

# ENGL 215

## Introduction to Women's Literature: Summer 2026

**Instructor:** Folasade John

**ACE:** ACE 5, ACE 9

**Office Hours:** by [appointment online](#)

**Format:** Fully asynchronous online

### Course Description:

In this course we will explore writing from women all over the world. By reading texts from women in Zimbabwe, Senegal, India, Antigua, and Trinidad, we will examine how these authors navigate colonialism, nationalism, patriarchy, sexuality, and belonging. We will be reading both primary texts and postcolonial and transnational feminist theory. What we will be reading as a sort of connective text all five weeks is Han Kang's *We Do Not Part*, which we will finish together in the final week.

### Learning Objectives:

At the end of this course, you will be able to:

- Analyze and write critically about women's literature.
- Demonstrate knowledge of postcolonial and transnational feminist theoretical frameworks.
- Identify how historical and material realities shape women's narrative traditions across cultures.
- Situate literary texts within their cultural, social, and historical contexts.
- Produce clear, well-argued academic essays.

### ACE Outcomes:

This course is certified as an Achievement Centered General Education (ACE) Outcome 5 and Outcome 9 course. Therefore, ENGL215 will help you meet the following general education outcomes:

**ACE 5:** "Use knowledge, historical perspectives, analysis, interpretation, critical

evaluation, and the standards of evidence appropriate to the humanities to address problems and issues." To achieve this, the course will guide you through close-reading literary and theoretical texts, situating them historically, and evaluating their arguments. You'll explore various postcolonial and transnational feminist frameworks, to trace patterns in global women's writing.

**ACE 9:** "Exhibit global awareness or knowledge of human diversity through analysis of an issue." To support this, the course centers women of color across the Global South. You'll explore multiple worldviews and cultural contexts, learning to interpret how global variation and systemic inequities influence narrative form and personal agency.

At the end of the term, your writing may be used to assess the course's overall effectiveness in helping students to achieve ACE requirements. Please let me know if you have any questions about this.

## Course Policies

### Add/ Drop/Withdrawal Dates:

- June 10 (Wed.) Last day to drop a full semester course and receive 100% refund
- June 19 (Fri.) Last day to drop a class and receive a partial refund
- June 23 (Tue.) Last day to change a course registration to or from "Pass/No Pass"
- July 1 (Wed.) Last day to withdraw from one or more courses

### Grading Policies:

#### Grade Breakdown

|  |
|--|
| <b>Components of Final Grade<sup>^</sup></b> |
| Other Work and Low-Stakes Writing – 50%      |
| Major Writing Project 1 – 25%*               |
| Major Writing Project 2 – 25%*               |

\*In order to receive a passing grade for the course you must complete ALL of the major course projects and drafts.

**^Note that English classes, by virtue of low enrollment caps and the interactive/discussion-based nature of the courses share a department-wide attendance policy that may be different from courses in other departments.**

#### Grading Scale

|                  |                 |                 |                 |                |
|------------------|-----------------|-----------------|-----------------|----------------|
| <b>A: 90–100</b> | <b>B: 80–89</b> | <b>C: 70–79</b> | <b>D: 60–69</b> | <b>F: 0–59</b> |
|------------------|-----------------|-----------------|-----------------|----------------|

#### Grading Contract:

As long as work has been submitted that fulfills all of the requirements of the assignment, work will receive at least a B grade. Work which demonstrates higher quality and/or demonstrates risk-taking in considering or implementing new ideas will be awarded an A.

This is meant to ease the worry over grading for you! As long as you sincerely attempt the assignment you will get at least a B and may likely get an A depending on your work.

#### Late Work and Extensions:

The following grade reductions apply to late work:

| TIME ELAPSED SINCE ASSIGNMENT DUE | GRADE REDUCTION |
|-----------------------------------|-----------------|
| UP TO 24 HRS                      | 10%             |
| 24-48 HRS                         | 20%             |
| 48-72 HRS                         | 30%             |
| BEYOND 72 HRS                     | Not Graded      |

#### Academic Honesty and Plagiarism Policy:

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Any writing turned in for this class must be your own original independent work, and any information, language, or ideas drawn from other sources must be cited appropriately in MLA format. Work submitted with false sources or quotes and details which do not occur in the source will receive an automatic zero. It is important to understand from the outset that turning in someone else's work or using someone else's language as if it is your own will result in a failing grade and/or additional disciplinary action by the university.

