

## General Education Foundations of Arts and Humanities (AH) Course Information Sheet

**Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.**

Department, Course Number, and Title \_\_\_\_\_

### The aim of the GE AH course offerings is:

*To provide students with the perspectives and intellectual skills necessary to comprehend and think critically about our situation in the world as human beings. In particular, these courses provide students with the basic means to appreciate and evaluate the ongoing efforts of humans to explain, translate, and transform our diverse experiences of the world through such media as language, literature, philosophical systems, images, sounds, and performances. These courses will introduce students to the historical development and fundamental intellectual and ethical issues associated with the arts and humanities and may also investigate the complex relations between artistic and humanistic expression and other facets of society and culture.*

**General Education AH Student Goals:** Courses fulfilling the GE AH will provide a minimum of five units and should align with some (not necessarily all) of the following four general goals:

1. Students will gain knowledge in the Arts and Humanities.
2. Students will engage in complex analysis and reasoning.
3. Students will demonstrate media and information literacy.
4. Students will communicate effectively.

**General Education AH Student Learning Outcomes:** Each course should have student learning outcomes listed in the syllabus. These outcomes may be tied to a specific discipline but should be associated with the four broad categories listed above (please see **Appendix I: Arts and Humanities Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

### General Guidelines for GE AH Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Arts & Humanities foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Arts and Humanities are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- ☐ Literary Cultural Analysis
- ☐ Philosophic and Linguistic Analysis
- ☐ Visual and Performance Arts Analysis and Practice.

Briefly describe the rationale for assignment to AH foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2019-21 and give anticipated enrollment:

2019-20    ☐ Fall: Enrollment \_\_\_\_\_  
               ☐ Winter: Enrollment \_\_\_\_\_  
               ☐ Spring: Enrollment \_\_\_\_\_  
               ☐ Summer: Enrollment \_\_\_\_\_

2020-21    ☐ Fall: Enrollment \_\_\_\_\_  
               ☐ Winter: Enrollment \_\_\_\_\_  
               ☒ Spring: Enrollment \_\_\_\_\_  
               ☐ Summer: Enrollment \_\_\_\_\_

Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal at least 15 hours/week: \_\_\_\_\_ (hours)

Please present a concise explanation for the following:

Which of the four student learning goals listed on page 1 are you addressing in your course?

For each course goal listed above, what are the student learning outcomes you will list in your syllabus? In addition, what types of assignments will be given to determine whether students achieve the learning outcomes? (Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment)

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

## APPENDIX I

Student Learning Goals with Nested Learning Outcomes for  
All General Education (GE) Foundations in Arts and Humanities (AH) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE AH” courses:

- 1. Students will gain knowledge in the Arts and Humanities.**
    - a. Students will recognize the varying historical, social, political, and economic conditions that shape human action.
    - b. Students will identify how individuals relate to or diverge from particular social norms through the creation of artistic and expressive forms.
    - c. Students will examine “texts” in any language or structure, and/or art forms in one or more media.
    - d. Students will account for how different worldviews and challenges are expressed in the arts and humanities as a product of interaction among diverse groups.
  - 2. Students will engage in complex analysis and reasoning.**
    - a. Students will analyze works in the context of an aesthetic movement, critical theory, philosophy, rhetoric, or languages/linguistics.
    - b. Students will articulate perspectives and priorities found in expressive forms.
    - c. Students will describe how insight can inform constructive change and ethical action.
    - d. Students will develop and evaluate an argument informed by evidence.
  - 3. Students will demonstrate media and information literacy.**
    - a. Students will locate appropriate resources to support an argument.
    - b. Students will evaluate resources for their reliability and significance.
    - c. Students will use resources effectively and ethically.
  - 4. Students will communicate effectively.**
    - a. Students will make arguments and express perspectives through a wide range of media or performance (i.e. written, digital, storytelling, visual arts).
    - b. Students will learn how to collaborate with others to express perspectives in diverse media.
    - c. Students will tailor communication to their perspective audiences.
-

Instructor: Kersti Francis  
 Time: TBD, 3 hrs 1x/week  
 Classroom: TBD

kerstifrancis@ucla.edu  
 Office: Kaplan A94  
 Office Hours: TBD

## 98T Queer Magic: Sexuality and the Supernatural in Literature

### Why We're Here:

GE seminars provide introductions to the basic methods of the humanities: analytical reading, critical writing, and scholarly communications. They are also a chance to encounter texts, readings, and ideas that are both rigorous and unusual. Our popular and political cultures are obsessed with sex: who has it with whom, how, and is it right or wrong. In movies, TV, books, poems, and plays, the supernatural recurs as a way to grapple with these questions. Witches brew love spells, vampires visit young women at night, ghostly lovers haunt from beyond the grave, and gender roles flip or shift due to magical interference. Why do we envision sexuality through the lens of the supernatural? How can we use a variety of texts, including those designated “bad literature,” to think through cultural conceptions of gender, bodies, relationships, and morality? As we read, think, talk, and write about a variety of plays, novels, poems, and short stories, we will learn about literary form, cultural contexts, methods of research, and the craft of writing.

