
Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Ethnic Studies
Fiscal Unit/Academic Org Center for Ethnic Studies - D0205
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3408
Course Title Disaster, Displacement and Recovery in 21st Century Latinx Graphic Narratives
Transcript Abbreviation LatinxGraphicNarr
Course Description This course explores notions of disaster, forced displacement, crisis and recovery in Latinx graphic narratives of the 21st century. Students will experience comics as a unique and full-bodied communication form putting special emphasis on non-fictional comic art created, produced, and distributed by Latinx-identified multidisciplinary sources and independent artists.
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? 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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0200
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Migration, Mobility, and Immobility

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

- Students become familiar with Comic Studies, which includes interdisciplinary perspectives in the arts, the humanities, and the social sciences.
- Students develop an analytical approach Latinidad, Latinx Studies and Latinx graphic narratives.
- Students engage in productive dialogue about disasters and recovery in Latinx communities.
- Students respond to the complexities of contemporary enduring systemic issues using literacy tools, research skills, creative thinking, and analysis of visual products.
- Students will connect through comics with diverse ideas and with people whose experiences differ from their own and that may be separated by time, space, race, or culture.
- Students will create and produce a personal graphic narrative.

Content Topic List

- Latinx Studies
- graphic narrative
- comic studies
- hazards
- colonization
- memory
- American-life experiences
- non-conforming gender identity
- multilingualism
- indigeneity

Sought Concurrence

Yes

Attachments

- NEW-ETHNSTD 3408 Syllabus. Disaster, Displacement and Recovery in Latinx Comics-REV_FDB-20240314.docx
(Syllabus. Owner: Spitulski, Nicholas M)
- FDB Latnx Comics - GE MMI.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)
- Re_ Center for Ethnic Studies Concurrence Request - ETHNSTD 3408 - Disaster, Displacement and Recovery in Latinx Graphic Nar.pdf
(Concurrence. Owner: Spitulski, Nicholas M)
- Re_ Center for Ethnic Studies Concurrence Request - ETHNSTD 3408 - Disaster, Displacement and Recovery in Latinx Graphic Nar.pdf
(Concurrence. Owner: Spitulski, Nicholas M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	03/15/2024 01:08 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	03/15/2024 03:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/21/2024 08:51 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/21/2024 08:51 AM	ASCCAO Approval

Ethnic Studies – (ETHNSTD 3408) Spring 2025
Disaster, Displacement and Recovery in 21st Century Latinx Graphic Narratives

Instructor: Fernanda Díaz-Basteris, Ph.D.

Email: diaz-basteris.1@osu.edu

Office Hours: 258 Hagerty Hall - Tuesday and Thursday 10 am

Class Meetings: Lecture - Tuesday and Thursday 11.10 am – 12.30 pm.

Location: Eisner Room at the Billie Ireland Cartoon Library and Museum

Class Number: ETHNSTD 3408

Course Description. Students taking this class will experience comics as a unique and full-bodied communication form putting special emphasis on non-fictional comic art created, produced, and distributed by Latinx-identified multidisciplinary sources and independent artists. This course explores notions of disaster, migration, forced displacement, immobility, crisis and recovery in Latinx graphic narratives. The syllabus includes Comic Studies and Latinx Studies scholarship that moves beyond textual epistemologies to decentralize history, politics and borders through personalized stories. Comics are visual products that cultivate sophisticated types of verbal-visual literacy. Latinx comics produce novel accounts of Latinidad beyond the academy and can also teach us about the institutionalization of Latinx Studies. The analytic materials covered in this course explore diverse themes such as hazards, colonization, memory, American-life experiences, non-conforming gender identity, multilingualism, and the indigenous past. In addition to studying comics, students taking the class will also understand this medium by creating a personal graphic narrative. Prior drawing experience is not required. Students will embark on the adventure of reading and creating individual storytelling. By the end of the course, students will have produced their own comic and analyzed one or two Latinx graphic narratives.

This course fulfills the **GE category “Themes”**, under the topic of **“Migration, Mobility and Immobility”**. Through an interdisciplinary approach this course will the underlying structural causes of migration, mobility and immobility; the socio-political, economic, environmental, and cultural phenomena contributing to and resulting from migration, forced displacement, incarceration, disability, or flight; people’s hopes and fears about staying or going; and the forms of artistic expression that explore these conditions.

The Goals of this “GE Themes, Migration, Mobility and Immobility” course are:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

4. Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

“GE Themes, Migration, Mobility and Immobility” Expected Learning Outcomes:

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
- 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
- 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

This course addresses these goals and expectations by a.) exposing students to significant works of cultural production—including graphic memoirs, autobiographical comics, short webcomics, comic poetry, graphic novels, documentary films, and personal and scholarly essays—while enabling students to hone their skills in the arts of critical thinking, reading, and writing; and 2.) foregrounding the importance of race, class and gender as part of the social differences of local, national, and global communities experiencing disaster, migration and immobility.