For more information on UNL's plagiarism policies, see this website:

<http://unl.libguides.com/plagiarism>

#### Artificial Intelligence

Submitting work which is not your own is not only harmful to your learning, but also an Academic Integrity violation. This includes writing generated using AI, including ChatGPT, Claude, Grammarly, Prezi, or any other "artificial intelligence" platform or LLM.

**In this course, using AI in ANY capacity is not permitted.** It places too high of a burden on me to investigate and evaluate AI possible AI usage instead of focusing on the important educational aspects of the course.

**Using generative AI for any part of the writing process, including but not limited to:**

- **Summaries of readings**
- **To clean up grammar**
- **To create outlines**
- **To generate citations**
- **Paraphrasing or rewording text**
- **Any other uses**

**will result in a zero for the assignment.** This includes text which was produced by generative AI and then reworded or paraphrased. **Such assignments will not receive feedback from me.**

The assignment will also be reported to the University as a violation of the student code of conduct, which can result in further consequences, such as suspension or expulsion from the University.

### SO, WHAT YOU SHOULD DO INSTEAD....

Is reach out to me if you're having trouble with assignments. Using AI isn't worth it. I am not expecting perfect work. I just want you to do the work. Even an incomplete grade is better than a zero.

#### Email Policy:

When sending me an email, be sure to include your topic followed by your name and class number with section in the subject line. Make sure to be specific about your requests. This is to help me respond to you as quickly as I can, since I receive many emails every day.

For example:

**Subject: [The topic you are writing about YOURNAME ENGL###: SECTION #]**

**Body:**

**Instructor John,**

**[What you're writing about. If it is an assignment, include the assignment name. If you are requesting an extension, propose a date for completion. If it is about an absence, include the specific numerical date.]**

**[Best, Sincerely, or another sign off],**

**Your Name**

Emails that do not follow this format might be deleted or sent to the wrong folder. I will generally respond to emails within 48 hours. If you haven't received an email after that timeframe, feel free to send another email. Should the topic be urgent and require a quicker reply, please include the word URGENT in your subject so I can respond to you sooner.

Please note that I do not commonly check email between 6 pm and 8 am and

response time will be slowed over the weekends--so keep that in mind when asking about time-sensitive issues.

Many questions can be answered by consulting this syllabus, so please read carefully. I will also communicate with you through CANVAS announcements, so please check CANVAS regularly.

Further resource on emailing: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

#### Inclusivity:

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this class you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

#### University-wide Policies:

Students are responsible for knowing the university policies and resources found on this page (<https://go.unl.edu/coursepolicies>).

#### Assignment Submission Policy

**All assignments for this course must be written and submitted directly in Google Docs. You will submit one document with a new tab for each assignment.**

Students should not write their assignments in another program (e.g., Microsoft

Word) and then copy and paste the content into Google Docs. Should you require the use of voice to text/dictation technology, this must be documented with an accommodations form in order to be accepted for the course. Do not delete tabs in your document, as the instructor will not be able to verify that writing existed once it is deleted. Copy pasting from deleted tabs will be treated the same as any other external source.

Students must grant the instructor **Editor** permissions on the Google Doc they submit. This allows the instructor to provide detailed feedback, make suggestions, and track revisions effectively.

This format must be followed for the entire duration of the course. Failure to comply with this requirement, including granting Editor access, may result in point deductions or the need to resubmit the assignment in the correct format.

Please ensure you are comfortable with using Google Docs for all your written assignments. If you have any questions or technical difficulties, reach out to me as soon as possible.

## Course Requirements

### Required Materials:

- Kang, Han. *We Do Not Part*. Translated by E. Yaewon and Paige Morris, Hamish Hamilton, 2025.

All other course readings will be available on Canvas.

Please come to class prepared to learn in the way that best suits you. This could mean bringing your laptop, a tablet, or printing out your materials and carrying a

notebook every day. Whatever tools you need to best engage with our reading and writing should be brought to class each day. If you primarily use a digital tool, it may be a good idea to also have a pen and at least a sheet of paper on hand.

If you do not have a laptop and you would like to use one during class, you can check one out **for free** from Huskertech. Seven-day and semester-long rentals are available.

<https://services.unl.edu/service/huskertech-laptop-checkout>

#### Assignment Submission Formatting

All work turned in must adhere to the following format. Work submitted that does not adhere to this formatting will not receive credit.

