

Term Information

Effective Term Autumn 2021
[Previous Value](#) [Spring 2021](#)

Course Change Information

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

- 1) We are requesting to change the title of the course to "Comics and Culture."
- 2) We are requesting to change the level of this course to 2000 (and thus update the number to 2801).

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

- 1) The new, more specific title better reflects the expertise of our faculty, and fits well into the variety of courses available to students in our programs and other students.
- 2) A rationale for the level change is attached.

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)?

With the level change, this course will also count towards the French major and the French and Francophone Studies major. Updated curriculum maps for both majors are attached.

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	2802
Previous Value	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	This course examines 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
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	
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	<ul style="list-style-type: none">• Examination of comic books and graphic novels of the "Franco-Belgian tradition" ("bande dessinée" or BD) and how they engage in questions of the representation of cultures and identities
Previous Value	<ul style="list-style-type: none">• <i>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.</i>
Content Topic List	<ul style="list-style-type: none">• French comic books and graphic novels• Representations of cultures and identities• Comic books as a form of pop culture• Francophone socio-cultural issues

COURSE CHANGE REQUEST
2802 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/03/2021

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

Yes

Previous Value

No

Attachments

- French 2802 Syllabus.docx: Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)
- Rationale for 2802.docx: Rationale for level change
(Other Supporting Documentation. Owner: Afanasyeva, Sofya)
- BA FFS Curriculum Map Jan 26 2021.docx: FFS Major Curriculum Map
(Other Supporting Documentation. Owner: Afanasyeva, Sofya)
- BA French Curriculum Map rev. Jan 26 2021.docx: French Major Curriculum Map
(Other Supporting Documentation. Owner: Afanasyeva, Sofya)
- French 2802 Concurrence English.pdf: Concurrence Department of English
(Concurrence. Owner: Afanasyeva, Sofya)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva, Sofya	02/01/2021 02:10 PM	Submitted for Approval
Approved	Renga, Dana	02/01/2021 02:11 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/03/2021 08:50 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/03/2021 08:50 PM	ASCCAO Approval



FR 2802

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: by appointment via Zoom or telephone, 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 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.

COVID-19 Statement:

Students who need to miss Zoom class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other

reasons are expected to contact me as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

Course learning outcomes

GE Culture and Ideas Goals and Outcomes

Course Objectives

FR 2802 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 2802 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 (Zoom or 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, formal paper), reflecting on structures and techniques of comics form through concise, clear argument.

Course requirements (grading):

Presence & Participation in Synchronous Zoom sessions: 20%

(of which, 10% attendance, 10% quality of contribution, including submission of mid-term and final participation logs)

Participation in Carmen Discussion Threads, 1 per module (4 total): 50%

(40% = based on completion, with no qualitative evaluation; 10% = self-graded self-evaluation)

Formal Paper (5-7 pg) 30%

(3 required steps: thesis approval, thesis + initial paragraph draft submission, final version)

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 are required synchronous Zoom on Tuesdays and Thursdays for every 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. Because two, 2h40min zoom sessions is a VERY heavy Zoom concentration load, *some* of that 5h20 will be replaced with asynchronous discussion thread activities. As of the beginning of our 7-week session, I anticipate running Zoom sessions for the full class from 2:30-4 OR 4:30pm on both days, while evaluating the possibility of completely cancelling 2-3 Zoom sessions spread over the modules, keeping the full group together for bi-weekly 90min sessions, or breaking the full class into two groups each of which would meet for twice weekly 60min sessions.

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 four **modules** that are released roughly weekly ahead of due dates. Students are expected to keep pace with module 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. Since AU 2020 offered is a 7-week course, this means you should expect around 6 hours of preparation and “homework” + 5h20 of “in class” time (some of which will be spent on asynchronous activities).

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 1-3 TIMES PER MODULE**

You are expected to log in to the course in Carmen at least 1-3 times 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 Zoom session or even module of class, discuss it with me *as soon as possible*. Please note that because this is an intensively-paced 7-week class, one Zoom class segment is equally to 1 normal class week, and one module = approximately two weeks of work on a normal 14 week schedule.

- **Participation in Live Zoom session for attendance:**

Attendance/participation in the synchronous sessions may occur through video/audio, or through text-based chat. Synchronous sessions will NOT be recorded because they are based on active participation and a lot of breakout room work, so the only way that “make-up” participation can be earned is by alternative written work.

- **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 times per module as part of our substantive class discussion on the week's topics, once as a lengthier response to an initial “prompt”, and twice in response to your classmates' posts and/or queries.

COURSE MATERIALS AND TECHNOLOGIES

READINGS

Readings are all available electronically primarily as Kindle editions available to purchase through amazon.com, but some are available as .pdfs. Normally, I strongly encourage the use of print editions when they are available. If you prefer order hard copies of the *bandes dessinées*, for some books, these may be purchased various on-line booksellers such as Bookshop.org, but it is your responsibility to procure these copies BEFORE your assignments are due, and given COVID-19 shipping unpredictability, the fact that even used print editions are more expensive than their Kindle counterparts, AND the fact that Thompson library is not

currently doing closed reserve, it is very hard for me to see print editions as a good or viable idea for most people this semester.

Books:

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

https://www.amazon.com/Game-Swallows-Return-Single-Titles/dp/157505941X/ref=sr_1_1?dchild=1&keywords=abirached+game+for+swallows&qid=1602520746&sr=8-1

- Billet & Fauvel, *Catherine's War* (Kindle) https://www.amazon.com/Catherines-War-Julia-Billet/dp/0062915592/ref=sr_1_1?crid=M84HBR63TLJG&dchild=1&keywords=catherine%27s+war+julia+billet&qid=1602520780&srefix=Catherine%27s+war%2Caps%2C170&sr=8-1

https://www.amazon.com/Catherines-War-Julia-Billet/dp/0062915592/ref=sr_1_1?crid=M84HBR63TLJG&dchild=1&keywords=catherine%27s+war+julia+billet&qid=1602520780&srefix=Catherine%27s+war%2Caps%2C170&sr=8-1

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

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

- Davodeau, Etienne, *The Initiates* (Kindle)

https://www.amazon.com/Initiates-Comic-Artist-Artisan-Exchange/dp/1681121336/ref=sr_1_1?dchild=1&keywords=davodeau+the+initiates&qid=1602520806&sr=8-1

- Elyon's *The Diary of Ebène Duta*, volume 1 (Kindle) https://www.amazon.com/LVDD-Diary-Ebene-Duta-dEbène-ebook/dp/B01LXOYGTD/ref=sr_1_1?dchild=1&keywords=the+diary+of+ebene+duta&qid=1602520646&sr=8-1

https://www.amazon.com/LVDD-Diary-Ebene-Duta-dEbène-ebook/dp/B01LXOYGTD/ref=sr_1_1?dchild=1&keywords=the+diary+of+ebene+duta&qid=1602520646&sr=8-1

- Meurisse, Catherine *Lightness* (Kindle) https://www.amazon.com/Lightness-Meurisse-Catherine-ebook/dp/B07DKFJWBD/ref=sr_1_1?dchild=1&keywords=meurisse+lightness&qid=1602520674&sr=8-1

https://www.amazon.com/Lightness-Meurisse-Catherine-ebook/dp/B07DKFJWBD/ref=sr_1_1?dchild=1&keywords=meurisse+lightness&qid=1602520674&sr=8-1

- Meurisse, Catherine *The Great Outdoors* (Kindle) https://www.amazon.com/Great-Outdoors-Catherine-Meurisse-ebook/dp/B08294FGHT/ref=sr_1_1?dchild=1&keywords=meurisse+great+outdoors&qid=1602520693&sr=8-1

https://www.amazon.com/Great-Outdoors-Catherine-Meurisse-ebook/dp/B08294FGHT/ref=sr_1_1?dchild=1&keywords=meurisse+great+outdoors&qid=1602520693&sr=8-1

Course technology

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](#)
- Occasionally other free/open access OR OSU-provided software (E.g. Google Docs, Goodle Drawing, Mindmeister, etc.)

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.
- A tablet, e-reader, laptop or desktop, is the best way to read the books for this class. DO NOT attempt to read on a cell phone... taking in/analyzing a full page or double-page spread is nearly impossible on that small of a screen.

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>
- For Kindle 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 to 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)**.

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. If you do not use video, you will have to put in extra effort to participating **actively** via the Chat. 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 one unexcused absence** from synchronous Zoom sessions without question or penalty, no make-up needed.
- In the event of illness or other issues that prevent you from participating live in Synchronous sessions, participation may be made up by alternate written or video assignments. Make up responses must be timely—contact me in the event of needing to make up participation and we will arrange an appropriate assignment and 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 participation credit, you are required to complete TWO assignments logging and reflecting upon your active participation (one due at “mid-term”, one due at the end of the semester). These assignments are not qualitatively graded, but you will lose credit for not completing them.

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.

5-7 page Formal paper:

Clear, competent, careful, clean writing is essential.

All intermediate assignments (which are scaffolded to help you advance through the writing process) of your paper will be DUE VIA CARMEN, and the final version will need to be submitted in .doc, .docx or .pdf file formats. **Include your last name as part of the file name AND in the file.**

PAPERS WILL BE ACCEPTED EARLY, BUT WILL NOT BE ACCEPTED LATE WITHOUT EXPLANATION. Scaffolded “stage” assignments (thesis, initial body paragraphs) are due on a rolling basis throughout a window of time.

Thus, the majority of conflicts with other class assignments or minor illnesses will not constitute sufficient cause for an extension. However, if you have any kind of situation arise, you should **contact me immediately** (for example, multiple other major assignments, serious illness, basic overwhelmedness from Kooky Covid Semester #2, etc.)—if you do not contact me, I cannot help you.

Rationale:

Papers 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).

Carmen Discussion Threads:

There is a Carmen Discussion Thread for each of the four modules that combines discussion of all texts for that module (so all initial readings are to be completed before the beginning of the module). Carmen discussion threads are typically seeded by a set of questions I pose related to the books central to the module, assigned readings, and/or possibly brief instructor video lectures.

Initial Discussion thread posts have a default deadline the day **before** the first Zoom session of the module. Discussion thread posts are designed to prepare you for the entire module's discussions by giving you a framework for active reading, ensuring you complete the reading before class (if you have not completed the reading, you cannot actively and effectively participate) and processing what you have read in order to be "primed" for productive discussion. Being able to spot check However, in order to offer you some flexibility in scheduling juggling: you may post up to TWO (=half!) of your initial discussion thread posts before the SECOND Zoom session of before the first one, with no questions asked. If you are exercising that option, you STILL need to have completed ALL reading of primary texts prior to the FIRST Zoom session in order to be prepared for class discussion.

I *will* accept late discussion thread posts: a. they are an important part of your active learning, even if they will be less effective if done later in or after the module, and b. you will need to complete all of these in order to effectively do your self-evaluation at the end of the class. Because late discussion thread posts may correspond to disruption of Zoom structures, however, I may award only partial credit in the case of unexplained, excessive, and chronic lateness.

Some Carmen Discussion threads will be structured to offer (but will NOT require) 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 if in order to accommodate students with particular scheduling, geographical, or communications technologies challenges, solo completion of such assignments will always be possible.

"Initial response"

A typical initial response is a text posting of 800-1000 words **OR** a 4-6 minute video recording responding DIRECTLY to my seed question(s) for the module. This will vary, however—some weeks I will have you use some alternative formats/tools in order to have you engage course materials and ideas in different ways.

"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 **ONE** threads, and you must post a “initial response of a **video recording** on a minimum of **ONE** threads. The remaining proportions of text/video are **up to you, although portions of the discussion thread activities will NEED to be written because of the tools we will use.** 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:

-Online 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 texts we study both verbally and in writing is an expected learning outcome for this course, and online 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. My students other courses have found self-recording in CarmenZoom to be easy and self-explanatory.

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.

SELF-EVALUATION: *I* will not evaluate your discussion posts qualitatively, because they are meant to be a learning assignment, however 10 of the 50% total of the grade dedicated to the discussion threads will be a qualitative self-evaluation, where you will assign your own letter grade to the process of your learning through your engagement in the discussion thread tool, following a rubric that I will provide to you.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Papers:** You must complete the papers yourself. Papers are by definition, an “open book” assignment. Discussion of paper with your classmates is permitted, and in fact we will be using a fair amount of peer feedback both in Zoom and via Carmen, but **the argument and composition of the paper must be your own.** Papers are meant to be “close readings” and not “research papers,” so 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.
- **All 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. Study groups and peer-review of formal writing assignments is encouraged—we

will do some group peer-review activities in Zoom sessions. 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 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 final live Zoom Session for each module.

Individual instructor videos (most frequently used for “takeaways”) are accessed on Carmen. 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.

Introductions,

Thursday, October 15, 2020, 2:30-4:30 First Zoom Session

No reading prior to first Zoom session: review Syllabus and 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.

First Zoom Session: Introductions, Basic elements of analysis, Lewis & Trondheim cover, possibly Beast & Catherine’s War pages

Module 1: Cultural memory and its remediations

Module 1 Readings: Dancette & Calvo, *The Beast is Dead* .pdf on Carmen

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

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

Discussion thread 1 post due Monday October 19, 11:59pm

Topic: What is culture? What is cultural memory? Articulating culture in form.

Zoom Tuesday, October 20, 2020

Expected topics: compare and contrast analysis, color and b&w, photography, zoomorphism and character

Zoom Thursday, October 22, 2020

Expected topics: Nations and Allegory, The Shoah, Children's literature, cultural memory and mediation

Discussion thread closes Thursday, October 22, 11:59pm

Module 2: Ecocriticism & Cultural identities ***"Mid-term" participation log due by right after this module**

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

Etienne Davodeau, *The Initiates* (Kindle)

Initial Discussion thread post due October 26, 2020, 11:59pm

Page analysis exercise

Zoom Tuesday October 27, 2020: style and genre, documentary realism, sci-fi allegory, anti-colonialist discourse, environmentalism/ecocriticism

Zoom Thursday, October 29, 2020: page/sequence analyses, thesis statements 1

[Tuesday, November 3, 2020] Election Day: No class

Zoom Thursday, November 5: thesis statements 2

Zoom Friday, November 6, midterm participation log due

Module 3: Catherine Meurisse, Comics Art & Auteurism

Readings: Catherine Meurisse, *Lightness* (Kindle)

Catherine Meurisse *The Great Outdoors* (Kindle)

+ Links to info about *Charlie Hebdo* attacks

+ Sylvain Lesage video

Initial Discussion thread post due Monday November 9, 11:59pm:

Concept mapping Catherine Meurisse's style and themes

Zoom Tuesday, November 10: auteurism, Meurisse's signature, auto-biography

Zoom Thursday November 12: Art works, trauma

Zoom Tuesday, November 17: gender politics

Discussion thread closes Tuesday Nov 17, 11:59pm

Module 4: Immigration, family, and cultural memory

Readings:

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

Elyon's *The Diary of Ebène Duta* (Kindle)

Initial Discussion thread post due Wednesday November 18, 11:59pm

Introduction to scholarly work, summaries

Zoom Thursday, November 19, buildungsroman, repetitions

Zoom Tuesday, December 1, paper peer editing/sequence analysis

Zoom Thursday, December 3, sequence analyses

Discussion Thread closes, Thursday December 3, 11:59pm

Friday December 4: Final participation log due

Paper due during finals, date TBA

Dear Curriculum Committee,

We are requesting to raise the level of the course currently offered as French 1802 and offer it in the future as French 2802. The course has been offered twice at the 1000 level and the instructor feels that it has been too challenging for many students (further explanation of this is below). Because the content of the course would not change – rather the new level would reflect the current content and rigor – we are unable to provide both a before and after syllabus. The attached syllabus demonstrates how the course would be taught at the 2000 level.

At the 2000 level, this course would also count towards our French and French and Francophone Studies majors, and we feel that our students would benefit from studying this body of text. The faculty member who usually teaches this course is unable to offer both this course and a 3000-5000 level course on this topic. If available at the 2000-level, students in our majors would have the option of studying this topic. We think that as taught, it is demanding enough for our majors to count as one of their courses in English.

The rigor of this course is more suitable for a 2000 level course than a 1000 level course for the following reasons:

- 1) It is relatively writing intensive: the course has both substantial discussion thread posts for each module and a scaffolded analytical paper. This makes it significantly challenging for first year students who did not arrive at OSU with advanced standing in composition and may not yet have completed OSU's first level writing course requirement.
- 2) The reading includes secondary sources in comics/French and Francophone cultural studies, as well as primary readings of graphic novels. This is also challenging for 1000 level. The secondary readings are of particular benefit for our majors because they often do not get exposed to much secondary reading in their courses offered in French until the 4000/ 5000 level (because of the need to maintain discussion in the target language and because doing primary reading in the target language is already more challenging as is). This kind of course allows majors to be exposed to more formal disciplinary training and research methods earlier in their academic careers.
- 3) Both the reading and writing aspects of this course are additionally challenging for international students who might be completing ESL composition requirements during their first year. Offering the course at the 2000 level might signal to such students that they would benefit more from this course after having completed ESL requirements.
- 4) This course is quite analogous to French 2801: French cinema. They are in different GE categories, but similar in terms of expectations and assignments. Thus, changing 1802 to 2802 would also bring it in line with other offerings.

For the reasons listed above, we believe that this course should be offered at the 2000 level. Please let us know if more information is needed.

Sincerely,

Sonya Afanasyeva and Maggie Flinn

Subject: FW: Concurrence Request - French 1802: Comics and Culture
Date: Thursday, August 20, 2020 at 1:53:06 PM Eastern Daylight Time
From: Renga, Dana
To: Flinn, Maggie, Afanasyeva, Sonya

FYI!

From: "Warhol, Robyn" <warhol.1@osu.edu>
Date: Thursday, August 20, 2020 at 1:51 PM
To: AAIS-List-Serve <renga.1@osu.edu>
Subject: Re: Concurrence Request - French 1802: Comics and Culture

Hi, Dana—

Yes, Jared's approval is what counts at this end. Therefore the English department concurs.

Thanks!

Robyn

Robyn Warhol
Arts & Sciences Distinguished Professor and Chair
Department of English
The Ohio State University
Cell: (614) 370-4310

From: Renga, Dana <renga.1@osu.edu>
Sent: Saturday, August 15, 2020 2:35:11 PM
To: Warhol, Robyn <warhol.1@osu.edu>
Subject: Concurrence Request - French 1802: Comics and Culture

Dear Robyn,

Hello! I hope that this finds you well and we swiftly approach this crazy semester.

I write to ask concurrence from English for a change in title and content of a course in French. The new title is French 2802: Comics and Culture. I've attached the projected syllabus.

Maggie Flinn (the instructor) was already in touch with Jared about this, and I include their exchange below where he supports this change in title and content.

In keeping with the two week concurrence response timeline, we are requesting a response by Saturday, August 29.

Many thanks! Dana

From: "Gardner, Jared" <gardner.236@osu.edu>

Date: Monday, June 8, 2020 at 5:49 PM

To: "Flinn, Margaret C." <flinn.62@osu.edu>

Subject: Re: Renaming a GE

To my eyes, the fact that it is in French and Italian signals a primary emphasis on francophone comics, which the description will only underscore. And "comics" belongs to no unit (except the Billy Ireland). So treat this as my preemptive concurrence, if concurring is still a think 😊

j

French and Francophone Studies Major Curriculum Map

Goal 1: Students will critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, film, music, and social and political structures. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students demonstrate their level of proficiency in French by achieving an acceptable score on a test measuring skills in reading, writing, listening, and speaking French.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or International Studies, to contextualize and critically interpret French and Francophone issues, movements and/or significant contributions.