Comics Studies Expected Learning Outcomes:

- Students will become familiar with Comic Studies, which includes interdisciplinary perspectives in the arts, the humanities, and the social sciences.
- Students will develop an analytical approach to Latinidad, Latinx Studies and Latinx comics.
- Students will engage in productive dialogue about disaster and recovery among Latinx communities.
- Students will respond to the complexities of contemporary enduring systemic issues using literacy tools, research skills, creative thinking, and analysis of visual products.
- Students will connect through comics with diverse ideas and with people whose experiences differ from their own and that may be separated by time, space, race, or culture.
- Students will create and produce short comics.

Required Books (available through OSU Libraries).

Your Brain on Latino Comics by Frederick Luis Aldama. 2009.

Latinx Comic Book Storytelling. An Odyssey by Interview. Frederick Luis Aldama. 2016

With Great Power Comes Great Pedagogy. Teaching, Learning, and Comics edited by Susan E. Kirtley, Antero Garcia, and Peter E. Carlson. 2020

Keywords for Comics Studies. Edited by Ramzi Fawaz, Shelley Streeby and Deborah Elizabeth Whaley. NYU, 2021.

Tales From La Vida. A Latinx Comics Anthology. Frederick Luis Aldama. 2018.

Migra Mouse: Political Cartoons on Immigration. Lalo Alcaraz. 1993- 2004.

Frontera. Julio Anta and Jacoby Salcedo. 2023.

Drawing Deportation by Silvia Rodríguez Vega. 2023

Temporada. Rosaura Rodríguez. 2022

María. Rosa Colon. 2018

Puerto Rico Strong: A Comics Anthology Supporting Puerto Rico Disaster Relief and Recovery Marco Lopez and Desiree Rodríguez. 2018.

Cuba: My Revolution by Inverna Lockpez and Dean Haspiel. 2010.

Spit and Passion by Cristy Road. 2012.

Drawing on Anger by Eric J García. 2018

City of Clowns. Daniel Alarcon and Sheila Alvarado. 2015

Sí Se Puede. Julio Anta and Jacoby Salcedo. 2024.

Grade Distribution

Assignments	Grade distribution
Active Learning. Attendance, Check- In, and participation	15%
Storytelling. Visual Journal / “Let’s Create Comics” (4 submissions)	15%
Writing assignments (2 submissions)	20%

Presentation and hands on comic activity	15%
Quizzes (3 online quizzes) Week 4, Week 8 and Week 12.	20%
Final Exam	15 %

- Active learning and Check- In : (15%)

Physical presence in the classroom is fundamental to the active learning process. Complete respective reading assignments in advance of the specified day of lecture. Articles are available for download via Canvas/Carmen. Students will come to each session prepared. It is their responsibility to read the assigned materials. The first week of the semester students will read and discuss scholarship on Comics Theory and Keywords on Latinx Graphic Narratives. Starting the second week the class will alternate between two types of sessions: “Let’s talk about comics” and “I’m analyzing a comic”. For the session “Let’s talk about Comics” the discussions will be led by Dr. Díaz-Basteris and occasionally one guest lecture (depending on the weekly calendar). During this time the class will discuss the framework/theory assigned for the day and will perform an analysis of the assigned graphic narrative. Due to the importance of participation, consistent student attendance in class is expected. If a student misses more than 2 classes, please talk to the professor to ensure they are not falling behind. Also, if students are not sure if their participation in class is considered active, they must ask the professor. Evaluation of your attendance and participation is based on several elements: addressing the assignment without digression; the quality of argument and development of ideas; demonstration of knowledge of material and level of academic analysis; use of course materials and empirical information.

- Check in. A 10-15-minute-long meeting with the professor is crucial during the second and third week of the semester, please request via email a visit during office hours.

- Visual Journal / “Let’s Create Comics” (15%) Creating a home-made-short-comic or a visual digital product. This is a journaling practice; no previous experience is required. Students will create short comics as journal responses to class discussions and readings. Students are free to create visuals such as collages, comics, zines or posters. Journal entries offer students the opportunity to explore academic research and to document important takeaways. Think critically on relevant issues regarding the readings of the week. Before creating your diary, write down your main ideas, create and practice a narrative in advance. Describe, interpret, and reflect on personal experiences with Latinx visual works: what did you know before this semester and what have you learned throughout this course?

- Presentations (15%). The session “I’m analyzing a comic” will focus on students-based presentations (20 min long). Each student will select a graphic narrative from the syllabus and lead a discussion focusing on author’s background, creative style, and topics:
 - An introduction to the artist; who are they, what is their background? 2 min.
 - What is the topic of the comic and why is it relevant? 2 min.
 - What kind of intervention is it making? 1 min.

Following the presentation each student will facilitate a 15 min workshop on such literary text. Students are expected to develop engaging activities and prepared handouts, games, and questions for discussion.

