learning.
- Proof of completion (a copy of the completion certificate) must be uploaded via the Assignment portal on the course OWL site.

b.) Class Attendance and Participation

- Regular attendance is a vital part of enrollment in our course. My hope is that this course becomes a special time and place in your weeks—a place for dialogue and community—that you won't want to miss.
- In cases of excessive absenteeism (e.g. more than 9 unexcused hours for a half course, 18 for a full course), which are not accounted for by either academic consideration or accommodation, students may be debarred from taking the final examination, and will receive an official warning to this effect by or before the course drop date (see Senate policy).
- This portion of the grade is based on students' attendance and punctuality, thoughtful engagement with course readings, relevant and insightful contributions to class discussion, and respectful engagement with the ideas of other classmates. Preparation for each class involves reading all assigned materials *at least* once and *preferably twice* before class, making notes about these texts (underlining or marking key passages, reflecting on your responses to the texts, etc.), and preparing potential questions or comments to raise in class.

c.) Community Engagement Reflection Paper*

- Choose an event from amongst a curated list of options available on the course OWL site. Then, within **10 days after the event**, students should submit a 500-word reflection paper written in proper paragraph form with an attention to spelling and grammar.

d.) Essay 1 (Close Reading)*

- For this formal essay, students get to choose an excerpt from a course text and develop a thesis statement about the significance of the passage in relation to the key messages, themes, and debates of the broader literary work as a whole. Detailed close readings of this excerpt will be key to supporting the thesis throughout the essay.

e.) Fall Term Test*

- This written test will take place during class time. No electronic devices will be allowed during the test, but students will be permitted to bring hard copies of the course texts and consult them during the test.

- The test will include close readings and analyses of excerpts from course readings as well as short essay responses.

- Please note that this assessment is central to the learning objectives for this course. Accordingly, **students seeking academic consideration for this assessment will be required to provide formal supporting documentation.** Students who are granted academic consideration for this assessment will be provided with the following opportunity to make up this work: a make-up test scheduled at a time outside of class hours.

f.) MLA Format Quiz

- This in-class written quiz will test students' knowledge of and ability to employ MLA citation format. Students will be presented with a range of texts and examples and asked to formulate proper citations for them. No electronic devices will be permitted during this quiz.

g.) Annotated Bibliography Assignment*

- This assignment is the first step in a series of scaffolded assignments culminating in the final essay for the course.

- While this assignment will be written in class on February 9th, students will need to do considerable preparation work in advance of that date.

- For this assignment, students will research and select three scholarly essays relevant to the literary text that they will write about in their final research essay.

- Then, students will need to carefully read and annotate each essay. Students will be permitted to bring hard copies of the essays to class on February 9th to refer to throughout the in-class written assignment. No electronic devices will be allowed during the in-class writing process.

- During the in-class portion of this assignment, students will write brief summaries of each essay, identifying the essay's thesis statement, methods, and key insights.

- This assignment should also include a correct MLA citation for each of the three essays.

- Please note that this assessment is central to the learning objectives for this course. Accordingly, **students seeking academic consideration for this assessment will be required to provide formal supporting documentation.** Students who are granted academic consideration for this assessment will be provided with the following opportunity to make up this work: an alternate time to write this assignment outside of class hours.

h.) Research Essay Outline*

- This assignment is the second step in the series of scaffolded assignments leading to the final research essay.
- For this assignment, students will develop a topic and focused thesis statement for their final essay. They will also then plan the steps that they will take throughout the essay to support their thesis statement, including key quotations / excerpts from the primary work of literature that they will be discussing. The essay outline will also address the three scholarly essays discussed in the Annotated Bibliography Assignment and plan how to incorporate and build on the insights of that scholarship throughout the student's final essay.

i.) Essay 2 (Research Essay)*

- This assignment is the capstone of students' work during the second semester. Building on the Annotated Bibliography Assignment and the Research Essay Outline, this final essay will include a clear and compelling thesis statement as well as body paragraphs that develop that thesis through close textual evidence and references to existing scholarship. The essay must be accompanied by a Works Cited that correctly cites all primary and secondary sources.

j.) Final Exam*

- This is an in-person three-hour exam that will include short answer questions, key word definitions, and essay answers that cover material for the whole course.

Additional Western University Policies**Academic Consideration**

- Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

- For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

- All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.
- Students may request academic consideration in cases of extenuating circumstances – that is, personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements.
 1. Requests for academic consideration are made to the Academic Advising office of the student's Faculty of Registration.
 2. Requests for academic consideration include the following components:
 - a. Self-attestation signed by the student;
 - b. Indication of the course(s) and assessment(s) relevant to the request;
 - c. Supporting documentation as relevant.

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- Requests without supporting documentation are **limited to one per term per course**.
- Instructors may designate one assignment or assessment as exempt from this allowance. In this course, requests for academic consideration for the following assignments **must** be accompanied by supporting documentation:
 - **Fall In-Class Test**
 - **Annotated Bibliography Assignment**
 - **Final Exam**
- Assignments with flexible deadlines and any term work that does not count towards the course grade are **not** eligible for additional consideration.
- Documentation for medical illness, when required, includes the completion of a [Western Student Medical Certificate \(SMC\)](#) or, where that is not possible, equivalent documentation, by a health care practitioner.
- Requests linked to examinations scheduled by the Office of the Registrar during official examination periods as well as practice laboratory and performance tests typically scheduled in the last week of term **always** require formal supporting documentation.