B = basic I = intermediate A = advanced

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	
2101	I	I	
3101	I	I	
Elective FR, IT, or FRIT courses taught in English			
FRIT2061	B		
2501 (GE)	B		
2801 (GE)	B		
2802 (GE)	B		
FRIT3052	I		
3301	I		
3801 (GE)	I		
4690	A	(A if in a French-speaking context)	
IT5051	A		
FRIT5061	A		
Elective FR			

courses taught in French			
3102	I	I	
3103	I	I	
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3701	I	I	
4100	A	A	
4401	A	A	
4402	A	A	
5103	A	A	
5104	A	A	
5105	A	A	
5201	A	A	
5202	A	A	
5203	A	A	
5204	A	A	
5205	A	A	
5206	A	A	
5401	A	A	
5402	A	A	
5403	A	A	
5701	A	A	
Extra- departmental courses			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
5957.02	A		A
Film Studies:			
3660	I		I
4640	A		A
4650	A		A
4670H	A		A
4895	A		A
Geography:			
5601	A		A
History:			

2203	B		B
2302	B		B
2303	B		B
3249	I		I
3250	I		I
3263	I		I
3270	I		I
3301	I		I
3304	I		I
3306	I		I
3308	I		I
3552	I		I
3798.06	I		I
History of Art:			
3611	I		I
4050	A		A
4421	A		A
4550	A		A
5001	A		A
5611	A		A
5612	A		A
5621	A		A
International Studies:			
2000	B		B
3350	I		I
4515	A		A
4534	A		A
4800	A		A
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Arabic:			
2241	B		B
2702	B		B
Near Eastern Languages and Cultures:			
3201	I		I
3501	I		I
Philosophy:			
3230	I		I
3261	I		I
5261	A		A
Political			

Science:			
3290	I		I
3596	I		I
3910	I		I
4200	A		A
4210	A		A
4214	A		A
4332	A		A
4285	A		A

French and Francophone Studies Major Curriculum Map

Goal 1: Critical Analysis – Students demonstrate the ability to critically read and analyze texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly and persuasively without cultural bias or stereotypes.

Goal 2: Language Proficiency – Students demonstrate at least an Advanced Low level of proficiency in reading and at least an Intermediate High level in writing, listening, and speaking French. We strive for Advanced Low in all four skills, but we recognize that a more realistic outcome in writing, listening, and speaking is Intermediate High.

Goal 3: Intercultural Competence – Students demonstrate the attitudes (respect, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve their goals to some degree in any context

B = basic I = intermediate A = advanced

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	B
1102 (GE)	B	B	B
1103 (GE)	B/I	B/I	B/I
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	B/I
2101	I	I	I
3101	I	I	I
Elective FR, IT, or FRIT courses taught in English			
2501 (GE)	B		B
FRIT2061	B		B
2801 (GE)	B		B
2802 (GE)	B		B
3301	I		I
FRIT3052	I		I
3801 (GE)	I		I
4690	A	(A if in a French-	A

		speaking context)	
IT5051	A		A
FRIT5061	A		A
Elective FR courses taught in French			
3102	I	I	I
3103	I	I	I
3201	I	I	I
3202		I	I
3401	I	I	I
3402	I	I	I
3403	I	I	I
3501	I	I	I
3502	I	I	I
3701	I	I	I
4100	A	A	A
4401	A	A	A
4402	A	A	A
5103	A	A	A
5104	A	A	A
5105	A	A	A
5201	A	A	A
5202	A	A	A
5203	A	A	A
5204	A	A	A
5205	A	A	A
5206	A	A	A
5401	A	A	A
5402	A	A	A
5403	A	A	A
5701	A	A	A