- Quizzes (20%). There will be 3 quizzes in total. Each quiz will cover part of the framework and part of the graphic narrative discussed during both sessions of the week. Students will have several opportunities to build and propose questions for quizzes.
- Writing Assignments (20%). Students will submit two short essays (1000 – 2000 words each) focusing on the intervention comics have in contemporary Latinx studies dealing with disaster, migration and incarceration.
- Final Exam (15%). The final exam will cover Comic Studies scholarship and elements of the graphic narratives discussed during the semester.

Grading scale

100 – 93	A	82 – 80	B-	69 – 68	D+
92 – 90	A-	79 – 78	C+	67 – 65	D
89 – 88	B+	77 – 73	C	64.9 – 0	E
87 – 83	B	72 – 70	C-		

Important Note

There is a relationship between our experiences as multi-identified individuals and how we see the world. Many of the issues we will discuss involve personal and political philosophies. There is no reward and no penalty for having a particular set of beliefs. It is only important that we be clear about what we believe and why. We much recognize the importance of both academic research and personal experience in understanding issues of race, gender, identity, and power. Students are under no pressure to share during the session their personal experiences on a particular topic if they don't want to.

Guest Lectures. During this course, we will hear from the experts in comics: creators/artists, educators/professors. Therefore, we will incorporate some guest lecturers. Times and days will have to be adjusted depending on the upcoming schedules of each person. All the information regarding the guest speakers will be posted on Canvas. Students should make sure to prove they read the materials by bringing questions or comments for the guest speaker's session.

Academic Dishonesty. 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/>.

End-of-term course evaluations. Students' constructive assessment of this course plays an indispensable role in shaping education at The Ohio State University. Upon completing the course,

please take the time to fill out the online course evaluation. Comments and suggestions are especially helpful.

Disability Services. The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes](#) site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations. It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Courtesy Rules and Technology Use. Technology can be use in the classroom when it assists with learning. Everyone must show respect for one another. Please observe the following basic rules:

- Cellphones, tablets, etc. must be on silent mode before entering the classroom.
- The use of laptops or tablets is only encouraged for course-related activities.

WEEKLY CALENDAR. This is a general plan for the course; deviations may be necessary.

WEEK 1

Tuesday – Introduction to Latinx Graphic Narratives

- “Introduction. Comics for Grownups” in *Why Comics. From Underground to Everywhere*. Hillary Chute. Pages 1-31.
- “Latinx” by Isabel Millán in *Keywords For Comics Studies* (eds) Fawaz, Streeby, Whaley. Pages 134 – 138.

Thursday – Race, Literature and Comics

- “Misunderstanding Comics” Johnathan Flowers in *With Great Power Comes Great Pedagogy Teaching, Learning, and Comics* Edited by Susan E. Kirtley, Antero Garcia, and Peter E. Carlson. Pages 207-224.
- “Comix” by Nicholas Sammond in *Keywords For Comics Studies* (eds) Fawaz, Streeby, Whaley Pages 58 – 62.
- “Race and Comix” by Leonard Rifas in *Multicultural Comics. From Zap to Blue Beetle* (ed) Frederick Luis Aldama. Pages 27 – 38.

WEEK 2

Tuesday – Latinx Comics

- “Prologue”; Foreword”; “Introduction”. In *Latinx Comic Book Storytelling. An Odyssey by Interview*. Frederick Luis Aldama. Pages 7 – 13.
- *Tales From La Vida. A Latinx Comics Anthology*. Frederick Luis Aldama.

Thursday – Latinos in the Comic Industry

- “Introduction” p. 1-20; “Strips with New Stripes” p. 71 – 78 in *Your Brain on Latino Comics* by Frederick Luis Aldama.
- Ivan Velez Jr. *Tales From the Closet*
- “Interview with Ivan Velez Jr.” p.279 - 291 in *Your Brain on Latino Comics* by Frederick Luis Aldama.

WEEK 3

Tuesday – Family in Syndicate Latino Comics: Baldo

- *Baldo. The Lower You Ride; the Cooler You Are*. Hector Cantú and Carlos Castellanos.
- “Interview with Hector Cantú” in *Your Brain on Latino Comics* by Frederick Luis Aldama, pages 128 -137.
- “Comic Strip” by Jessica Quick Stark in *Keywords For Comics Studies* (eds) Fawaz, Streeby, Whaley. Pages 55 – 58.

Thursday – Family in Seriality: Los Bros Hernández

- *Amor y Cohetes. Love and Rockets* by Los Bros Hernandez.
- “The Bros. Hernandez: A Latin Presence in Alternative U.S. Comics” by Ana Merino in *Redrawing the Nation. National Identity in Latin/o American Comics* Edited by Héctor Fernández L’Hoeste and Juan Poblete, pages 251 -269.
- “Seriality” by Osvaldo Oyola in *Keywords For Comics Studies* (eds) Fawaz, Streeby, Whaley, pages 187 – 192.

