

2026 Spring UnCommon Reads
The Seven Husbands of Evelyn Hugo
 IDH2930; Class #27128, Honors Course

Seven Husbands of Evelyn Hugo

Location: Little Hall 119

Class Time: Tuesdays 3rd period (9:35 AM-10:25 AM)

Instructor: Ms. Olivia Tyler

Instructor email: otyler@ufl.edu

Instructor Phone Number: (352) 846-3222

Instructor Office Location: Newell Hall 202-C

Office Hours: By appointment, please email me or talk in class to arrange.

Required Text: Taylor Jenkins Reid, *The Seven Husbands of Evelyn Hugo* (2017)

Course Description

Step into the glittering, cutthroat world of Old Hollywood through Taylor Jenkins Reid's best-selling novel: *The Seven Husbands of Evelyn Hugo*. This semester, we'll peel back the layers of fame, power, love, and personality as we follow the enigmatic Evelyn Hugo, a silver-screen star whose carefully curated image hides as much as it reveals. Why does Evelyn choose a struggling journalist, Monique Grant, to tell her story? And what does this shocking confession reveal about truth, ambition, and the cost of reinvention?

This book is as impactful as it is entertaining. Students will examine themes of celebrity culture, identity, and interpersonal relationships while also considering how personal narratives are operationalized. Like Evelyn herself, this course asks students to consider bold questions: What does it take to survive in a world that demands you reinvent yourself? What do we sacrifice for success, and what stories do we leave behind?

Student Learning Outcomes

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

1. Evaluate the historical accuracy and creative liberties in Reid's portrayal of Hollywood's golden age.
2. Compare and contrast the novel's exploration of celebrity, secrecy, and scandal to contemporary conversations about representation, visibility, and authenticity in the media today.
3. Analyze the personal and societal implications of storytelling, considering how the author uses Monique's and Evelyn's intertwined narratives.
4. Produce their own analytical and creative work that demonstrates close reading and historical thinking.

Assignments and Grading

Class Participation & Attendance (20%)

- Active engagement in discussions, respectful listening, and thoughtful contributions throughout the course.

- Attendance is expected, as it contributes to a strong classroom environment. Students may have a maximum of one unexcused absence when you are not leading the discussion.

Group-Led Discussions (30%)

- Students will work in assigned groups to lead class discussions. Groups will prepare guiding questions, connect themes to broader cultural/historical issues, and facilitate conversation for that class period.
- Each group will lead two week's discussions
- Students will be randomly assigned to small groups. This encourages a variety of opinions and viewpoints to be shared, and it may allow you to meet new people. This aligns with the educational concept of productive discomfort, which encourages challenging assumptions, acquiring new skills, and confronting biases.

Creative Reflections (2 at 10% each) (20%)

- Two short reflections (300 words) responding to prompts about the reading. Please be creative with these reflections. You can write them as Evelyn, as a newspaper covering this era of her life, as a fan, or any other perspective you think would fit this reading.

Final Project: Evelyn Hugo or another Hollywood figure in History (30%)

- A Creative project inspired by some part of the book

Course Calendar (Subject to Change)

Week	Date	Reading / Topic	Group / Assignment
1	Jan 13	Course introduction; syllabus overview; background on Old Hollywood & celebrity culture	—
2	Jan 20	Ch. 1-5	Group 1 leads
3	Jan 27	Ch. 6-9	Group 2 leads
4	Feb 3	Ch. 10-16	Group 3 leads; Reflection 1 due
5	Feb 10	Ch. 17-22	Group 4 leads Final Project Introduced
6	Feb 17	Ch. 23-27	Group 5 leads
7	Feb 24	Ch. 28-32	Group 1 leads
8	Mar 3	Ch. 33-44	Group 2 leads
9	Mar 10	Ch. 45-51	Group 3 leads; Reflection 2 due
10	Mar 17	No class- Spring Break	Turn in optional outline for final project
11	Mar 24	Ch. 52-57	Group 4 leads
12	Mar 31	Ch. 58-69	Group 5 leads

13	Apr 7	No Class During regular time, attend UF Symposium	Blurb about Symposium
14	Apr 14	Student presentations	Student presentations
15	Apr 21	Student presentations, Course wrap-up	Student Presentations; Final Project due

Class Participation Rubric

Criteria	Exemplary (90–100%)	Proficient (80–89%)	Developing (70–79%)	Unacceptable (<70%)
Frequency of Participation	Contributes more than once in every class session.	Contributes at least once to every class session.	Contributes in about half of class sessions.	Rarely contributes; only participates when prompted by instructor.
Quality of Comments	Comments are consistently insightful, constructive, and use appropriate terminology. Balance of opinions, evidence, and thoughtful critique. It is clear that the student has read the book.	Comments are generally insightful and constructive; mostly use appropriate terminology. Sometimes too general or vague. Student has read some of the book.	Comments occasionally show insight but are often general, off-topic, or lacking in terminology. Student has read the book but does not discuss in detail.	Comments lack substance, rely on unsupported opinion/personal taste (e.g., “I like it,” “It’s bad”), and do not advance discussion. Student has not read the book and does not contribute.
Listening Skills	Listens attentively and builds on others’ ideas; contributions show clear engagement with peers’ remarks. Encourages classmates to participate.	Usually attentive and respectful; occasionally needs reminders but generally builds on peers’ comments.	Sometimes inattentive; rarely builds on others’ ideas; occasionally needs redirection.	Consistently inattentive (e.g., side conversations, disrupting, sleeping); does not listen or detracts from class discussion.