Evaluation Scheme for Missed Assessments

- All missed in-class tests or assignments will be addressed with a make-up test or assignment outside of class time.
- When a student misses the **Final Exam** and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam). See the Academic Calendar ([Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

Intellectual Property/Copyright

All instructor-written materials (e.g. PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person. These limitations extend to recording, photographing, or sharing lectures (online or in person) and lecture material without permission. Posting the instructor's content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual property law and a violation of academic integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

- It is crucial that students create all assignments (both written and oral) using their own ideas and their own words. If you use a concept, idea, or phrasing from another source, it is imperative to signal the direct borrowing of words with quotation marks and to register the borrowing of ideas and concepts via the use of explanatory footnotes and parenthetical citations. When in doubt, please cite your source rather than leaving it out! Plagiarism is a major academic offence.

Plagiarism Checking

- All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.
- All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

Academic Accommodation and Accessible Education

- Academic Accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationandibilities.pdf>. Students with disabilities are encouraged to register with Accessible Education at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students” <http://academicsupport.uwo.ca/accessibleeducation/index.html>

Support Services**Academic Advising**

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

<https://registrar.uwo.ca/facultyacademiccounselling.html>

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:
<https://www.uwo.ca/health/studentsupport/survivorsupport/get-help.html>. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Policy on Accommodation for Religious Holidays

- Students should review the [policy for Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.
- Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

Learning Development and Success

- Counsellors at the [Learning Development and Success Centre](#) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. - Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.
- The [Writing Support Centre](#) at Western is also available to help students learn to edit and improve their scholarly writing.

Class Schedule

Please note that the Professor reserves the right to make minor changes to the class schedule during the semester. All changes will be announced in class ahead of the scheduled date where a change would take place.

Fall 2025**September 8: Welcome and Introduction****September 10: What is a Nation? What is a National Literature?**

Thomas D'Arcy McGee, "Protection for Canadian Literature"
 Robertson Davies, "The Canada of Myth and Reality"

September 15: What is a Nation? What is a National Literature? (cont.)

Earle Birney, "Can. Lit."
 George Grant, from *Lament for a Nation: The Defeat of Canadian Nationalism*

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Chief Dan George, “Lament for Confederation” (Also view George’s performance of this piece [here](#).)

January Rogers, “O Canada” (Also listen to Rogers’ oral performance of this piece at the bottom of this [commentary](#).)

September 17: What is a Nation? What is a National Literature? (cont.)

Earle Birney, “Can. Lit.”

George Grant, from *Lament for a Nation: The Defeat of Canadian Nationalism*

Chief Dan George, “Lament for Confederation”

January Rogers, “O Canada”

September 22: Before Canada: Reading and Re-Writing the Colonial Contact Zone

Paul Kane, “Preface” and “Chapter One” from *Wanderings of an Artist*

George Catlin, “Preface” and “Chapter XIII” from *Catlin’s Notes of Eight Years’ Travels and Residence in Europe*

Maungwudaus (George Henry), *An Account of the Chippewa Indians*

September 24: Before Canada: Reading and Re-Writing the Colonial Contact Zone (cont.)

Kent Monkman, “The Painter Who Could Not See” and “When I Travelled to the Newcomers’ Homelands” from *The Memoirs of Miss Chief Eagle Testickle, Volume One: A True and Exact Accounting of The History of Turtle Island*.

September 29: Before Canada: Reading and Re-Writing the Colonial Contact Zone (cont.)

Kent Monkman, from “The Painter Who Could Not See” and “When I Travelled to the Newcomers’ Homelands” from *The Memoirs of Miss Chief Eagle Testickle, Volume One: A True and Exact Accounting of The History of Turtle Island*.

October 1: Remembering Residential Schools: Reflecting on the National Day for Truth and Reconciliation

October 6: Critical Skills Workshop: Close Reading

October 8: Before Canada: Re-Reading Narratives of the Underground Railroad

Mary Ann Shadd, from *A Plea for Emigration*

October 13: Thanksgiving. No class.

October 15: Before Canada: Re-Reading Narratives of the Underground Railroad (cont.)

Mary Ann Shadd, from *A Plea for Emigration*

Benjamin Drew, ed., from *A North-Side View of Slavery*

Please also read “Margaret Henderson’s” storymap on [The Black Londoners Project](#) website.

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October 20: Before Canada: Re-Reading Narratives of the Underground Railroad

Benjamin Drew, ed., from *A North-Side View of Slavery*

Please also read “Margaret Henderson’s” storymap on [The Black Londoners Project](#) website.

October 22: Writing Nature, Writing Nation at Confederation

Archibald Lampman, “Among the Timothy”

Charles G.D. Roberts, “The Tantramar Revisited”

October 27: New Nation, New Women

Agnes Maule Machar, “The New Ideal of Womanhood”

Sara Jeannette Duncan, “The Heir Apparent”

Edith Eaton, “A Plea for the Chinaman: A Correspondent’s Argument in his Favour”

Edith Eaton (Sui Sin Far), “Mrs. Spring Fragrance”

October 29: New Nation, New Women (cont.)

Pauline Johnson, “A Strong Race Opinion: On the Indian Girl in Modern Fiction”

Pauline Johnson, “A Red Girl’s Reasoning”

November 3 and 5: Reading Week. No class.

November 10: New Nation, New Women (cont.)

Pauline Johnson, “A Strong Race Opinion: On the Indian Girl in Modern Fiction”

Pauline Johnson, “A Red Girl’s Reasoning”

November 12: Review and Test Preparation

November 17: In-Class Test

November 19: Critical Skills Workshop: MLA Format and Working with Sources

November 24: *Anne of Green Gables*

Please read all of L.M. Montgomery’s novel by this date

November 26: *Anne of Green Gables*

December 1: *Anne of Green Gables*

December 3: *Anne of Green Gables*

December 8: Fall Semester Review

Winter Semester (Schedule of Readings TBA)

January 5: