

IDS 2935: Novel Women
Quest 1: Identities

TIME: 9:35AM-10:25AM LOCATION: MAEA0303 | TERM: SPRING 2024
OFFICE HOURS: MWF 1:00PM-3:00PM AND BY APPOINTMENT

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Course Description

How can contemporary literature help us examine the role of women in society? In this course, we will explore personal identity and how women are conditioned to shift and bend to society's personal, social, or political parameters. We will investigate these themes through reading novels that highlight women's lives in historical fiction contexts. Through this lens we can discuss contemporary women's issues and explore how authors confront these pressing matters through their character development and the stories they choose to tell. This course takes an interdisciplinary approach to examining novels and incorporates multiple academic disciplines. Through the discussion of novels, students will engage in literary analysis, discuss historical context, and incorporate concepts from sociology. This course will meet general education goals by providing students with a collective knowledge about the world we live in and will enable students to critically engage novels to think creatively, reason critically, and communicate effectively. We will interrogate the Quest 1 objective throughout the semester to fulfill a diversity requirement by engaging texts with international implications and writing critical essays that engage themes of feminism.

Quest and General Education Credit

- Quest 1
- Humanities
- Diversity (D)
- Writing Requirement (WR) 2000 words

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

Required Readings and Works

1. Haynes, Natalie. *A Thousand Ships* (ISBN: **9780063065406**)
2. Housseini, Khaled. *A Thousand Splendid Suns* (ISBN: **9781594483851**)
3. Feinberg, Leslie. *Stone Butch Blues* (ISBN: **9781555838539**)
4. Reid, Taylor Jenkins. *The Seven Husbands of Evelyn Hugo* (ISBN: **9781501139239**)
5. Kaysen, Susanna. *Girl, Interrupted* (ISBN: **9780679746041**)
6. Ng, Celeste. *Little Fires Everywhere* (ISBN: **9780735224315**)
7. Hannah, Kristin. *The Great Alone* (ISBN: **9780312577230**)

Recommended Writing Manual:

Williams and Colomb. *Style: Lessons in Clarity and Grace* (ISBN: **9780205029884**)

II. Graded Work

Description of Graded Work

Reflections (3)	Upload one document with your reflection responses from the readings. Your document should meet the assigned word length requirement of at least 500 words. Be sure to include citations. Each reflection document is worth 10% of your grade for a total of 30% of the course points. Please see attached rubric for guidelines on writing. Prompts will be posted to Canvas. Your final reflection piece will be a short response to your experience crafting the podcast assignment.	30%
In-Class Discussion	To meet Quest objectives and SLO's, students should strive for active class participation and be open to discuss and personally reflect on topics considered throughout the semester. It is not enough to be present for class, students should be engaged each class session. This is a small class so I will learn names and monitor participation, call on students individually, and place students in small discussion groups where I will monitor engagement. If students miss more than 6 class sessions they will forego their participation score. Participation is graded according to a rubric found below. You will earn credit if you attend class regularly (not missing more than 6 sessions) and participate verbally on 10 or more	20%

	occasions. I will keep track of your participation using a nametag system where points are awarded each discussion class session.	
Midterm Analytical Essay (1)	The midterm assignment will be a thesis-driven analytical essay (1,000 words) requiring you to incorporate the themes we've learned in the first half of the course and how they apply to a text we've explored in class. The prompt will be posted at least one week in advance of the due date. You will have some time dedicated to completing this assignment where you will not be required to attend class or read. You should spend class time in the library researching your topic. Your midterm paper should be a minimum of 1000 words and will be worth 25 points toward your final grade. See attached rubric for grading breakdown. Students will be provided feedback on their writing with respect to grammar, punctuation, clarity, coherence, and organization.	25%
Experiential Learning Final Assignment (1)	The final assignment is due on Canvas by TBD at 11:59pm. The final assignment will be a comprehensive book review essay (1,000 words) that you will submit to be published on a platform of your choice. This experiential learning assignment will allow students to publish their work for a broader audience in a public medium. Students will translate their book review into a podcast assignment to serve as a companion piece for the written essay. Students are responsible for recording a podcast episode and can upload to YouTube or a similar streaming platform for public consumption. Students will choose one book from the seven we read and write a book review and record a podcast for a feminist audience. Without writing or discussing spoilers, students will analyze the merits and themes of the book and how gender studies concepts play a central role. The final book review should be a minimum of 1,000 words and a 15-minute voice recording which will be assessed together and worth 25 points toward your final grade. Students will be provided feedback on the written portion of the assignment with respect to grammar, punctuation, clarity, coherence, and organization.	25%

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%

B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading

Attendance: Attendance is highly recommended, but not required. If you choose not to attend class, you will forego your discussion points which account for 20% of the final course grade. If you miss more than 6 class sessions, you will not be able to earn credit for participation, but can earn points in another way if the absences are “excused” as per UF policy. According to UF attendance policies, you can miss class for a number of reasons:

“Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit. Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.”

If you miss more than 6 classes and the absences are excused, I will assign an alternate assignment to make up for lost participation points. There is no way to replicate class discussion, so I highly recommend you attend and participate.

Writing Requirement: This course confers 2000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning

outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization

Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Discussion Rubric

Criteria	Excellent Full credit (20 points)	Meets Expectations Partial Credit (16-19 points)	Approaches Expectations Partial Credit (13-15 points)	Failure to Meet Expectations (0-12 points)
Engagement	Contributes to class discussions consistently. Poses appropriate questions and offers comments for colleagues. Can constructively challenge classmates and respectfully engage with a variety of challenging ideas.	Contributes to class discussions occasionally by offering ideas and asking questions. Challenges the accuracy and relevance of statements made but needs improvement in constructive engagement.	Seldom contributes to class discussion. Sometimes engages others in class discussions. Challenges the accuracy or relevance of main points, but has limited understanding of main points and inability to constructively engage with colleagues.	Fails to contribute to class discussions or attend class discussion days. Does not invite comments from colleagues or fails to engage in a respectful or appropriate manner with classmates.

Criteria	Excellent Full credit (20 points)	Meets Expectations Partial Credit (16-19 points)	Approaches Expectations Partial Credit (13-15 points)	Failure to Meet Expectations (0-12 points)
Preparedness	Displays a foundational knowledge of assigned readings and is clearly aware of major plot points, characters, and themes of the readings.	Expresses basic knowledge of the reading, but is unable to meaningfully engage with themes.	Has a basic understanding of plot, but has not read the book or met reading deadlines.	Has not read and displays no knowledge of the themes or plot points of the assigned novel.
Attitude	Displays a consistently cooperative and enthusiastic attitude during class discussions. Supports and encourages classmates' ideas.	Usually positive and cooperative with classroom discussions. Needs improvement in positively engaging with classmates.	Seldom participates in classroom discussions. Has issues with classmates or difficulty tackling challenging topics with a constructive or positive attitude.	Never participates in classroom discussions or displays disruptive behavior.

Writing Rubric

Category	(5 points) Exceeds Expectation	(4 points) Meets Expectation	(3.5 points) Needs Improvement	(0-3 points) Unacceptable
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Thesis	Clearly stated with direction for the content of the paper and consistently supported throughout.	Position is stated, but no clear direction for the content of the paper.	A fact is stated instead of an argumentative position. Needs development in order to serve as a working thesis.	No position statement or a position not related to the assigned topic.
Evidence	Every point was well supported with primary or secondary source material. Student provided several examples from assigned reading or lecture.	Points were adequately supported with examples from assigned readings or lecture materials. Student provided sufficient amount.	Points were supported with examples from the assigned readings and lectures, but the relevance of the support was debatable. More support was needed.	Student provided little or no evidentiary support for their claims or did not cite sources properly.
Organization	All points were clearly tied to the thesis statement in a structured manner.	Most body paragraphs tied back to the thesis statement, but student wandered off topic a bit.	Most points were tied to a premise, but there was no clear or logical structure to the presentation of the argument.	Arguments were not tied to the thesis or consistently wandered off topic.
Grammar	Paper well edited with no spelling, grammar, diction, or syntax errors. Perfectly formatted.	Paper edited and free of spelling and grammatical errors, but some issues with diction and sentence structure.	No spelling errors, but multiple grammar issues. Problems with diction and syntax.	Improperly formatted, multiple spelling and grammatical errors, improper English.

III. Annotated Weekly Schedule

Course Schedule: NOTICE: Required reading and viewing materials can be found on Canvas. If the links don't work, simple Google searches will bring up most of the material, especially if you search through the UF library. This schedule is subject to change with fair notice provided. Please pay close attention to the course calendar, announcements, and emails. All reading should be completed BEFORE class meets. There are 5 firm assignment deadlines. Write them down and plan ahead!