- Computer typed and submitted on Canvas as a Google Docs link
  - The assignment must be entirely created in Google Docs, not started somewhere else.
  - It must be shared with editing permissions enabled. [Here is a tutorial showing how to do this.](#)
- Double-spaced (entire document) 12-point font, Time New Roman only
- 1" margins on all sides (top, bottom, left, right)
- Indent first lines of paragraphs 1/2" from the left margin
- Header that numbers your pages on the upper right-hand corner
- All assignments should have a title that corresponds to the assignment
- Your paper heading should be on the first page of your assignment. Below is an example of how all your assignments should be submitted:

*Last Name Pg. #*

*Student Name*

*Instructor John*

*English 151, Section 801*

*Date Submitted*

*(Unique Title which is not the assignment name)*

*This is the beginning of my fabulous essay that I know you will love because I have put a lot of time and effort into this essay. I have put time and effort into this essay because I care about what I am writing about. I care about my writing because I am genuinely engaged in the topic I have chosen.*

## Course Assignments (Tentative)

**Note that I may use homework as an example assignment in class. Write a note at the top of your assignment if there is a particular reason you would like an assignment not to be shared.**

**These are just broad outlines. More information will be given in class and posted to CANVAS.**

### General Work

**Author's Notes:** Each major assignment will be accompanied by an approximately 250-word author's note. The author's note allows you to reflect on your writing process. It also allows you to direct the type of feedback you'd most like to receive from me and your peers.

**Class Work:** Throughout the class we will engage in several shorter, lower stakes activities and assignments to support your learning throughout the semester. These may be short quizzes, writing responses, peer workshops, or drafts. These will be graded for completion. This is so that you can practice these new skills without worrying about being penalized by a low grade. Submissions that fulfill the assignment requirements will receive a full complete grade. Should a submission not fulfill the requirements, there may be a partial grade.

### Major Assignment List

| DATE | WRITING ASSIGNMENT | OVERVIEW   |
|------|--------------------|--|
| 6/21 | Close Reading      | A close and focused examination of techniques in the texts read.   |
| 7/8  | Final              | A comparative argument about two or more of the texts we have read and using the theoretical frameworks of the course. |

# Course Schedule (Tentative)

*Note: This is tentative and there will be changes. I will notify you of the changes in class and via CANVAS announcements. If there is a discrepancy between this schedule and CANVAS, the most up-to-date schedule is likely on CANVAS.*

Preparation for the week will be expected to be completed to be able to discuss the readings/videos during class that week.

We read the Kang text each week. Space your reading to finish by the end of class. I have suggested reading pacing each week.

| Weeks     | Topics/Activities  | Preparation for the week   | Assignments Due This Week  |
|-----------|--------------------|--|--|
| <b>W1</b> | Tsitsi Dangarembga | <ul style="list-style-type: none"> <li>• Gloria Anzaldúa, “Speaking in Tongues: A Letter to Third World Women Writers” (1981)</li> <li>• Tsitsi Dangarembga, <i>Nervous Conditions</i> (excerpts: Chapters 1–4 and Chapter 8, approx. 100 pp.)</li> <li>• <i>We Do Not Part</i>, Part 1: Ch 1-3</li> </ul> | <ul style="list-style-type: none"> <li>- Reading Responses</li> </ul>                          |
| <b>W2</b> | Mariama Bâ         | <ul style="list-style-type: none"> <li>- Obioma Nnaemeka, “Negofeminism: Theorizing, Practicing, and Pruning Africa’s Way” (Signs, 2004, excerpt)</li> <li>- Mariama Bâ, <i>So Long a Letter</i> (excerpts: Letters</li> </ul>   | <ul style="list-style-type: none"> <li>- Close Reading</li> <li>- Reading Responses</li> </ul> |

|           |                 |  |   |
|-----------|-----------------|--|---|
|           |                 | <p>1–17, approx. pp. 1–50)</p> <ul style="list-style-type: none"> <li>- We Do Not Part, Finish Part One</li> </ul>   |   |
| <b>W3</b> | Arundhati Roy   | <ul style="list-style-type: none"> <li>• Brinda Bose, “In Desire and in Death: Eroticism as Politics in The God of Small Things” (ARIEL, 1998)</li> <li>• Arundhati Roy, The God of Small Things (excerpts: Chapters 1–3 and Chapter 21 “The Cost of Living,” approx. 120 pp.)</li> </ul> <p>We Do Not Part, Part Two (“The Island”), Ch 1-3</p> | <ul style="list-style-type: none"> <li>- Reading Responses</li> </ul>                               |
| <b>W4</b> | Jamaica Kincaid | <ul style="list-style-type: none"> <li>- Chandra Talpade Mohanty, “Under Western Eyes” (1984, excerpt)</li> <li>- Jamaica Kincaid, Annie John (excerpts: Chapters 1, 2, and 8 — “Figures in the Distance,” “The Circling Hand,” and “A Walk to the Jetty”)</li> <li>- We Do Not Part, Finish Part Two</li> </ul>                                 | <ul style="list-style-type: none"> <li>- Reading Responses</li> </ul>                               |
| <b>W5</b> | Merle Hodge     | <ul style="list-style-type: none"> <li>- Simon Gikandi, "Narration in the Post-Colonial Moment: Merle Hodge's Crick Crack Monkey"</li> <li>- Merle Hodge, Crick Crack, Monkey (excerpts: Chapters 1–3 and Chapters 8–9, approx. 60 pp.)</li> </ul>   | <ul style="list-style-type: none"> <li>- <b>Final Paper</b></li> <li>- Reading Responses</li> </ul> |

