

Term Information

Effective Term Autumn 2020
[Previous Value](#) [Autumn 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting two changes: 1) We are changing the name of the course. 2) We would like to add a Distance Learning option of the course (the required elements are reflected in the DL syllabus attached).

What is the rationale for the proposed change(s)?

- 1) The name change both better reflects the content of the course, and is shorter and thus would be more attractive to students.
- 2) This course would function well as a permanent DL course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	French
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1802
Course Title	Comics and Culture
Previous Value	Cultures of the French-Speaking World
Transcript Abbreviation	Comics and Culture
Previous Value	FR Culture
Course Description	In this class we will study comic books and graphic novels of the "Franco-Belgian tradition" ("bande dessinée" or BD), particularly as they engage in questions of the representation of cultures and identities. Taught in English.
Previous Value	Introduction to one or more of the world's French-speaking cultures, such as those of France, Quebec, the Caribbean, North Africa, and sub-Saharan Africa, through a variety of media. Develops students' cultural awareness and critical thinking skills. Taught in English.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
Previous Value	No
Grading Basis	Letter Grade

Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Previous Value	Not open to students with credit for 153.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0901
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Culture and Ideas
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- This class will look at comic books and graphic novels of the “Franco-Belgian tradition” (“bande dessinée” or BD), particularly as they engage in questions of the representation of cultures and identities.

[Previous Value](#)

Content Topic List

- Comic books and graphic novels of the Franco-Belgian tradition
- Representations of cultures and identities
- Pop Culture
- French and Francophone socio-cultural issues

[Previous Value](#)

- [Hip-hop in the French-speaking world](#)
- [Salon society in Enlightenment France](#)
- [Islam in France](#)
- [The singer-songwriter tradition in France and Quebec](#)
- [History of French fashion](#)
- [French colonialism](#)

Sought Concurrence No

Attachments

- FR1802_syllabus_AU2020.docx: DL Syllabus
(Syllabus. Owner: Afanasyeva,Sofya)
- FREN 1802 tech checklist.docx: Tech Checklist
(Other Supporting Documentation. Owner: Afanasyeva,Sofya)
- 1802_Syllabus_SP20.docx: P Syllabus
(Syllabus. Owner: Afanasyeva,Sofya)
- 1802_Assessment_Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Afanasyeva,Sofya)

Comments

- - No actual GE assessment plan has been uploaded. Please upload one.
- Doesn't the content topic list on this form need to be adjusted to the more focused content of the course: Franco-Belgian comic books and graphic novels? *(by Vankeerbergen,Bernadette Chantal on 07/24/2020 05:22 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva,Sofya	07/20/2020 02:23 PM	Submitted for Approval
Approved	Renga,Dana	07/20/2020 02:29 PM	Unit Approval
Approved	Heysel,Garett Robert	07/24/2020 11:31 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/24/2020 05:23 PM	ASCCAO Approval
Submitted	Afanasyeva,Sofya	07/28/2020 03:23 PM	Submitted for Approval
Approved	Renga,Dana	07/28/2020 03:34 PM	Unit Approval
Approved	Heysel,Garett Robert	07/28/2020 04:12 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/28/2020 04:12 PM	ASCCAO Approval



FR 1802

Comics and Culture

Fall 2020 – Online

COURSE OVERVIEW

Instructor

Instructor: Margaret C. Flinn, Ph.D. (she/her/hers, they/their/theirs)

How you may address me: Prof. Flinn, Dr. Flinn, or Maggie.

Email address: flinn.62@osu.edu

Phone number: 217-721-6218 (cell)

Office hours: via video chat or telephone call appointment 9:30am-6pm M-F

Course description

In this class we will study comic books and graphic novels of the “Franco-Belgian tradition” (*bande dessinée* or BD), particularly as they engage in questions of the representation of cultures and identities. As a form of pop culture production, with both a specialized and eclectic readership, comics are a privileged location for addressing socio-cultural issues that often have a harder time breaking in to more highly regimented cultural spheres. Nonetheless, comics in the Francophone world have attained a cultural legitimacy that makes them highly influential as an art form. We will read comics in English translation from a variety of French-speaking countries that deal with social issues such as race, immigration/migration, climate change, war, sexuality, disability, national identities, etc.

A background in visual culture studies or French/Francophone cultural history (literature, art history, language, etc.) is of course helpful, but is not presumed—we will do exercises in basic analysis of comics form in the beginning weeks of the semester, while cultural historical context will be introduced in lecture or readings throughout the semester as it is relevant to interpretation. Taught in English. GE C & I course

Course learning outcomes

GE Culture and Ideas Goals and Outcomes

Course Objectives

FR 1802 satisfies the Colleges of Arts and Sciences General education requirement for « Culture and Ideas » The College describes C & I goals and learning outcomes at

<http://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes>

which reads: “students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.” And has the following “expected learning outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.”

How French 1802 will satisfy these learning outcomes:

In this class, students will:

1. learn/practice techniques for examining graphic texts, gaining critical skills and developing the eye and ear (Zoom sessions, Carmen discussion threads, readings).
2. broaden their knowledge of the culture and history of the France and Francophone world as represented through comics (instructor video lecture, readings).
3. build knowledge of French and Francophone *bande dessinée* culture (readings).
4. Discuss as much as possible, asking questions for more information, developing verbal skills for expressing analysis and critique, reflect actively upon one’s skills and the quality of one’s verbal engagement (Zoom sessions, Carmen discussion, participation log).
5. practice active listening (small and large group Zoom discussion).
6. be introduced to research techniques and methodologies for the study of *bande dessinée* (readings, instructor videos, Zoom discussion).
7. develop writing skills through scaffolded exercises (Carmen Discussions, take home exams), reflecting on structures and techniques of comics form through concise, clear argument.

Course requirements (grading):

Take-home midterm:	15%
Take-home final:	30%
Participation in Weekly Synchronous Zoom sessions:	20%
Participation in Carmen Discussion Threads:	25%

Attendance:

10%

Grading scale:

A	93-100	B+	87-89.9	B-	80-82.9	C	73-76.9	D+	67-69.9		
A-	90-92.9	B	83-86.9	C+	77-79.9	C-	70-72.9	D	60-66.9	E	below 60

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online.

There is one required synchronous Zoom session of 50 minutes **per module** where you will to log in on-line, live for practice in comics analysis and live group discussion. These will be scheduled DURING THE ORIGINAL SCHEDULE OF CLASSES TIMES for Fall 2020 classes: TR 2:20-5:00pm. If course enrollment exceeds 25 students, they will be broken into 2 or more groups and scheduled accordingly. **When offered as a 7 week session, this means 2 sessions per week, with the exception of exam weeks.**

The remainder of course activities and assignments (whether individual or collaborative) are accomplished asynchronously within modules.

Pace of online activities: This course is divided into **modules** that are released one week ahead of due dates. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per **regular** semester week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to earn a grade of (C) average. When offered as a 7-week course, this accomplished in an **intensive 7 weeks** rather than 14.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER MODULE**
You are expected to log in to the course in Carmen at least twice every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire module of class, discuss it with me *as soon as possible*.
- **Participation in Live Zoom session for attendance:**

Attendance/participation in the synchronous session may occur through video/audio, or through text-based chat. Synchronous sessions will be recorded and “make-up” participation can be earned by reviewing the recording and posting a written response to reflection question.

- **Office hours: OPTIONAL**
Office hours are optional, but encouraged, as this is an opportunity for us to connect outside of necessary course “transactions.”
- **Participating in discussion forums: 3+ TIMES PER MODULE**
As part of your participation, each week you can expect to post at least three per module as part of our substantive class discussion on the week's topics, once as a lengthier response, and twice in response to your classmates' posts and/or queries.

COURSE MATERIALS AND TECHNOLOGIES

READINGS

Readings are all available electronically either as e-books/.pdfs available from our library, via .pdfs posted to Carmen or as Kindle editions. If you prefer order hard copies of the *bandes dessinées*, these may be purchased either through OSU Barnes & Noble or another on-line bookseller.

Books:

Samandal collective, *Ça restera entre nous [It'll stay between us—trilingual book]* (.pdf excerpts on Carmen)

Dancette & Calvo, *The Beast is Dead* (out of print, .pdf on Carmen)

Elyon's *The Diary of Ebene Duta* (Kindle/.pdf excerpts on Carmen)

Catherine Meurisse, *Lightness* (Kindle)

Catherine Meurisse, *The Great Outdoors* (Kindle)

David B., *Epileptic* (paperback/.pdf excerpts on Carmen)

Cailleteau & Vatine, *Aquablue* v. 1 & 2 (out of print: .pdf on Carmen)

Zeina Abirached, *A Game for Swallows: To Die, To Leave, To Return* (Kindle)

Billet & Fauvel, *Catherine's War* (Kindle)

Emmanuel Guibert et al., *The Photographer: Into War-torn Afganistan with Doctors without Borders* (paperback, .pdf excerpts on Carmen)

Aboutet & Oubr erie, *Aya: Life in Yop City* (paperback/.pdf excerpts on Carmen)

Course technology

For help with film streaming, contact ODEE for help with SML

(<https://resourcecenter.odee.osu.edu/secured-media-library>) and University Libraries for help with any of their on-line streaming services (<https://library.osu.edu>).

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Headphones/Ear buds: for synchronous zoom discussion, use of headphones or ear buds is recommended.

- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).
- [Notability](#) This is NOT REQUIRED, but you may find it or comparable App USEFUL. OSU offers and supports the Notability app. I recommend this or another hand-annotation app as a good way to take notes on any readings that are shared to you via .pdf. Using Notability or another comparable app, you can use a stylus/Apple pencil/your finger to mark-up directly on the page/drawings of the comics, which many students find to be a good way to take notes on readings in preparation for Zoom or Carmen discussion. <https://digitalflagship.osu.edu/students/technology/app-list>
- IF (and only if) you choose to purchase books in Kindle editions in lieu of ordering print editions, you will need either the Kindle app for a tablet/e-reader or to be able to access the Kindle website through a web browser. Info about Kindle editions is available here: <https://www.amazon.com/Kindle-eBooks/b?ie=UTF8&node=154606011> Amazon Kindle Digital Services and Support are available here: https://www.amazon.com/gp/help/customer/display.html?ie=UTF8&nodeId=200127470&ref=hp_ss_v3_ds_t4

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Instructor feedback and response time, Class contacts

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For exams, you can expect grades within 1 week-10 days.
- **Email:** I typically reply to emails within **36-48 hours on days when class is in session at the university**. After 48 hours, a gentle nudge/resend is inappropriate if your question is time-sensitive.
- **Text messaging/voice mail:** If you need to reach me on an important, time sensitive issue (e.g. to let me know you will be late to or miss a scheduled office hour call, to let me know that there is a problem with Carmen, or other OSU technical services that is likely affecting other students' ability to access course materials as well, etc.), **please** feel free to text or phone as well as email me, in order be sure the issue catches my attention as quickly as possible. In the case of technical issues with OSU services, I usually can do nothing to fix the actual problem, so you ***ALWAYS*** need to talk to tech services **FIRST**. But if you drop me a line to let me know there is a problem, that gives me a maximal amount of lead time to investigate how many people might be impacted and devise an alternate plan for any class activities for that module in order to limit any potentially wasted time during our synch sessions and generally to minimize the impact of the tech fail on your learning and overall workflow for the week. Please always identify yourself by name and specific class in your texts/voicemails—remember, I don't have your phone numbers saved in my phone!
- **Discussion threads:** I check Carmen discussion boards every **36-48 hours on school days (M-F)**.
- **Groupme:** If the whole class and/or each synch session group agree that Groupme is a convenient/desirable way for you to reach out to and communicate with **EACH OTHER**, I encourage you to do this and will allow time during our first synch sessions to facilitate the creation of a Group within the App.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in Carmen class discussion threads as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** You are **STRONGLY ENCOURAGED** to compose your academic posts in a word processor and/or record them off of Carmen, where you can save your work, and then copying into the Carmen discussion. This way you have your own backup in the rare event that Carmen data is lost.

Class Conduct: Consistent, respectful, and informed participation is expected from every student in the course. This includes:

- Respectful discussion;
- No email or Internet usage during Zoom classes (with exception of class related activities such as collaborative work on a Google Doc, i.e. please use computers/personal devices only for matters related to our class);
- Cell phones put away when Zoom Sessions begin.

Participation (attendance, quality of virtual classroom interaction)

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Attendance during synchronous sessions is **mandatory**. Thoughtful participation is encouraged, and attentiveness is required. Please use video unless you have connectivity problems—it helps me and your classmates to feel connected if we can see your face. Students should prepare carefully for class by completing, and thinking critically about, all viewing/readings/viewings in advance. Participation may occur through verbal contribution OR text (using chat function), if, for example, you are using a semi-public space to connect because you are not able to return home between F2F classes for the synchronous session, or, when we engage in activities that utilize chat.

- Attend Zoom entire class: 100% for day
- Attend part of class, leave Zoom early/arrive late: 50% for day
- ****Please note that students are allowed two unexcused absences** from synchronous Zoom sessions without question or penalty.
- Synchronous sessions will be recorded. In the event of illness or other issues that prevent you from participating live, participation may be made up by viewing the recording and submitting a written response (via Carmen). Make up responses must be timely—contact me in the event of needing to make up participation and we will arrange an appropriate deadline as a function of your circumstances. Active participation in live sessions is an important part of your learning, so submitting make-up responses may NOT become the default means of participation. Thus, **submission of two make-up responses for missed synch sessions will be allowed for full participation credit, without question or penalty.** Circumstances that would require more than two make-up responses will need to be discussed with me and **may** only be allowed for partial credit.

Participation log: in addition to attending zoom sessions, to earn full attendance credit, you are required to complete TWO assignments logging and reflecting upon your participation in live zoom and discussion threads (one due around mid-term, one due at the end of the semester). These assignments are required but ungraded. Failure to complete the participation logs will result in the loss of 4 of the 10% participation grade, regardless of Zoom attendance (2% for the midterm log, 2% for the final log).

Rationale:

The purpose of the participation log is to give you space to be intentional about your own learning and to consider how you can maximize/improve your experience in the various modalities of our on-line course environment. It also gives me a way to gain a more nuanced understanding about student learning and thus provides a form of feedback that is more fine-grained, immediate, and meaningful than can be gained from end of semester SEIs.

Take Home, Open book Exams (mid-term and final):

Exams are ESSAY based (a mix of short and long answer). Clear, competent, careful, clean writing is essential. Both exams will follow the same format with little variation and the final will be cumulative (hence the increased percentage value). Exams are designed to measure your understanding of concepts and interpretive methods presented in video lecture and reading, and explored/practiced in discussion (Carmen discussion threads and synchronous Zoom sessions).

Exam questions will be released 1 week prior to the due date, via Carmen.

All exams are DUE VIA CARMEN (no exceptions) by the due date & time, as .doc, .docx or .pdf files. **Include your last name as part of the file name AND in the file.**

EXAMS WILL BE ACCEPTED EARLY, BUT WILL NOT BE ACCEPTED LATE. They are

designed not to require a full week to complete, so the majority of conflicts with other class assignments or minor illnesses will not constitute sufficient cause for an extension. However, if you have a truly extraordinary situation arise, you should **contact me immediately** (for example, multiple other major assignments, serious illness, etc.)—if you do not contact me, I cannot help you. I may ask that you provide some form of documentation (show syllabi, email from other instructors, etc.) should that be appropriate to your situation.

Rationale:

Take-home exams are a formal writing exercise where you bring together the skills and ideas you have been engaging in across the various course modalities (viewing instructor videos, readings, discussion threads, live discussion on Zoom). A sample exam, key, and model answers from a previous semester are available on Carmen. A key and model answers will be released after the midterm (which is worth a lower % of the course grade than the final, to reward improvement.)

Carmen Discussion Threads:

There is a Carmen Discussion Thread for each of the modules. Carmen discussion threads are seeded by a set of questions I pose related to the film central to the module, assigned readings, and/or brief instructor video lectures (max 15min ea. totaling approx. 30min in a given module). You may skip up to TWO initial response posts total and still earn full credit for Discussion Thread participation, as long as you DO post the minimum two brief responses to your classmates' posts on all threads.

A certain number of Carmen Discussion threads will be structured to offer the option of collaborative completion where you will be encouraged to discuss or work collaboratively with a partner or small group, and then your "initial post" will reflect the results of that discussion for all members of the group. This is meant to give you a space to forge connections with your classmates, but in order to accommodate students with particular scheduling, geographical, or communications technologies challenges, solo completion of such assignments will always be possible.

"Initial response"

An initial response is a text posting of 300-450 words *OR* a 3-4 minute (closed captioned) video recording responding DIRECTLY to MY seed question(s) for the module.

"Brief response"

In addition to the more lengthy initial response to my question(s), you are also required to respond to **two** of your **classmates'** posts more briefly and/or answer any questions posed to you. These responses are to be in written form.

-There is no word minimum for the brief responses: relatively brief but incisive questions may be extremely generative. What I expect is that you will intervene meaningfully in a way that advances the discussion. Simply saying you agree or disagree with the initial poster without giving rationale that offers a counter example or an additional example that expands upon the original post **does not** advance the discussion.

-You may of course respond more extensively and in more instances, should you feel inspired to do so.

Writing/Text vs. Video initial posting

Of the total modules, you **MUST** post an “initial response” **in writing** on a minimum of **three** threads, and you must post a “initial response of a **video recording** on a minimum of **three** threads. The remaining proportions of text/video are **up to you**. You may choose to focus on the skill set (written or verbal expression) that you feel you need to practice/develop or you may choose to stay with the type of intervention that is most speedy and comfortable for you.

Please note that while they are “informal,” neither written postings nor video recordings are meant to be a stream of consciousness ramble. You should present your ideas in an organized and clear fashion. Stream of conscious rambling and/or grossly a-grammatical and un-spellchecked posts will only earn partial credit. Incomplete posts earn partial credit reflecting their degree of completion (i.e. an initial post that is only half the minimum word count will earn 50%).

Rationale:

-On-line discussion is a place where **everyone** works at articulating their ideas/engaging course material (without the anxiety of speaking live and the potential technical frustrations or awkwardness of Zoom). Being able to express your ideas about the films we study both verbally and in writing is an expected learning outcome for this course, and on-line discussion is place for you to practice this.

-I require some initial post video recordings in order to help us all feel more connected, and to “humanize” our connection in the on-line environment by being able to visualize each other and better glean each other’s personalities in order to have better context for our conversations. If you are shy about speaking up in Zoom sessions, the recordings give you a space to practice oral expression of your ideas with the opportunity to re-record if you feel you were unclear.

-I require some initial posts in writing so that you all can practice articulating your ideas in written form, so that you have practice leading directly towards exams, which are all formal writing assignments.

Technical questions for recordings:

You can record yourself using whatever tool you wish as long as auto-closed captioning is included for accessibility. My students in spring 2020 found self-recording in CarmenZoom to be easy and self-explanatory: <https://osu.zoom.us>

A google doc with additional instructions can be found here:

https://docs.google.com/document/d/1yibCQ2FfBZfSkFiJ6n_qI8oHvvnvCYaaTg4ibSbumDVU/e/dit?usp=sharing

Audio-only recording option:

If you have connectivity or persistent technical issues with video recordings, I am willing to entertain the possibility of audio-only (with transcript included for accessibility to all).

On the “GRADING” OF CARMEN DISCUSSION THREAD POSTS: I consider ALL discussion thread posts to be “learning” assignments. That is to say, if you complete the assignment, you will learn something that moves your level of understanding forward from whatever point you are at. Homework and discussions are to be a space of (relatively!) anxiety-free reflection, where you can develop ideas and engage course materials *wherever you are at*. Through the assiduous completion of these assignments, your learning and understanding will deepen.

Thus, I **will not** evaluate individual Discussion thread assignments qualitatively against some external scale. If you complete the assignment in what appears to be a good faith effort (i.e. hit the minimum word counts/duration with complete, coherent, and grammatically correct sentences), and respond to your classmates’ posts with sincere engagement, you will earn 100% credit for the assignment.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Exams:** You must complete the midterm and final exams yourself. Because exams are take-home shorter and longer essay exams, they are, by definition, “open book.” Discussion of exam content with your classmates is permitted, at your discretion, but **the content and composition of answers must be your own.** Consultation of sources beyond assigned readings is not required, encouraged, or rewarded by higher grades, but should you choose seek supplemental information, remember that **all** consulted sources must be cited using MLA or Chicago style.
- **Written assignments:** Your written assignments, including discussion posts and exams should be your own original work. In formal assignments (exams), you should follow **MLA or Chicago** style to cite the ideas and words of your research sources. Discussion posts can simply refer to author and title in text (but give page number or link if you use a direct quotation). Work should be carefully proofread.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes opportunities for formal collaboration with your classmates in Zoom breakout, and to prepare weekly discussion posts. While study groups and peer-review of non-exam writing assignments is encouraged, comparing answers on exam is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

Reproducing words or ideas that you find in a book, a DVD, in another student's writing, or on a website (etc.), without indication through the use of quotation marks (in the event of direct citation) and crediting the source with full bibliographical information in a foot- or endnote is plagiarism.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Additional useful links:

If you are in need of any additional support in this class or for your studies in general, I am happy to give my own help where appropriate or help you to locate the appropriate university service or office to find this help

Information on general advising services as well as COVID-19 specific advising guidance can be found here: <https://advising.osu.edu>.

The Younkin Center offers a wide variety of tutoring, academic, career, and wellness services: <http://younkinsuccess.osu.edu>

If you are undergoing a situation that is having a broad impact on both your personal and academic life, the Student Advocacy Center can help you make and decisions about how to manage emergency or crisis (medical, financial, academic, etc.), as well as direct you where to

get targeted help in a specific aspect of a complex network of problems:

<https://www.advocacy.osu.edu>

Student Health Services information, scheduling, and other is available here:

<https://shs.osu.edu>.

Student services information is available here: <http://ssc.osu.edu>

COURSE SCHEDULE

Subject to minor revision. Should assigned readings, assignments or due dates change for any reason, such change will be announced in live Zoom sessions and posted to Carmen announcements as soon as possible.

PLEASE NOTE: Completing the Syllabus Quiz with a perfect score (you have unlimited attempts) is a prerequisite to accessing all course modules.

All instructor videos (mini-lectures of 15min max, with an average total of 30min of instructor video per module), readings, and *initial* discussion thread posts need to be completed PRIOR to your synch Zoom session in order to be prepared for discussion. Initial discussion responses posted AFTER your synch zoom session will earn only partial credit. Responses, queries, and additional contributions to discussion threads can be posted for full credit until 11:59pm on the day of the live Zoom Session for each module.

Individual instructor videos are accessed on Carmen and equal 15-30min total viewing time (longer topics are broken into separate segments). These are mini-lectures on historical context, introduction to important concepts, etc. As the modules unfold, I may also create additional videos covering “takeaways” from the previous module—alternately, “takeaway” points will be summarized in a text document that will be posted within 1 week-10 days of the end of a module.

Module 1: Introductions (Thursday, October 15 2020)

Instructor Video(s): Course introduction; What is *bande dessinée*?

No reading prior to Zoom session: review Syllabus and complete Syllabus quiz with a perfect score in order to access Module 1 (and all subsequent modules). You have unlimited tries to complete the Syllabus quiz.

Discussion thread: What is culture?

Zoom Session: Basic elements of analysis: Lewis & Trondheim cover

Module 2: Francophonie and comics (Tuesday, October 20, 2020)

Instructor Video(s): What is Francophonie?; The Samandal Collective; Elyon's

Readings: *Ça Restera entre nous* excerpts and *The Diary of Ebène Duta* excerpts, .pdfs on Carmen

Discussion thread: Comics style and formal analysis (Samandal & Elyon's); intersectionality

Zoom session: comparing and contrasting styles

Module 3: Allegory and History (Thursday, October 22, 2020)

Instructor video(s): Nations and Allegory, The Shoah

Reading: *The Beast is Dead* .pdf on Carmen

Discussion thread: zoomorphism and character

Zoom session: compare and contrast analysis

Module 4: Charlie Hebdo & Catherine Meurisse (Tuesday October 27, 2020)

Instructor Video(s): Catherine Meurisse, the Charlie Hebdo attacks

Reading: Catherine Meurisse, *Lightness*

Discussion Thread: trauma, art in comics

Zoom session: Meurisse's self-representation

Module 5: Auteurism (Thursday, October 29, 2020)

Instructor video(s): Contemporary French comics and the art world; auteurism and comics

Readings: Catherine Meurisse *The Great Outdoors* Kindle; Flinn, "Catherine Meurisse and the Gender of Art." Frederick Aldama, ed. *The Routledge Companion to Gender and Sexuality in Comic Book Studies*. .pdf on Carmen.

Discussion thread: autobiography and the comics auteur

Zoom Session: Meurisse's "signature"

Mid-term exam: Due to Carmen Tuesday, November 3, 2020, 11:59pm

Zoom session *Optional*: Open Q&A, review related to mid-term

Mid-term participation log due Nov 4, 11:59pm

Module 6: The "roman graphique"? (Thursday, November 5, 2020)

Instructor video(s): L'Association publishing house; The graphic novel and "legitimation"

Readings: David B, *Epileptic* .pdf excerpts on Carmen

Discussion thread: history and stories; disability

Zoom Session: page/sequence analyses history and stories

Module 7: Ecocriticism & anti-colonialism (Tuesday, November 10, 2020)

Instructor video(s): Ecocriticism, allegories, genre comics

Readings: Cailleteau & Vatine, *Aquablue* v. 1-2

Discussion thread: style and genre, anti-colonialist discourse

Zoom Session: page/sequence analyses

Module 8: War, family, and cultural memory (Thursday November 12, 2020)

Instructor video(s): Repetitions; bildungsroman, Lebanon

Readings: Zeina Abirached, *A Game for Swallows: To Die, To Leave, To Return* (Kindle)

Discussion Thread: select panel comparisons

Zoom Session: breakout group annotation and analysis exercises

Module 9: Remediating cultural memory (Tuesday, November 17, 2020)

Instructor video(s): Children's literature, cultural memory and mediation

+ listen to audio file of Catherine Billet visit to OSU in January 2019

Reading: Billet & Fauvel, *Catherine's War* (Kindle),

Discussion Thread: photography in *Catherine's War*

Zoom Session: color and b&w

Module 10: Documentary, Photography, & Comics (Thursday, November 19)

Instructor video(s): What is documentary?; Documentary and photography in comics

Readings: Emmanuel Guibert et al., *The Photographer: Into War-torn Afghanistan with Doctors without Borders* (paperback, .pdf excerpts on Carmen)

Discussion threads: photography and witnessing

Zoom session: images and historical truth

Module 11: Sex in the City? Intersectionality and female quartets (Tuesday, November 24)

Instructor video(s): Serial comics; Guest mini-lecture on female quartets, Michelle Bumatay, Florida State

Reading: Abouet & Oubrerie, *Aya: Life in Yop City* (paperback/.pdf excerpts on Carmen)

Discussion Threads: genre and gender; spaces and community

Zoom session: panel analysis of Yop City neighborhoods

Module 12: Review and Research methods (Tuesday, December 1, 2020)

Instructor video(s): Guest Mini Lecture: Alexandra Gueydan-Tudek Swarthmore College, on the Samandal Collective

Reading: additional excerpts of *Ça restera entre nous*

Discussion threads: collective authorship and political engagement

Zoom session: “diagnosing” research methods when reading and listening

Module 13: Conclusions (Thursday, December 3, 2020)

Instructor video(s): Summary questions

Reading: no new readings for today

Discussion threads: Summaries and closure

Zoom session: review

Final exam due during finals week, TBA

_ Recommended Reference works/course bibliography:

The Yale Film Analysis Website

<http://classes.yale.edu/film-analysis/>

This website contains all basic vocabulary needed for analysis of film form. You will not be tested on this vocabulary, but you will find it to be valuable reference when for discussion and writing in this course. You will use this website in particular to prepare certain Discussion thread posts, (notably the *découpage*).

Recommended French Film Histories

Alan Williams, *Republic of Images*

Powrie & Reader, *French Film: A Student's Guide*

Susan Hayward, *French National Cinema*

Temple & Witt, *The French Cinema Book*

Hayward & Vincendeau, *French Film: Texts and Contexts*

Other:

Timothy Corrigan, *A Short Guide to Writing About Film*

Bordwell & Thompson, *Film Art* (any edition)

Prof. Maggie Flinn (she/her/hers; they/them/theirs)
flinn.62@osu.edu
Office hours: WF, occasional M, by appointment

Mailbox: Hagerty 200
(Dept of French & Italian)
Office: Hagerty 224

FR 1802 Drawing culture:
***bande dessinée* in France and the Francophone world**
Spring 2020

Differing abilities: OSU Disability Services (098 Baker Hall; 614-292-3307) offers support and accommodations for students. Their policies and procedures can be viewed online (<https://slds.osu.edu>). If you are entitled to accommodations under ODS policies that require action on my part, including and especially if you have a condition whose typical accommodation would conflict in any way with course policies as detailed below, you are encouraged to make me aware of your situation in a timely fashion so that we can devise an appropriate plan for your situation.

Service animals are of course always welcome, as per the ADA.

Service animals in training and emotional support animals are also welcome by prior arrangement allowing me to verify that their presence does not pose a problem for other students.

Class meets: WF 2:20-5:05 Page Hall 20

Course topic overview

In this class we will study comic books and graphic novels of the Franco-Belgian tradition (“bande dessinée”), particularly as they engage in questions of the representation of cultures and identities. As a form of pop culture production, with both a specialized and eclectic readership, comics are a privileged location for addressing socio-cultural issues that often have a harder time breaking in to more highly regimented cultural spheres. Nonetheless, comics in the French-speaking world have attained a cultural legitimacy that makes them highly influential as an art form. We will read comics in English translation from a variety of French-speaking countries that deal with social issues such as race, immigration/migration, climate change, war, sexuality, disability, national identities, etc.

Caveat

Many of the *bande dessinée* on this syllabus contain at least some material that most people find disturbing or upsetting, perhaps seriously so: rape/sexual assault, war crimes, terrorist attacks, gun violence, genocide, mutilations, domestic abuse/violence, explicit racism/sexism/homophobia, etc. If this type of sensitive material is beyond your ability to discuss maturely and respectfully, this may not be a good class for you. If you have had experiences or mental health concerns that you know make it predictable that you will be unable to complete required reading or to participate in class discussions that venture onto particular topics, I would encourage you to speak with me privately (and sooner rather than later) so that we can consider the best way to navigate your situation.

Books:

Samandal collective, *Ça restera entre nous* (.pdf)

Elyon’s *The Diary of Ebene Duta* (Kindle)

Catherine Meurisse, *Lightness* (Kindle)

Catherine Meurisse, *The Great Outdoors* (Kindle)

David B., *Epileptic* (paperback/.pdf)

Cailleteau & Vatine, *Aquablue* v. 1 & 2 (.pdf)

Zeina Abirached, *A Game for Swallows: To Die, To Leave, To Return* (Kindle)

Billet & Fauvel, *Catherine’s War* (Kindle)

Emmanuel Guibert et al., *The Photographer: Into War-torn Afghanistan with Doctors without Borders* (paperback)

Étienne Davodeau, *The Initiaites* (Kindle)

Aboutet & Oubrerie, *Aya: Life in Yop City* (paperback)

Course Objectives

FR 1802 satisfies the Colleges of Arts and Sciences General education requirement for « Culture and Ideas » The College describes C & I goals and learning outcomes at <http://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes>

which reads « Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.” **And** “Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.”