WEEK 4

Tuesday – Latinas/Chicanas created by Los Bros Hdz

- *Angels and Magpies* by Jaime Hernández.
- “Authentic Latinas/os And Queer Characters in Mainstream And Alternative Comics” by Jonathan Risner in *Multicultural Comics. From Zap to Blue Beetle* (ed) Frederick Luis Aldama pages 39 – 53.

Thursday – First Comic Assignment: – submit via Canvas

1. Draft. Build your comic character.

<https://lithub.com/lynda-barry-a-comic-exercise-in-building-character/>

2. Get to know grids and gutters, panels, and page layout. Build a personal memory with your character as the main character.

<http://spinweaveandcut.com/student-work-f15/>

Grid Samples. (PDF)

Grid Gestures. (PDF)

Quiz #1

WEEK 5

Tuesday – Latinx Migrations

- *Migra Mouse: Political Cartoons on Immigration*. Lalo Alcaraz. 1993- 2004.
- *Frontera*. Julio Anta and Jacoby Salcedo.

Thursday – Latinx Migrations

Guest Speaker – Dr. Maite Urcaregui

- *Drawing on Anger* by Eric J García.
- “(Un)documenting single-panel methodologies and epistemologies in the non-fictional cartoons of Eric J. García and Alberto Ledesma” by Maite Urcaregui in *Prose Studies*, pages: 207-227.

WEEK 6

Tuesday – Latinx Webcomics and Instagram

- “Webcomics: The Influence and Continuation of the Comix Revolution” in *ImageTex Journal*, Vol. 1 No. 2. Read online: <https://imagetextjournal.com/webcomics-the-influence-and-continuation-of-the-comix-revolution/>
- “Webcomics” by Leah Misemer in *Keywords For Comics Studies* (eds) Fawaz, Streeby, Whaley. Pages 218 – 22.
- “You Say Latino” by Terry Blas <http://helioscopepdx.com/terry-blas>
-

Thursday – Crisis in Latinx Web/Instagram Comics

Visiting Artist – Breena Nuñez

- “I Exist” by Breena Nuñez <https://thenib.com/afro-salvadoran-identity/>
- “Badhands” by Ness Garza <https://www.instagram.com/badhandscomics/>
- “Check In” by Mariela Pavón <https://marielapabon.tumblr.com/turistas-zine>
- “Latinx” by Terry Blas <https://www.vox.com/the-highlight/2019/10/15/20914347/latin-latina-latino-latinx-means>

WEEK 7

Tuesday – Hyper-documented Graphic Narratives

Guest Speaker Julio Anta

- [Real Stories From Life Inside the Migrant Caravan](#) by Gerardo Alba and Alice Driver
- *Home #1* – Julio Anta
- “Migrant Detention Comics and the Aesthetic Technologies of Compassion” by Sarah McNicol in *Documenting Trauma: Traumatic Pasts, Embodied Histories and Graphic Reportage in Comics* (eds.) D. Davies & C. Rifkind. Pages 297 – 313.

Thursday – Hyper-documented Graphic Narratives

- “Introduction. Documenting Trauma” in in *Documenting Trauma: Traumatic Pasts, Embodied Histories and Graphic Reportage in Comics* (eds.) D. Davies & C. Rifkind. Pages 1 - 22.
- “Mexico/Filipinas” Pages 134 – 154; and “Guatemala” Pages 68 – 78 by in *Our Stories Carried Us Here: A Graphic Novel Anthology* edited by Julie Vang, Tea Rozman and Tom Kaczynski
- *Surviving Camino Del Diablo* - Henry Barajas, Nicky Rodriguez, and Gabriela Downie – PDF file.

WEEK 8

Tuesday - The Missing. Journalism and Crisis in Latinx Graphic Narratives

- *Taken Alive. Looking for Ayotzinapa's 43* by Andalusia Soloff
- “Telling Images: Forced Disappearance and Territorial Displacement in Recent Mexican and Colombian Documentary Graphic Novels” by Felipe Gómez. *Journal of Latino/Latin American Studies*, 2020, 10(2), pages: 14-37.

Thursday - The Missing. Descriptive Illustration from Tijuana.

Guest Speaker Maureen Burdock

- *Marta and the Missing* by Maureen Burdock <https://maureenburdock.com/>

Quiz #2

WEEK 9

Tuesday – Disaster and Displacement in Caribbean Graphic Narratives

- “Traumatic Displacement in Puerto Rican Digital Graphic Narratives” By María Fernanda Díaz-Basteris. *a/b: Auto/Biography Studies*. Volume 35, 2020 - Issue 2: “Migration, Exile, and Diaspora in Graphic Life Narratives”, pages: 467 - 474.
- Soda Pop Comics/ Rosa Colón. “Maria”; “Goodbye for Now”; Webcomics in The Nib <https://thenib.com/author/rosa-colon/>
- Rangy García “Ave Maria” https://www.facebook.com/radrangy/photos/?tab=album&album_id=1433124446765453

Thursday – Recovery and Displacement in Puerto Rican Graphic Narratives

Guest Speaker – Rosaura Rodríguez

- *Temporada* by Rosaura Rodríguez
- “Framing a Decolonial Future: Hurricane María in Independent Puerto Rican Comics” by Paul Humphrey. *Latin American Literary Review*, Volume 48 / Number 96, Special Issue, SUMMER 2021, pages: 61 – 74.

- “The coloniality of disaster: Race, empire, and the temporal logics of emergency in Puerto Rico, USA” by Yarimar Bonilla. City University of New York (CUNY) *Academic Works*, pages: 1 – 13.

WEEK 10

Tuesday – Colonialism and Resistance in Caribbean Graphic Narratives

- Omar Banuchi y Ed Morales Webcomic “A Cartoon History of Colonialism in Puerto Rico”
<https://edmorales.net/2018/07/01/a-cartoon-history-of-colonialism-in-puerto-rico/>
- Selected readings from *Puerto Rico Strong: A Comics Anthology Supporting Puerto Rico Disaster Relief and Recovery*. Marco Lopez and Desiree Rodríguez.
- “Comics joined the protests that took Puerto Rico’s governor out of power” by Ricardo Serrano Denis <https://www.comicsbeat.com/puerto-rico-comics-protest/>

Thursday – Revolution, Recovery and Displacement in Caribbean Graphic Narratives

- *Cuba: My Revolution* by Inverna Lockpez and Dean Haspiel.
- “The Body in Pain, the Ideals in Vain” by Toloo Riazi. *Journal of Arts & Humanities*. Volume 07, Issue 11, 2018, pages:18-27

WEEK 11

Tuesday – Punk, Santería, and a Magic for Resistance

- *Spit and Passion* by Cristy Road
- “Punking the 1990s. Cristy C. Road’s Historical Salvage Project in Spit and Passion” by Angela Laflen in *Redrawing the Historical Past: History, Memory, and Multiethnic Graphic Novels*. University of Georgia Press, 2018, pages: 217 – 238.
- “Interview with Cristy Road” pages: 172 - 178 in *Latinx Comic Book Storytelling. An Odyssey by Interview*. Frederick Luis Aldama.

Thursday - FIELD TRIP – Tour Billie Ireland Cartoon Library and Museum

– **Second Comic Assignment** - Submit via Canvas a Mini Comic.

Rosa Colón video on how to fold/create a mini comic.

<https://www.instagram.com/reel/CHVNMB3o8hJ/>

<https://sodapopcomics.gumroad.com/>

WEEK 12

Tuesday – Identity Crisis in Transnational Latinx Graphic Novels

- *City of Clowns*. Daniel Alarcon and Sheila Alvarado.
- “I am an American Writer”: An Interview with Daniel Alarcón by Marisel Moreno, Thomas F. Anderson. *Gender, Transnationalism, and Ethnic American Identity*, 2014, Winter, pp. 186-206

Thursday – Identity Crisis Transnational Latinx Graphic Novels

- *La Perdida* by Jessica Abel
- “Lost in Translation: Jessica Abel’s *La Perdida*, the Buildingsroman, and That Mexican Feel” by Patrick Hamilton in *Multicultural Comics: From Zap to Blue Beetle* edited by Frederick Luis Aldama, University of Texas, 2010, pages: 120 – 131.

Quiz #3

WEEK 13

Tuesday – Displacement and Family in Social Movements in Mexican American Graphic Narratives

- *La Voz de M.A.Y.O. Tata Rambo* Henry Barajas
- Webcomic “Crossed: Migrant Families Came Here for a Better Life. We Gave Them a Lifetime of Trauma.” By Ryan Devereaux in The Nib: <https://thenib.com/crossed-family-separation/>

Thursday – Displacement and Family in Social Movements in Mexican American Graphic Narratives

- Webcomic “The River that Became a War Zone” by Zeke Peña in The Nib <https://thenib.com/the-river-that-became-a-warzone/>
- *My Papi Has a Motorcycle*. Isabel Quintero and Zeke Pena.

WEEK 14

Tuesday – Undocumented Autobiographic Storytelling

- *Diary of a Reluctant Dreamer. Undocumented Vignettes from a Pre-American Life*. Alberto Ledesma.

Thursday – New Book Formats: Undocumented Codex

- *Undocumented: A Worker's Fight*. Duncan Tonatiu
- *Rendez-vous in Phoenix*. Tony Sandoval

WEEK 15

Tuesday - Final Remarks and Goodbyes.

Zines Materialized Recovery

- Zine “Viajera” by Nicky Rodríguez
- Breena Nuñez: “Being Half Salvi”; “Being Half Guatemalan”; “Brujeria con queso” in <https://www.breenache.com/>

Thursday – Final Exam via Canvas

GE Theme course submission worksheet: Migration, Mobility, & Immobility

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Migration, Mobility, & Immobility

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

	Course activities and assignments to meet these ELOs
ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.	
ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	
ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	
ELO 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations	

From: [Romero, Eugenia](#)
To: [Spitulski, Nick](#); [Kunimoto, Namiko](#); [Sanabria, Rachel](#)
Cc: [Martinez-Cruz, Paloma](#)
Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 2408 - Disaster, Displacement and Recovery in Latinx Graphic Narratives
Date: Thursday, February 15, 2024 11:03:46 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)

Hello everyone,

As Paloma has already stated, SPPO gives concurrence for this course. Just for the sake of making sure the course moves forward without issues through the curriculum process, I have couple of recommendations based on my work with ASC Curriculum.

1. I would recommend to take a look at all the required and recommended statements in the syllabus (<https://ascas.osu.edu/submission/development/submission-materials/syllabus-elements>)
2. Some of the assigned readings don't have page numbers, I do recommend to add those as it allows members of the committee to evaluate the amount of work/reading students are expected to do.
3. Has the GE them course submission worksheet been filled? I know the themes subcommittee would be looking at it.

Other than that, I'm glad we are adding such a course to the curriculum.

Eugenia



THE OHIO STATE UNIVERSITY

Dr. Eugenia R. Romero, PhD

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

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Pronouns: she/her/hers

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From: Spitulski, Nick <spitulski.1@osu.edu>

Date: Wednesday, February 14, 2024 at 3:16 PM

To: Romero, Eugenia <romero.25@osu.edu>, Kunimoto, Namiko

<kunimoto.3@osu.edu>, Sanabria, Rachel <sanabria.3@osu.edu>

Cc: Martinez-Cruz, Paloma <martinez-cruz.2@osu.edu>

Subject: RE: Center for Ethnic Studies Concurrence Request - ETHNSTD 2408 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi everyone,

Fernanda has now updated her proposed syllabus (attached) to reflect request for MMI Themes status. Will SPPO sign off on concurrence given this development? Let's restart the concurrence "clock" so if you could please let us know by the 29th, that would be great!

Thanks again,
Nick

P.s. We decided to adjust the number from the initial proposal as well, 2345>2408.

From: Spitulski, Nick

Sent: Thursday, November 16, 2023 3:21 PM

To: Romero, Eugenia <romero.25@osu.edu>; Kunimoto, Namiko <kunimoto.3@osu.edu>; Sanabria, Rachel <sanabria.3@osu.edu>

Cc: Martinez-Cruz, Paloma <martinez-cruz.2@osu.edu>

Subject: RE: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi all,

I had not initially, given my incomplete awareness of that consideration as noted previously, added concerns about potential lack of credit toward teaching load in a case where a course would have very few enrollments, but certainly my concerns about enrollments were voiced to Fernanda initially upon receiving her original request to put the course forward without GE status, including the highlight that there would really be no other guaranteed enrollment "safeguards" aside from the certain counting toward LS minor credit.

I would still, however, suggest obtaining confirmation/clarification from the deans as to how teaching load considerations are expected to impact CES in this early going of its curricular expansion, given the limited framework that exists at present. There's of course still the real possibility that, whether a course would have GE status or not, it doesn't reach expected enrollment minimum. (Eugenia/Rachel, you would know better than I if that number is still supposed to be the 20 for UG courses that I know the college had mentioned as the new target from 16 in the early days of the pandemic?) What happens in that case? Is that a CES consideration, or does that impact fall to the TIU even if the assignment was CES's?

Also, if GE status is to be pushed for this one – and again Eugenia and Rachel, you probably have a better sense than I do about practical timetables – we may want (need?) to delay its expected go-

live term until Spring 2025 as, particularly if it would be positioned as an REGD course, which would make a lot of sense, I've heard that committee is pretty backed up, and so I have doubts that approval would be secured in time for us to begin advertising somewhat in advance of the opening of the earliest enrollment windows just after the spring break week. Paloma/Namiko, certainly I think if we would decide to wait to talk further about this as part of our scheduled meeting on the 7th, we should plan on SP25 instead as committees do not meet during breaks.

Please keep me posted on what's ultimately decided, happy to facilitate changes to the plan however I can!

Best,
Nick

From: Romero, Eugenia <romero.25@osu.edu>
Sent: Thursday, November 16, 2023 2:42 PM
To: Kunimoto, Namiko <kunimoto.3@osu.edu>; Spitulski, Nick <spitulski.1@osu.edu>; Sanabria, Rachel <sanabria.3@osu.edu>
Cc: Martinez-Cruz, Paloma <martinez-cruz.2@osu.edu>
Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hello,

That is exactly what my concern is. I think we should be advising new faculty to consider new course proposals looking at the new GE, especially courses that are not required within a particular major/program but that could count towards several majors/programs. That should make the course more appealing to students.

The risk of having classes canceled is real, and unless the faculty's department has a plan b in case that happens, that can also add problems to scheduling and professors fulfilling their teaching loads.

So, if you let Fernanda know, I can work with her on getting the course syllabus ready to submit for one of the themes.

Eugenia



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Pronouns: she/her/hers

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From: Kunimoto, Namiko <kunimoto.3@osu.edu>

Date: Thursday, November 16, 2023 at 2:35 PM

To: Spitulski, Nick <spitulski.1@osu.edu>, Sanabria, Rachel <sanabria.3@osu.edu>, Romero, Eugenia <romero.25@osu.edu>

Cc: Martinez-Cruz, Paloma <martinez-cruz.2@osu.edu>

Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi everyone,

I do think we need to be building courses within the new GE. Enrollments in courses outside this new GE have dropped precipitously. It's quite dire.

Mintzi is facing a cancellation of a course due to under enrollment, and we don't want that to happen to our other faculty.

Best,

Namiko

Namiko Kunimoto



She/her

Associate Professor, History of Art Department

Director, Center for Ethnic Studies

The Ohio State University

Land Acknowledgement

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribal nations through the Indian Removal Act of 1830.

From: Spitulski, Nick <spitulski.1@osu.edu>

Sent: Thursday, November 16, 2023 1:39 PM

To: Sanabria, Rachel <sanabria.3@osu.edu>; Romero, Eugenia <romero.25@osu.edu>

Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>; Martinez-Cruz, Paloma <martinez-cruz.2@osu.edu>

Subject: RE: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi all,

Eugenia and Rachel, thanks again – connecting Namiko and Paloma on this thread.

I've made note of this to our folks before, but I think part of the x-factor in this consideration is the very issue of what impact low enrollment potentially has in this case for Ethnic Studies. I do wonder if the matter of how (whether?) under-enrollment in any given ETHNSTD course would impact teaching load credit for the instructor needs to be clarified with Dana/David. If that doesn't really matter, then the potential for low enrollments wouldn't really be much of a concern in tandem. However, if there would be some expectation that an instructor teaching a course with 10/5/2 students in it needs to make up for that by taking on an additional class later in the academic year, then that's definitely cause to re-think this model. I personally can't really speak further than that to any of those considerations since my prior curricular experience has all been distanced from departmental teaching load inventory concerns, so I really don't know how all that is managed between the college and departments.

Best,
Nick

From: Sanabria, Rachel <sanabria.3@osu.edu>

Sent: Thursday, November 16, 2023 1:00 PM

To: Romero, Eugenia <romero.25@osu.edu>; Spitulski, Nick <spitulski.1@osu.edu>

Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hello,

I echo that concern. Students have lots of course choices. I do not see the course enrolling if it does not fulfill a particular requirement.



Rachel Sanabria, Ed.S.

Assistant Director of Graduate & Undergraduate Studies

Department of Spanish & Portuguese | [The Ohio State University](https://www.osu.edu)

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614-292-7388

From: Romero, Eugenia <romero.25@osu.edu>

Date: Thursday, November 16, 2023 at 12:57 PM

To: Spitulski, Nick <spitulski.1@osu.edu>

Cc: Sanabria, Rachel <sanabria.3@osu.edu>

Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Thank you Nick for mentioning that.

I would also like to express concern with this decision. Based on what we have been seeing, courses that do not satisfy a GE or do not count towards the major are very low enrolled. I wonder if looping Paloma and Namiko would be a good thing to do. We are seeing that if courses do not satisfy a requirement, students are not inclined to take it. It concerns me that the course will not be successful for that reason.

E



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From: Spitulski, Nick <spitulski.1@osu.edu>

Date: Thursday, November 16, 2023 at 12:53 PM

To: Romero, Eugenia <romero.25@osu.edu>

Cc: Sanabria, Rachel <sanabria.3@osu.edu>

Subject: RE: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi both,

My apologies, as I should perhaps have further highlighted initially that Fernanda had specifically decided not to seek GE status for the course at this time. (I had relayed cautions about impacts on potential enrollments as a result, but this was the final call.) The course will certainly count as elective credit toward the Latinx Studies minor program and will presumably also count for credit toward the Pop Culture Studies minor in English, but anything beyond that would of course depend on other units' interest and potential fit within existing programs.

Please let me know of any follow-up questions, also happy to loop Paloma and/or Namiko in as needed or if helpful.

Thanks!
Nick

From: Romero, Eugenia <romero.25@osu.edu>
Sent: Thursday, November 16, 2023 12:41 PM
To: Spitulski, Nick <spitulski.1@osu.edu>
Cc: Sanabria, Rachel <sanabria.3@osu.edu>
Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Dear Nick,

My apologies for just getting back to you about this. I was just wondering if the course is being proposed as a New GE Foundation (considering the course number) and if so, for which foundation will it be proposed. If it's not being proposed as a New GE Foundation, I wonder if it would be worth considering how it's going to be counted for different programs. Right now, I think it is important to look into making it a GE.