Group Leader/Facilitator Rubric

Criteria	Exemplary (90–100%)	Proficient (80–90%)	Developing (70–80%)	Unacceptable (<70%)
Preparation	Thorough understanding of the reading; facilitators show depth of insight and careful preparation to lead the class	Solid understanding of the reading; may miss some nuances or major themes	Demonstrates general understanding of the readings; shows some gaps in comprehension	Significant gaps or inaccuracies in understanding; facilitator is unprepared
Facilitates Discussion	Effectively engages students; listens well and responds appropriately; uses follow-up questions to expand discussion;	Leads discussion well; may need more follow-up questions to engage more students or keep discussion on track	Some difficulty leading; minimal opportunity for discussion; allows discussion to go off topic but shows some facilitation skill	Ineffectively engages students; discussion falls flat due to facilitator difficulties

	encourages all to participate			
Quality of Questions	Insightful, appropriate, and in-depth questions that lead to thorough and useful discussion	Very good choice of questions; key points highlighted; topic well covered	Some good questions; may need more depth or more questions to fully cover readings	Weak questions; lack depth or appropriateness; readings not effectively covered

Creative Reflections Instructions

Creative Reflections ($2 \times 10\% = 20\%$)

Each 300-word reflection invites you to creatively interpret a theme, character, or historical moment. You may write: As Evelyn, as a journalist, as a fan, as a studio publicist, or from another imaginative viewpoint. Reflections are graded on insight, creativity, proper grammar, and connection to course themes.

Final Project Instructions

Imagine it's one of the eras featured in the book, and you are a journalist assigned to write a feature profile of Evelyn Hugo or any other celebrity (fictional or real during any time period) for a major magazine or news company. Your task is to craft an article or movie, or a mood board (a creative work that you can present), inspired by the glamour of Evelyn's star image and/or the background of her personal life. This is an extremely creative project, so do what inspires you.

In-Class Presentations

- Present your final project in class.
- Do something creative inspired by the book
- This is intentionally vague so that you can do something that is exciting to you.

UF Grading Scale

A	93–100
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
D+	67–69
D	63–66
D-	60–62
F	<60

A minimum grade of B is required to earn Academic points towards Honors Completion Requirements. Once you have earned your final grade in this course, please upload the course information and final

grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Requirements module to earn Honors Milestone / Completion credit.

Syllabus Information - Honors

Honors Program contact information:

- Honors Program, Honors Village Complex #4, 352-392-1519
- Quick questions for an Honors advisor? Email advisor@honors.ufl.edu
- Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/UFHonorsAdvising>
- Honors Program Event Calendar: <https://www.honors.ufl.edu/news--events/calendar-of-events/>

AI Use Policy

Generative AI tools (including ChatGPT, Gemini, or Claude) may support your work in this course under these guidelines:

Permitted Uses:

- Brainstorming ideas
- Clarifying confusing concepts
- Checking grammar or readability

Not Permitted:

- Generating full or near-final assignments
- Fabricating quotes, evidence, or historical details
- Using AI to write reflections, creative pieces, or your final project

If you use AI in any capacity, you must include a brief note at the end of the assignment describing how you used it.

UF has developed [an academic policies and resources page](#) please review it.

University of Florida Academic Policies:

- Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)
- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) 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.
- Information on current UF grading policies for assigning grade points. This may be achieved by including [a link to the University grades and grading policies.](#)
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:
 1. The email you receive from GatorEvals
 2. Their Canvas course menu under GatorEvals

3. The central portal at <https://my-ufl.bluera.com>

- Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

The University's Honesty Policy regarding cheating, plagiarism, etc.:

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording:

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 education 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 an 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 presentation 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 guest 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.

Academic Resources:

- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](#) or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, [352-392-1601](#). Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](#) or email ask@ufl.libanswers.com for more information.
- [Academic Resources](#): 1317 Turlington Hall, Call [352-392-2010](#), or to make a private appointment: [352-392-6420](#). Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](#) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).
- UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.
- [Public Speaking Lab](#): (Dial Center, 501 Rolfs Hall). Offering online and in-person help developing, organizing, and practicing oral presentations. Contact email: publicspeakinglab@clas.ufl.edu.

Campus Health and Wellness Resources:

- UF Whole Gator Resources: Visit <https://one.uf.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Workload & Accessibility

This course involves consistent weekly reading (approximately 40–60 pages per week) and frequent discussion-based writing. To support students with different reading speeds, attention needs, or processing styles, the course uses multiple accessibility practices:

- predictable weekly reading loads
- scaffolded assignments with intermediate deadlines
- options to contribute flexibly
- flexibility for students using audio versions of the text

Students with reading or learning disabilities, or who benefit from extended time, alternative formats, or structured reading plans, are encouraged to share their accommodation letter early so we can co-create a supportive approach that fits their needs. UF has a Disability Resource Center, which can be helpful for any students who need this.