|  |  |                                      |  |
|--|--|--------------------------------------|--|
|  |  | - We Do Not Part,<br>Part Three, all |  |
|--|--|--------------------------------------|--|

## Resources and Support

### The Writing Center:

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft.

There are **three** ways you can connect with a Consultant: **Online** (a real-time, video conversation), **eTutoring** (email feedback), and **in person**. To learn more about online options and view video tutorials, visit <https://www.unl.edu/writing/online-writing-center-services>. **In Fall 2023, in-person Writing Center appointments will take place in the Love Library Link, on the second floor.**

Sign up for an appointment any time by visiting [unl.mywconline.com](http://unl.mywconline.com). For other information about the Writing Center, please visit [unl.edu/writing](http://unl.edu/writing).

### Accommodation statement:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (e.g. physical disability, learning disability, ADHD, chronic health issue, mental health condition, complications with a pregnancy, long Covid, temporary injury, or other condition), please let me know immediately so that we can discuss options

privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall.; 402-472-3787

### **Mental Health Resources:**

UNL offers a variety of options to students to aid in dealing with stress and adversity. Counseling and Psychological & Services is a multidisciplinary team of psychologists and counselors that works collaboratively to help you explore your feelings and thoughts and learn helpful ways to improve your mental, psychological and emotional well-being when issues arise. CAPS can be reached at 402-472-7450.

Big Red Resilience & Well-Being provides one-on-one coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached at 402-472-8770

On the UNO campus, the Counseling and Psychological Services  
Links to an external site.

(CAPS) office can be reached at 402-554-2409. The UNO Wellness Center  
Links to an external site.

provides a variety of wellness resources and can be reached by calling 402-554-2539.

### **Writing Lincoln Initiative:**

The Writing Lincoln Initiative (WLI) is a collaboration between UNL students and community volunteers who partner with writers of all ages and backgrounds to provide a friendly and supportive space for writing in Lincoln. If you're interested in helping sponsor literacy learning in the community by joining WLI, please

contact them via email at [writinglincoln360@gmail.com](mailto:writinglincoln360@gmail.com) or visit their website at [wirtinglincoln.org](http://wirtinglincoln.org). They're always looking for new volunteers to help in whatever way they can.

### **Basic Needs Security:**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect your academic progress, is urged to contact the Office of Student Affairs by emailing [studentaffairs@unl.edu](mailto:studentaffairs@unl.edu), calling 402-472-3755, or stopping by their office in person.

Furthermore, please notify your instructor if you are comfortable in doing so. An online guide of resources here at UNL can be found at <http://pantry.unl.edu/welcome#donate>. Students (and others) not in need of such support should also visit this webpage to learn opportunities for donating goods, materials, or time.

### **Counseling & Psychological Services :**

402-472-5000 | <https://health.unl.edu/counseling-and-psychological-services-caps>

### **The Women's Center :**

| 402-472-2597 | [womens-center.unl.edu/welcome](http://womens-center.unl.edu/welcome)

### **The University Health Center :**

402-472-5000 | <https://health.unl.edu/>

### **The LGBTQA+ Resource Center:**

402-472-1652 | <https://lgbtqa.unl.edu/welcome>

### **English as a Second Language Support:**

402-472-1884 | <https://www.unl.edu/piesl/esl-support-lab>

### **Student Money Management Center:**

402-472-9093 | <https://www.unl.edu/smmc/>

**Suicide Prevention Hotline:**

1-800-273-TALK | <https://health.unl.edu/caps/prevention>

**Victim Advocates:**

402-472-2598 | <https://womens-center.unl.edu/victim-resources>

**Office of Academic Support and Intercultural Services:**

The Gaughan Multicultural Center continues the tradition of past UNL Culture Centers, providing a home away from home for underrepresented students, while welcoming all UNL students, faculty, staff, alumni and guests. Contact them at 402-471-5500 or the center at 1505 S.St.