### Learning Goals:

This class is a General Education (GE) course in the Arts and Humanities and counts for two subgroups: Literary Cultural Analysis and Philosophic and Linguistic Analysis. In this course, students will:

- Gain knowledge in the Arts and Humanities by encountering texts and authors in their historical and linguistic contexts, thereby recognizing how cultural conditions shape social norms and human action.
- Demonstrate media and information literacy by synthesizing secondary resources with literary and cultural analysis and crafting original arguments based upon research and evidence.
- Communicate their arguments and perspectives effectively, both orally and in writing, through a wide range of written, digital, and visual media.
- Engage in complex analysis and reasoning by analyzing multiple worldviews, cultural backgrounds, and philosophies in connection with our texts, ethically challenging them when necessary.

### Required Texts:

*Sir Gawain and the Green Knight*, trans. Simon Armitage [ISBN: 9780393334159]  
*Macbeth*, William Shakespeare (Arden Edition) [ISBN: 9781904271413]  
*Carmilla*, Joseph Sheridan Le Fanu [ISBN: 9780815633112]  
*Twilight*, Stephenie Meyer [ISBN: 9780316015844]  
 Additional readings will be posted on the course website (CCLE).

## Assignments and Grading

Participation (in-class work, writing workshops, discussion): 30%

Close Reading #1 (2-3 pages): 10%

Close Reading #2 (2-3 pages): 10%

Midterm Essay (6-8 pages): 20%

Final Research Paper (10-12 pages, 2 scholarly sources): 30%

## **Expectations and Policies:**

### **Participation:**

Discussion is intended to be collaborative; we are all responsible for our own education and for the learning experience of our classmates. Because of this, active preparation for and participation in discussion section is essential. Everyone is expected to come to discussion on time, complete all of the week's assigned reading, and bring a hard copy of the text(s) we have covered for the week. Please also bring something to write with and to write on. In order to get full credit for your in-section participation, you need to contribute to the discussion regularly and thoughtfully, and be attentive and courteous when someone else is speaking. I want to see that you have been thinking about the reading, not simply skimming through it. **If you feel uncomfortable speaking in class, come and see me during office hours so that we can discuss participation strategies.**

Remember: you can't participate if you're not present! Here are some possible ways to participate in class:

- a. Ask a question.
- c. Add to or respectfully disagree with what has been said.
- d. Introduce an alternate perspective.
- e. Provide textual evidence for an idea.
- f. Provide an idea for textual evidence.
- g. Draw our attention to a confusing or strange passage.

### **Discussion Etiquette:**

Open and productive discussion cannot take place in a hostile learning environment. You are encouraged to form your own opinions and interpretations and to debate those of your classmates, but you must express your disagreement in a manner that is civil and respectful of the ideas and views of others. Constructive debate is permitted; personal attacks are not. Everyone has a right to be here and to be heard. Nobody has a right to silence others.

### **Reading:**

Finish all of your assigned reading before the class it's due. In this class, we'll read medieval, early modern, Romantic, and modern-day texts side-by-side; there will be some Middle English and unfamiliar forms. I completely understand that this can be intimidating, especially if you're taking this solely to fulfill a requirement. Come to me with any questions or concerns about our required reading, access to texts, or challenges the readings present.

**Essays**

Because this is a humanities course, we will of course be writing papers. But because good writers are also good readers, we will be reading poems, novels, short stories, and plays. We will work together in class and in small groups to help you generate ideas, formulate arguments, and gather evidence. I am available in office hours and by email, and am more than happy to help you as you hone your writing skills.

**Proofread:**

All submitted work must be thoroughly proofread. If you know that you struggle with grammar, spelling, or sentence mechanics, I would advise running your work by a friend or tutor, making an appointment at the Writing Center, or stopping by office hours to talk about your writing.

**Late Policy:**

All work must be turned in on the day that it is due. Please let me know well in advance if you think you will be unable to complete an assignment on time. Late assignments will be downgraded by one full grade for each day that they are late, *including weekends*. For example, if an assignment was due on Friday and is turned in on Sunday, the highest grade it could receive would be a C+. I will not accept assignments that are more than three days late.

**Proper Format:**

All assignments should be in Times New Roman, font size 12, with 1-inch margins. All papers must be in proper MLA format. For a good resource on proper MLA format, see the Purdue OWL website: <https://owl.english.purdue.edu/owl/resource/747/01/>

**Plagiarism:**

Don't do it. The Office of the Dean of Students defines plagiarism as: "the presentation of another's words or ideas as if they were one's own." This can include, among other things, submitting part or all of someone else's work as your own; paraphrasing or quoting someone else's ideas, writing, data, or research without proper citation; and resubmitting, for credit in this class, work that you previously turned in for credit in a different class. Any assignment that is plagiarized in whole or in part will receive a zero and will be reported to the Office of the Dean of Students for further investigation. For more details, see the Student Guide to Academic Integrity (<http://www.deanofstudents.ucla.edu/Academic-Integrity/integrity>). If you're not sure if something constitutes a violation of UCLA's plagiarism code, ask me.

**Contact:****Talk to Me:**

Please consider yourself invited to stop by my office during office hours. If you are unable to come during my office hours, you may email me to make an appointment. I am ready and willing to discuss your writing assignments, the texts we are reading, questions you may have about class, general academic concerns, etc.

**Emails:**

I will do my best to respond to any e-mails I receive Monday-Friday within 24 hours. Any e-mails sent after 7:00pm on Friday might not be answered until Monday. If, however, your email is about an urgent matter, then please make that clear, and I will respond as soon as I can. Please also keep in mind that emails require the same conventions as other formal correspondence, namely, a salutation, a conclusion, and attention to spelling and grammar.

### **Further Information and Resources:**

**Accessible Education:** I take accessibility extremely seriously. Emotional, mental, and physical health are all critical to your education, and as your TA I want to support your learning as best I can. However, I can't help you if I don't know about it! My door is always open. If you wish to request an accommodation due to a suspected or documented disability, please contact the Center for Accessible Education (CAE) **as soon as possible**. In order to receive proper accommodations, you must register with the CAE and me ASAP. CAE is located at A255 Murphy Hall, and can be reached at: (310) 825-1501. For more information, visit: [www.cae.ucla.edu](http://www.cae.ucla.edu). I'm also committed to cultivating a parent-friendly classroom. If finding childcare during section is a problem or other parenting concerns arise, just reach out to me and we'll come up with a solution.

**UCLA Counseling and Psychological Services (CAPS):** CAPS is the student mental health center for the UCLA campus. They offer an array of free services including individual counseling. If you have concerns about your emotional and/or psychological health, you can make an appointment at John Wooden Center West, facing Drake Stadium, second floor, 310-825-0768, or at [www.caps.edu](http://www.caps.edu). There is a counselor available by phone 24 hours a day. UCLA CARE (Campus Assault Resources & Education) is also housed in the CAPS building, and can be reached by the CAPS phone number. If you or someone you know is suffering/has suffered from stalking, sexual assault, or domestic violence, CARE is your first resource.

**LGBT Campus Resource Center:** A resource for LGBT-identified students, questioning students, and/or allies. They provide educational workshops, advocacy, and counseling, among other services. For more information, visit: <http://www.lgbt.ucla.edu>, call (310)206-3628, or drop by Student Activities Center B36.

**The Student Writing Center:** A valuable resource for you while you're working on papers! It is staffed by peer learning facilitators and offers UCLA undergraduates one-on-one tutoring sessions at any stage in the writing process. Make an appointment by visiting [www.wp.ucla.edu](http://www.wp.ucla.edu) and clicking on "Student Writing Center/Make an Appointment." For questions, call 310-206-1320, email [wcenter@ucla.edu](mailto:wcenter@ucla.edu), or drop in.

**The Oxford English Dictionary:** <http://oed.com/> is a wonderful resource. The OED calls itself "the definitive record of the English language" for a reason. The dictionary has thorough definitions, along with records of when and how each word has been used in various contexts. A must for close-reading.

Similarly, the **Middle English Dictionary** <https://quod.lib.umich.edu/m/med/lookup.html> is your #1 resource for glossing words and phrases in Middle English and can make the difference between good and great analysis.

**Purdue Online Writing Lab:** <http://owl.english.purdue.edu/owl/>  
This is a great website for any questions you might have about the nuts and bolts of paper writing.

**The UCLA Libraries and Library Website:** Jam-packed with helpful resources. Our UCLA Librarians are extremely knowledgeable and willing to help you with your research questions. Visit: <http://www.library.ucla.edu/> or drop by any UCLA library for more info.