Topic	Readings and Tasks
Week 1: Introduction to the course	In week 1, we will explore the concept of identity and how ours can shift and change with time, place, and space. I will introduce some core concepts in gender studies so we are all on the same page with jargon. I will go over the syllabus, course expectations, and answer any questions you have before we launch into the novels. I suggest you buy them now (physical copy, eBook, or audiobook) W: Syllabus, Class Policies, Questions F: Adrienne Rich, "Claiming an Education" (available on Canvas) Begin reading: <i>A Thousand Ships</i>
Week 2: Women in Warfare	This week we will discuss the historical context of the novel and discuss life for women in the ancient world and how their identity was impacted by warfare, religious fervor, and civil unrest. M: In class lecture on the Greek and Trojan War. W: <i>A Thousand Ships</i> discussion 1-137 F: <i>A Thousand Ships</i> discussion 141-252
Week 3: Women in Warfare	This week, we continue the discussion of ancient women and recovering women's voices through fiction. We will explore themes of virginity, social status, warfare, and how ancient writers eliminated women's experiences unless adjacent to a man's heroic or villain narrative. We will compare depictions of women in Homer's Iliad and Odyssey to explore how modern author Haynes works to rebuild women's narratives and imagines experiences thousands of years later to highlight universal issues women face and continue to face in modern society. The

	<p>relatability of characters transgresses time and space to build a modern narrative for ancient sexism.</p> <p>M: No Class (Martin Luther King Jr. Day)</p> <p>W: <i>A Thousand Ships</i> discussion 255-356</p> <p>F: <i>A Thousand Ships</i> discussion 359-406</p> <p>Begin reading: <i>A Thousand Splendid Suns</i></p>
<p>Week 4: Sisterhood</p>	<p>This week we hop to a discussion of camaraderie and womanhood in modern Afghanistan. A huge piece to understanding American geopolitical involvement in Middle Eastern politics and a continuation of religiously fueled and centuries long warfare is understanding the monotheisms, considering cultural and religious difference, and recognizing the struggles of women globally who are left to the mercy of men. Through this incredible hardship emerges a story of sisterhood imagined by Afghani author, Khaled Hosseini. In discussing the modern history of Afghanistan, students will better grasp issues of modern geopolitical importance and how limitations for expression, freedom, and safety for women is in peril across space, place, and time.</p> <p>M: In class lecture on Islam, the Taliban, and modern Afghanistan</p> <p>W: <i>A Thousand Splendid Suns</i> discussion 3-100</p> <p>F: Writing Workshop Day</p> <p>Reading Reflection #1 due on Canvas on by 11:59pm</p>
<p>Week 5: Sisterhood</p>	<p>This week we do a deep dive into the novel. We will discuss issues of physical and sexual abuse, the limitations women face and still face, and how religion shapes women's lives (globally).</p> <p>M: <i>A Thousand Splendid Suns</i> discussion 101-200</p> <p>W: <i>A Thousand Splendid Suns</i> discussion 201-300</p> <p>F: <i>A Thousand Splendid Suns</i> discussion 301-400</p>

	Begin Reading: <i>Stone Butch Blues</i>
Week 6: Identity beyond the binary	<p>This week we consider a core reading in gender identity and study. <i>Stone Butch Blues</i> explores queer narratives, alienation, opposition, and identity discovery and building for a working-class American in the 1960's and 1970's We will explore this era using three different novels about identity in the coming weeks.</p> <p>M: In Class Lecture on Sexual and Gender Identity + Modern Jargon</p> <p>W: <i>Stone Butch Blues</i> 1-51</p> <p>F: Writing Workshop Day</p> <p>Tips for writing a thesis driven essay are posted to Canvas. You should visit office hours with any lingering questions about the assignment.</p> <p>Thesis Driven Midterm Essay due on Canvas by 11:59pm</p>
Week 7: Identity beyond the binary	<p>This week we will have a close reading and discussion of the novel. Students will discuss identity formation based on race, class, and religion, and societal expectations during the post-war era and try to make connections to modern society and continued struggles with identity formation and acceptance.</p> <p>M: <i>Stone Butch Blues</i> 52-122</p> <p>W: <i>Stone Butch Blues</i> 123-212</p> <p>F: <i>Stone Butch Blues</i> 213-330</p> <p>Begin Reading: <i>The Seven Husbands of Evelyn Hugo</i></p>
Week 8: Sexuality and Scandal	<p>This week, we jump to the glitz and glamour of old Hollywood. We will explore sexuality, expression, romance, and the challenges of true identity through the character of Evelyn Hugo. We will watch a documentary on the LGBTQ community pre-Stonewall and discuss the fluidity of gender and sexuality before the rise of a strong central government. In preparation for the novel, we will go</p>

	<p>over the challenges and dangers of non-conforming Americans in the post-War era. (1945-1969).</p> <p>M: In Class viewing: <i>Before Stonewall</i></p> <p>W: In Class discussion: <i>Before Stonewall</i></p> <p>F: <i>The Seven Husbands of Evelyn Hugo</i> discussion 1-99</p>
<p>Week 9: Sexuality and Scandal</p>	<p>This week will be dedicated to discussing the themes and complications that arise in the novel. We will build on the historical context provided last week to explore the topics in the novel and relate some of the moral questions that arise to our own lives and decisions.</p> <p>M: <i>The Seven Husbands of Evelyn Hugo</i> discussion 100-193</p> <p>W: <i>The Seven Husbands of Evelyn Hugo</i> discussion 196-275</p> <p>F: <i>The Seven Husbands of Evelyn Hugo</i> discussion 276-385</p> <p>Reading Reflection #2 Due on Canvas at 11:59pm.</p>
<p>Spring Break</p>	<p>No class meetings (Spring Break)</p> <p>Begin Reading: <i>Girl, Interrupted</i></p>
<p>Week 10: Coming of Age</p>	<p>This week we will investigate the history of psychiatry and this field impacts women's lives and can stunt or form identity. We will begin by discussing general experiences, history, and statistics in preparation for the themes of the novel.</p> <p>M: In Class Lecture on Women and the history of Psychiatric Care</p> <p>W: In Class Viewing: <i>Girl, Interrupted</i></p> <p>F: <i>Girl, Interrupted</i> discussion 3-43</p>
<p>Week 11: Coming of Age</p>	<p>This week will be a dedicated discussion of coming of age for women including topics like body image, dating, sex, and socialization. We will explore some sensitive topics that may require some self-reflection and a confrontation of</p>

	<p>dominant culture expectation and norms. We will discuss the book at length during this week.</p> <p>M: <i>Girl, Interrupted</i> 47-78</p> <p>W: <i>Girl, Interrupted</i> 81-149</p> <p>F: <i>Girl, Interrupted</i> 153-217</p> <p>Begin Reading: <i>Little Fires Everywhere</i></p>
<p>Week 12: Motherhood</p>	<p>The topic for this week is motherhood. During this week, we will confront what it means to be a mother and how factors such as race, class, and privilege dictate the possibilities for American motherhood. We will take on a popular novel (and Hulu series), <i>Little Fires Everywhere</i> and we will consider motherhood, race, and American society.</p> <p>M: In Class Lecture on the 1990's, suburbia, class, and privilege</p> <p>W: <i>Little Fires Everywhere</i> discussion 1-89</p> <p>F: Writing Workshop Day.</p>
<p>Week 13: Motherhood</p>	<p>This week, we will have a dedicated book discussion where we dive into multiple topics. The core theme of motherhood is essential for this week and class discussions will center on the role of race in the possibilities for mothers in the United States. We will discuss privileges, expectations, and friction between women in this delicate space. Ultimately, we will discuss how the patriarchy functions to re-enforce white privilege and how white women are complacent in and benefit from some of the tenets.</p> <p>M: <i>Little Fires Everywhere</i> discussion 90-186</p> <p>W: <i>Little Fires Everywhere</i> discussion 187-269</p> <p>F: <i>Little Fires Everywhere</i> discussion 270-338</p> <p>Begin Reading: <i>The Great Alone</i></p>

<p>Week 14: Horror on the Homestead</p>	<p>For our final novel, we will begin with a context lecture and discussion on violence against women. We will explore statistics and data for women in the United States and break down those data to discuss the domestic violence epidemic. Students will consider how identity is shaped by violence and how the lack of resources and abatement for this rampant crime shapes women’s lives and identities.</p> <p>M: In Class Lecture on violence against women</p> <p>W: <i>The Great Alone</i> 1-176 (Chapters 1-10)</p> <p>F: <i>The Great Alone</i> 177-291 (Chapters 11-16)</p>
<p>Week 15: Horror on the Homestead</p>	<p>This novel deals with domestic violence, war trauma, class, the crisis of masculinity, and the desire to homestead. In what ways do modern popular discussions of “homesteading” paint an idyllic lifestyle? How do structural societal problems continue to plague women in these spaces and how does isolation further endanger women in these spaces? Students are expected to read the entire book and contribute to the larger facilitated group discussion. I want to hear if you’ve been exposed to content glorifying homesteading in the 21st century and how this content seems race, class, and gender based.</p> <p>M: <i>The Great Alone</i> 292-391 (Chapters 17-22)</p> <p>W: <i>The Great Alone</i> 392-545 (Chapters 23-End)</p>
<p>Finals Week</p>	<p>Final Project Due: Wednesday at 11:59pm EST (Canvas) Podcast, Essay, Reflection</p>