In this class specifically, students will:

1. learn/practice techniques for examining graphic texts, gaining critical skills and developing the eye and ear (discussion, reading, HW).
2. broaden their knowledge of the culture and history of the France and Francophone world as represented through comics ([exposés], readings).
3. build knowledge of French and Francophone *bande dessinée* culture (reading, library visits, exposés).
4. speak and discuss as much as possible, asking questions for more information, developing verbal skills for expressing analysis and critique, reflect actively upon one’s skills and the quality of one’s verbal engagement (class discussion, participation log).
5. practice active listening (small and large group discussion).
6. be introduced to research techniques and methodologies for the study of *bande dessinée* (readings, class discussion).
7. develop writing skills through scaffolded exercises (take home exams), reflecting on structures and techniques of comics form through concise, clear argument.

Grades:

Presence and participation (can include in class-writing, quizzes*)	30%
Response papers and misc written homework*	10%
1 in class essay exam	20%
1 take home final exam	40%

*Response papers, homework, on-line quizzes, pop quizzes and in-class writing assignments will become MORE frequent if/when I feel a significant portion of the class is not coming prepared to discuss.

Grading Scale:

A	94+	C	76-73
A-	93-90	C-	72-70

B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	*D-	62-60
C+	79-77	E	59-0

*While I use “D-” for assignment grading to call your attention to near-failing work, the OSU grading system does not recognize this grade, so for the purposes of final grade reporting, 66-60 = D.

Homework :

Homework (“HW” on the weekly program) is assigned periodically in order to help you be prepared for class, to give you a low-stakes place to practice writing fluidity, and to focus on specific analytic tasks. HW assignments may be due on hard copy in class or electronically via Carmen, depending. HW is only “graded” complete, incomplete, or zero. Late homework is considered incomplete. Homework which is too difficult to understand because of too many grammatical errors will earn a zero.

You will NOT receive any kind of direct feedback on your homework, because the function of homework is mainly to prepare discussion and not to evaluate or assess your successful execution of a particular skill. If there is ever anything you have explored in homework that does not end up being an important part of class discussion and you wish to follow up, you are very welcome to make an appointment to come talk about your ideas with me one-on-one.

Please be sure to keep all hard and electronic copies of homework until the end of the semester, just in case of IT problems.

Presence and Participation:

Productive and thought-provoking class discussions depend upon your active participation: you should come to class prepared to comment on the assigned films/readings and to engage with your classmates’ ideas. In order to be prepared to contribute, I recommend that you take notes on what you watch and read. Attendance is expected in class (if you are not present you cannot participate), and I do take attendance, but my evaluation of your “presence and participation” **primarily is based upon my judgement of your attentiveness/engagement during class, the frequency, and above all the quality of your contributions to discussion.**

In order to help you be aware of your own participation, you are expected to keep a participation log (document available on Carmen—you can print and hand-write or fill out electronically, as you prefer). Your participation log is to be submitted as a homework assignment after 3 weeks of class and again as a separate assignment at the end of the semester.

If you miss class for any reason, it is your responsibility to verify (on Carmen, with your classmates, with me, *in that order*) that there have been no changes in upcoming assignments.

****Anything**** that prevents you from being able to participate in or engage with the goings-on of the class—sleeping, reading or sending text messages, surfing the web on a laptop, chronic tardiness, etc.—will negatively affect your presence and participation grade.

If you need to miss class due to serious illness, family emergency, job interviews, varsity sports travel, etc. please bring me documentation if it is feasible to do so (if you are uncertain about the feasibility of documenting an absence that you wish to be considered “excused,” contact me directly). Because my teaching style is heavily Socratic and course-learning is discussion-driven and thus **cannot** be replicated in the event of absences, **excessive excused absences will negatively affect your grade**. Conflicts with paid work or transit from another class are your responsibility to resolve or avoid, and chronic tardiness, particularly disruptive entrances or departures that distract myself and your classmates, will negatively affect your participation grade.

Extra Credit Assignments:

Extra credit assignments that allow you to make up unexcused absences or boost participation are periodically made available, typically when French or Francophone when relevant scholarly, or comics artist talks/events happen on campus, when French or Francophone films are screening at local venues, etc. **I put dates and requirements for earning the extra credit on Carmen as news items/announcements as I become aware of the events**. I will NOT create extra credit assignments just for you, especially not at the end of the semester. Extra credit assignments are factored into your participation grade first of all by “replacing” unexcused absences. If you do not have unexcused absences, then I take your EC into account in my qualitative evaluation of your participation. If you are very shy and do not like to speak during full group discussion, this is another way to give me a window into your thinking.

Policy on electronic devices: cell phones and other mobile devices, eReaders, tablets, laptops, etc.

Cell/smart phones may not be used for any form of communication or Internet consultation during class time. Please remember to set these devices to silent and leave them in your bag.

If you have downloaded a .pdf or ebook of a required reading to your eReader, iPad or laptop, you may consult this device during discussion of those readings only. However, because they tend to provide distractions to you and your classmates, you may not use an electronic device for notetaking in this class, and I expect these devices to be closed and/or stowed in your bag when not pertaining to discussion of readings.