## Reading Schedule

*Assignments are to be read in preparation for the day they are listed.*

### Week One: Fairy Lovers

- 3/30 Marie de France, *Lanval*, *Guigemar*, *Bisclavret* (12<sup>th</sup> century, CCLE)  
 “Performative Acts and Gender Constitution” by Judith Butler (CCLE)  
 Introduction to Close Reading

### Week Two: Monsters and Magic

- 4/6 *Sir Gawain and the Green Knight*, Fitts I and II (14<sup>th</sup> century)  
 “Monster Culture: Seven Theses” by Jeffrey Jerome Cohen (CCLE)  
 Introduction to Making a Scholarly Argument

### Week Three: M&M, cont.

- 4/13 *Sir Gawain and the Green Knight*, Fitt III and IV  
 “Approaching Abjection,” Julia Kristeva (CCLE)

**Close Reading #1 due via email by Friday, 5 pm (2-3 pages)**

### Week Four: Wives, Witches, and Murder

- 4/20 William Shakespeare, *Macbeth* (1603), Acts I-III  
*Malleus Maleficarum*, selections (15<sup>th</sup> century, CCLE)  
*Daemonologie*, selections (16<sup>th</sup> century, CCLE)

### Week Five: Gender And Performance on the Stage

- 4/27 *Macbeth*, Acts IV-V  
*The History of Sexuality Vol I*, Michel Foucault (selections, CCLE)

### Week Six: The Queer Undead

- 5/4 Joseph Sheridan Le Fanu, *Carmilla* (1872)  
 “Unnameable Desires in Le Fanu's *Carmilla*,” Amy Leal (CCLE)  
 'One does things abroad that one would not dream of doing in England': miscegenation and queer female vampirism in J. Sheridan Le Fanu's *Carmilla* and Florence Marryat's *The blood of the vampire*,” Ardel Haefele-Thomas (CCLE)

**Midterm Paper Due due via email by Friday, 5/8 at 5 pm (5-6 pages)**

Week Seven: Haunted Love/Adaptation

- 5/11 Alfred Hitchcock, *Rebecca* (1940, Youtube—link on CCLE)  
Laura Chow Reeve, “Rebecca” (2018, CCLE)  
**Bring a question to class for guest speaker Laura Chow Reeve**

Week Eight: Vampires Sparkle Now

- 5/18 Stephenie Meyer, *Twilight* (2005), Chapters 1-13  
Introduction to Research Methods + Paper Abstracts  
**Close Reading #2 due via email by Friday, 5 pm (2-3 pages)**

Week Nine: And Play Baseball

- 5/25 *Twilight*, Chapters 13-end  
Writing Workshop: Bring paper abstract to class  
**Bring a question to class for guest speaker Maddy Court (IG: @xenaworrierprincess)**

Week Ten: TV Reimaginings

- 6/1 Pilot Episodes, *The Chilling Adventures of Sabrina* (2018) vs *Bewitched* (1964)  
Mini Conference: Paper Abstracts

**Final Research Paper (10-12 pages) due by 5 pm via email on June 8th**



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## New Course Proposal

### English 98T

### Queer Magic: Sexuality and the Supernatural in Literature

**Course Number** English 98T

**Title** Queer Magic: Sexuality and the Supernatural in Literature

**Short Title**

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

**Course Description** Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. This course brings together historical literature (Sir Gawain and the Green Knight, Macbeth, Carmilla), modern cultural objects (Twilight, Chilling Adventures of Sabrina, and Bewitched), and theoretical scholarship to investigate the connection between sexuality and the supernatural through a humanist lens.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows

**Syllabus** File [Syllabus\\_Francis\\_Final.docx](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Instructor (Kersti Francis) UID: 904588394  
Professor Christine Chism is the faculty mentor for this course. UID: 703 863 370  
Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 13, 2020

**Grading Structure** Participation (in-class work, writing workshops, discussion): 30%  
Close Reading #1 (2-3 pages): 10%  
Close Reading #2 (2-3 pages): 10%  
Midterm Essay (6-8 pages): 20%  
Final Research Paper (10-12 pages, 2 scholarly sources): 30%

**Effective Date** Spring 2021

**Discontinue Date** Summer 1 2021

**Instructor** Name

Kersti Francis

Title

Teaching Fellow

**Quarters Taught** ☐ Fall ☐ Winter ☒ Spring ☐ Summer

**Department** English

**Contact** Name

ALISON FEDYNA

E-mail

afedyna@teaching.ucla.edu

**Routing Help**

## ROUTING STATUS

**Role:** L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

**Status:** Pending Action

**Role:** Department/School Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

**Status:** Approved on 9/10/2020 4:27:56 PM

**Changes:** No Changes Made

**Comments:** Uploaded revised syllabus with learning outcomes. Approved on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee.

**Role:** L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

**Status:** Returned for Additional Info on 8/28/2020 2:24:57 PM

**Changes:** No Changes Made

**Comments:** Syllabus does not have learning outcome/course objective.

**Role:** CUTF Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

**Status:** Approved on 8/27/2020 2:04:30 PM

**Changes:** No Changes Made

**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

**Role:** Initiator/Submitter - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

**Status:** Submitted on 8/27/2020 2:04:05 PM

**Comments:** Initiated a New Course Proposal

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