III. General Education and Quest Objectives & SLOs

This Course’s Objectives—Gen Ed Primary Area and Quest

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory of methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	Explore the key terminologies, theories, and methodologies of gender studies, historical inquiry, and critical race studies to ask how contemporary literature can help us understand women's place in society, identity formation, and how we perpetuate constructions of race and gender through popular narratives.	Reading novels, class discussion, thesis-driven writing, and experiential learning (submitting a book review or recording a podcast)
Students will learn to identify, and to analyze the key elements, biases, and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	Explore popular novels that address issues of race, class, gender, identity, and expression to allow students consider an interdisciplinary approach the exploring the human condition.	Reading novels, reflecting on the content in class discussion and writing assignments.
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives. concerning human society and/or the state of our planet.	Addresses essential questions about women's identities based on historical contexts.	Reading research articles, class discussions about social constructions and limitation and appropriate methods, as presented in op-ed piece and written reflections.

This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Identify, describe, and explain how history, patriarchy, and religious institutions, and slavery contribute to women's lived experiences, identities, and the human condition more broadly.	In class lecture citation, outside sources presented in thesis driven essay.
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Analyze and evaluate how evidence from the novels can help students evaluate questions about the human condition more broadly. Through an interdisciplinary approach, students will be able to draw from multiple disciplines to analyze the assigned novels.	Class discussion, viewing of documentaries.
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course	Develop and present clear and effective oral and written responses to address the following essential questions: how can contemporary literature help us examine the role of women in society?	A thesis driven midterm paper.
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect course content with critical reflection about the influence of novel representations and perspectives about womanhood.	Podcast and book review projects for experiential learning final project.

This Course's Objectives and Student Learning Outcomes (SLOs)—Gen Ed Secondary Area

Diversity Objectives (for D co-designation)

Diversity Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities.	Draw attention to the intersection of race, class, and gender through reading popular novels. In this course, students will explore how religion, sexual orientation, and identity shape diverse experiences.	Reading of assigned texts, lectures on historical context, and written reflection.
Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.	Analyze how interlocking social inequities are constructed through religion, politics, and the patriarchy and how these institutions constrain women in western societies.	Evaluation of current theories in critical race and gender studies, class discussion, and written engagement.
Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.	Analyze and reflect on how major themes present in the novels are present in our own lives.	Engagement with the novels through the final experiential learning project.

Diversity Student Learning Outcomes (for D co-designation)

	Diversity SLOs → Students will be able to...	Course SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.	Articulate the evidence from novels of how intersectionality impacts women in various spaces, places, and times and creates an ongoing art in literary discourse.	A thesis driven midterm essay, classroom participation, and recorded final discussion.

	Diversity SLOs → Students will be able to...	Course SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Critical Thinking	Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.	Identify how dominant discourses about social inequalities, racism, and masculinity are presented in popular novels. Students will be able to analyze dominant culture trends and how they are manifested in the stories told by modern authors about historical events or subjects.	Written reflections, class participation, and an experiential learning final project.

V. Quest Learning Experiences

Course Delivery and Engagement

Number of Seats Anticipated: 35 students, 0 TA's, No breakout sessions

Delivery Method: primarily classroom

This will be a small class where interaction and reflective dialogue is encouraged. Sessions will blend a lecture format with large and small group discussions based on issues generated by the reading material.

Details of Experiential Learning Component

Students will record a podcast for their final project and upload it to a platform. For this project, students will share their analysis of major themes in humanities and diversity on a public platform. If students do not feel comfortable with this medium, they will write a book review for one of the novels assigned and submit it to be published as a review online.

Details of Self-Reflection Component

While the course engages students in issues that can be intensely personal and intimate, the course will not require nor expect sharing of private information or experiences. The reflective element is present in the ways in which students are required to consider how dominant social discourses influence their thinking and actions. These discourses include in class discussion and participation and writing reflections about the novels. Students can choose the level of self reflection they wish to share in their assignments, but the reflection component is implied in class discussion.

What is the essential/pressing question your course explores?

How can contemporary literature help us examine the role of women in society?

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.