Disregard for this policy on electronic devices will negatively impact your participation grade.

Academic Integrity:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic

misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so if you are in any doubt, review the *Code of Student Conduct* (specifically, the sections dealing with academic misconduct).

Reproducing words or ideas that you find in a book, a DVD, in another student’s writing, or on a website (etc.), without indication through the use of quotation marks (in the event of direct citation) and crediting the source with full bibliographical information in a foot- or endnote is plagiarism.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (<http://oaa.osu.edu/coam.html>)
- *Ten Suggestions for Preserving Academic Integrity* (<http://oaa.osu.edu/coamtensuggestions.html>)
- Indiana University plagiarism test <https://www.indiana.edu/~istd/test.html>.

The **MLA and Chicago Manual of Style** are the two reference systems that are by far the standard for the fields of both French/Francophone and Film Studies. We will discuss appropriate/effective stylistic integration of citations and bibliographic information in your prose as a part of the paper writing process. If you do not already own or habitually use another style guide (for ex, APA), I strongly recommend **either MLA or the Chicago Manual of Style**, and the most recent edition is typically preferred. However, I am MUCH more concerned with **complete and consistent** inclusion of bibliographic information than I am with what style guide you follow.

Sexual misconduct:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

In this classroom, there are MANY diverse experiences, identities, and levels of expertise on various topics—some of these differences are perceptible and/or will be voluntarily shared, others are/will not be. I see all of these as an asset to the classroom environment and to our shared process of learning. One thing I will encourage you all to recognize is that identity, experience, and expertise are not the same thing (although they may overlap). Identity, experience, and expertise all inform and enrich our interaction with works of art and with ideas, but they can also be limitations. Our job is simultaneously to recognize this richness and learn to navigate our limitations such that we undertake and produce interesting, responsible, sensitive scholarship.

Weekly Program

W 26 Feb: Introduction

Activities using Excerpts from Carmen .pdfs and projections

Ça restera entre nous, This woman's work

F 28 Feb—Elyon's *The Diary of Ebene Duta*, then BICLM gallery visit (gallery HW, due to Carmen BEFORE class on Wednesday 3/18)

Feb 28-29 Conference at Billy Ireland Cartoon Library and Museum (HW due in class 3/4 OR make up HWs based on conference recordings, due after Spring Break, **TBD**)

<https://library.osu.edu/events/drawing-gender-women-and-french-language-comics>

W 4 Mar Catherine Meurisse, *Lightness*

F 6 Mar Catherine Meurisse, *The Great Outdoors*

Spring Break

W 18 Mar David B. *Epileptic*

(gallery HW, due to Carmen BEFORE class on Wednesday 3/18)

F 20 Mar In class exam

M 23-27 Turn in Participation Log

W 25 Mar *Aquablue* via .pdf

F 27 Mar BICLM reading room visit

W 1 Apr Abirached, *A Game for Swallows: To Die, To Leave, To Return*

F 3 Apr Billet & Fauvel, *Catherine's War* **early dismissal**

HW: based on recording listening

W 8 Apr Guibert et al, *The Photographer* + article tbd

F 20 Apr Davodeau, *The Initiates* + article tbd

W 15 Apr Abouet & Oubrerie, *Aya of Yop City*

F 17 Apr No Class

M 20 Apr Take Home Exam due

GE Culture and Ideas – Assessment PlanFR 1802

Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded question on exams ¹	Opinion survey ²
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded question on exams	Opinion survey

¹ Two questions on the final exam will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

1. Analyze how repetition (of themes, of actions, of graphic elements, of expressions) is used in *The Diary of Ebène Duta* in order to express the protagonist’s experience as an African student studying in Belgium and the type of social commentary and/or critique the cartoonist is making in this text. Base your answer in specific examples and do not make generalizations. [Specific text and cultural theme will change semester to semester to ensure academic integrity.]
2. How did the allegorical representation of Nazism in Dancette and Calvo’s *The Beast is Dead* attempt to intervene in the ways that French comics readers constructed their national identity at the time of the Liberation. [Specific comic and historical moment will change semester to semester in order to ensure academic integrity.]

Explanation of level of student achievement expected:

In general, for the embedded exam questions, success means that 85% of students earn at least 85% on these questions.

² At the end of the semester, each student will be asked to fill out the following opinion survey (next page), which contains specific questions asking to what extent each student has achieved the GE expected learning outcomes.

Opinion survey for the GE Culture and Ideas

Please select the response that best reflects your experience in this course.

As a result of this course I...	strongly agree	agree	disagree	strongly disagree
am able to analyze and interpret major forms of human thought, culture, and expression, specifically comics of the Francophone world.				

Please explain:

As a result of this course I...	strongly agree	agree	disagree	strongly disagree
able to evaluate how ideas as there are articulated in French-language comics influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.				

Please explain:

Explanation of level of student achievement expected:

We expect the average of all responses to be between 3-4.

Description of follow-up/feedback processes:

At the end of the course, we will analyze a random sample of the embedded exam questions to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: French 1802

Instructor: Margaret Flinn

Summary: Comics and Culture

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen Discussion Board • Carmen Wiki • Zoom • OSU film library
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 7/20/20

- Reviewed by: Ian Anderson

Notes: This looks good!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.