Eugenia



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Pronouns: she/her/hers

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From: Spitulski, Nick <spitulski.1@osu.edu>
Date: Tuesday, November 7, 2023 at 4:54 PM
To: Romero, Eugenia <romero.25@osu.edu>
Cc: Sanabria, Rachel <sanabria.3@osu.edu>
Subject: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi Eugenia,

I hope this message finds you well!

As you have probably heard, in addition to the various cross-listings like SPANISH 2242 we have been working on to build up a curricular framework within the Center for Ethnic Studies, eventually aiming toward a minor and ultimately major program, in the more immediate term, the new split faculty hires in CES are submitting various proposals that they will then ideally take up as they are (hopefully) approved for the 2024-2025 academic year.

With Fernanda Diaz-Basteris from your department being one of these hires, she has submitted the attached course proposal on Latinx Graphic Narratives for consideration. Would you please review the attached syllabus and let me know if concurrence is provided by SPPO, or whether you have any concerns or other items that would need to be addressed first? In line with the typical concurrence timeline, if you could get back in touch by end-of-day Tuesday the 21st, just before the holiday break, that would be great; otherwise, we will assume concurrence is given.

Thanks!

Nick

--



Nick Spitulski

Administrative Coordinator

[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

Phone: 614-688-0277

From: [Armstrong, Philip](#)
To: [Spitulski, Nick](#); [Perez, Ashley](#)
Cc: [Arceno, Mark Anthony](#)
Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives
Date: Tuesday, November 7, 2023 5:42:05 PM
Attachments: [image001.png](#)

No apologies needed, Nick. Happy to follow Ashley's lead here and confirm concurrence best
Philip

From: Spitulski, Nick <spitulski.1@osu.edu>
Date: Tuesday, November 7, 2023 at 5:32 PM
To: Perez, Ashley <perez.390@osu.edu>
Cc: Arceno, Mark Anthony <arceno.1@osu.edu>, Armstrong, Philip <armstrong.202@osu.edu>
Subject: RE: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi all,

Ashley, my apologies as I should indeed have clarified that I was asking about concurrence in your role as DUGS. Thanks for looping Philip in here if he should really be the one to ultimately grant that on behalf of the department. (The last requests we submitted to CS were when Barry was, I think, technically both DUGS and acting chair at the time!)

Philip, would you please review the attached syllabus and notes below on behalf of Comparative Studies for this concurrence request for the proposed ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives? Please let me know of any concerns, suggested edits, etc. prior to confirming concurrence.

Many thanks,
Nick

From: Perez, Ashley <perez.390@osu.edu>
Sent: Tuesday, November 7, 2023 5:22 PM
To: Spitulski, Nick <spitulski.1@osu.edu>
Cc: Arceno, Mark Anthony <arceno.1@osu.edu>; Armstrong, Philip <armstrong.202@osu.edu>
Subject: Re: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi Nick,

Thanks for the kind words!

Were you wanting my thoughts as an individual faculty member, or as Director of Undergrad studies? If

the former, would you circle back and address the department so we can make an official concurrence? It seems that it needs to go to Mark Anthony and Philip Armstrong (chair of the department) for a decision. I'd guess that we will be glad to support the course.



Ashley Hope Pérez (she/her/hers)

Assistant Professor of Comparative Studies

Director of Undergraduate Studies

World Literatures Program Coordinator

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Novels: *Out of Darkness*; *The Knife and the Butterfly*; *What Can't Wait*

Did you know that award-winning books like *Out of Darkness* are currently being banned from school libraries across the country? Learn more: <https://linktr.ee/ashleyhopeperez>

From: Spitulski, Nick <spitulski.1@osu.edu>

Sent: Tuesday, November 7, 2023 4:50 PM

To: Perez, Ashley <perez.390@osu.edu>

Cc: Arceno, Mark Anthony <arceno.1@osu.edu>

Subject: Center for Ethnic Studies Concurrence Request - ETHNSTD 2345 - Disaster, Displacement and Recovery in Latinx Graphic Narratives

Hi Ashley,

I hope this message finds you well, and many thanks for your involvement in the Jonathan Friedman event the other week – a very informative and helpful presentation!

As you have probably heard, the Center for Ethnic Studies is taking initial steps toward building a foundation of course offerings with an aim toward eventually organizing an ethnic studies minor and ultimately major program around them. In the more immediate term, the new split faculty hires in CES are submitting various proposals that they will then ideally take up as they are (hopefully) approved for the 2024-2025 academic year.

Given the wide-ranging interests within the Department of Comparative Studies, it seems appropriate to check in with you for departmental concurrence on these submissions, including the current one on Latinx Graphic Narratives as developed by Fernanda Diaz-Basteris from the Dept. of Spanish and Portuguese.

Would you please review the attached syllabus and let me know if concurrence is provided by Comp Studies, or whether you have any concerns or other items that would need to be addressed first? In line with the typical concurrence timeline, if you could get back in touch by end-of-day Tuesday the 21st, just before the holiday break, that would be great; otherwise, we will assume concurrence is given.

Thanks!

Nick

--



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