

I 320.03 - Fall 2020 - 27027 - Web Based

Information & People: Comics, Graphic Novels, & Manga

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ZOOM Hours: [Monday: Noon to 3 PM, CT]*

*Email to Schedule Appointment



Gunshow - 5 years or why make comics [<https://www.gunshowcomic.com/742>]

INTRODUCTION:

This online course is a survey of Comics, Graphic Novels, Manga, and other materials under the umbrella of Sequential Art. The history of Sequential Art will be explored, from early visual narrative development, to newspaper cartoons, superheroes, the Graphic Novel, to the future of web comics and visual novels. In addition to history, students will also become familiar with the genres of Sequential Art, and the artists and writers that have helped define the field of Sequential Art. This class will especially focus on the cultural diversity of Comics and Graphic Novels in the United States through readings created by and for people of different religions, genders, sexualities, and racial

backgrounds. The assignments will seek to reinforce understanding about the field of Sequential Art through writing and art assignments. While the various formats of Sequential Art are commonly enjoyed by children and presumed to be material reserved for the young, Sequential Art is for all ages and this class will explore the nuanced mature aspects of Sequential Art. No prior knowledge of comics or artistic ability is required for this course.

This course carries the flag for **Cultural Diversity in the United States**. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. Students should therefore expect a substantial portion of their grade to come from assignments covering the practices, beliefs, and histories of underrepresented cultural groups in relation to comics, graphic novels, webcomics, and Sequential Art in the U.S.

COURSE OBJECTIVES:

- Become familiar with the transition from early art and visual narrative media to modern day advances in technology in and around Sequential Art.
- Look into various kinds of minority groups involved in the creation of Sequential Art, and understand how religion, gender, sexuality, and racial identity affect Sequential Art as a whole.
- Evaluate reading materials for various age groups for themes and concepts both intended and unintended, in the context of the time it was published and today.
- Interpret and write about minority creator(s) from an in-depth source.
- Understand and analyze the structure of Sequential Art including page layout, audio and visual cues, panel design, language and word selection, character design, and tool selection by creating small selections of Sequential Art.

COURSE ROAD MAP:

- **Week 01** [08/26 - 09/09]: Introduction to the Course
 - Discussion 01: Introduce Yourself
- **Week 02** [09/02 - 09/09]: Pre-Sequential Art & Early Printing
 - Discussion 02
- **Week 03** [09/09 - 09/16]: Early Comics in Europe and America
 - Discussion 03
 - **One Panel Comic**
 - **Select Book for Five Page Paper**
- **Week 04** [09/16 - 09/23]: Birth of the Comic Book
 - Discussion 04
- **Week 05** [09/23 - 09/30]: Golden Age of Comic Books
 - Discussion 05
- **Week 06** [09/30 - 10/07]: Birth of Manga / Manhwa
 - Discussion 06
 - **Final Project Proposal**
- **Week 07** [10/07 - 10/14]: Silver Age of Comics
 - Discussion 07
- **Week 08** [10/14 - 10/21]: Big Shōnen Manga
 - Discussion 08
- **Week 09** [10/21 - 10/28]: Bronze Age of Comics
 - Discussion 09
 - **Four Panel Comic**
- **Week 10** [10/28 - 11/04]: Side Note: Animation
 - Discussion 10
- **Week 11** [11/04 - 11/11]: Graphic Novels
 - Discussion 11
- **Week 12** [11/11 - 11/18]: Modern Manga
 - Discussion 12
 - **Five Page Paper**
- **Week 13** [11/18 - 11/24]: Modern Comics & Digital / Experimental Works
 - Discussion 13
- **THANKSGIVING BREAK** [11/24 - 11/29]
- **Week 15** [11/30 - 12/07]: Final Project
 - **Final Project** [Due 12/07]
 - **Final Feedback Discussion** (*Bonus Points*)

LITERATURE TO PURCHASE FOR THE COURSE:

This text is read in its entirety during this course, and thus, must be acquired.

- ***Understanding Comics: The Invisible Art***, by Scott McCloud
- Cost: \$15.00 or less

All other readings required within this course are available on the course's Canvas page, or a separate public external site. The student's copy of *Understanding Comics* does not have to be new, nor does it have to be a specific edition.

ASSIGNMENTS:

In this course, there are 20 total main assignments, with one bonus points assignment, with 200 total points available and 5 additional bonus points. Here is a point split:

<i>Assignment</i>	<i>Number</i>	<i>Points Total</i>
Discussions (x13)	Five Points Each	65
One Panel Comic	Fifteen Points	15
Four Panel Comic	Fifteen Points	15
Final Project Proposal	Fifteen Points	15
Five Page Paper	Thirty Points	30
Final Project	Sixty Points	60
TOTAL POINTS		200
<i>Final Feedback Discussion (Bonus Points)</i>	<i>Five Points</i>	<i>5</i>

Example Grade:

- + 60 Points (from Discussions)
- + 65 (from Comics, Proposal, and Paper)
- + 55 (from Final Project)
- + 5 (from Bonus Points) =
- 185 Points Total = **Just squeezing in an A -**

[Hint: Participating in discussions every week really adds up!]

GRADING SCALE:

- | | | | |
|-------|-----------|-------|-----------|
| • A | 200 - 185 | • C | 152 - 145 |
| • A - | 184 - 180 | • C - | 144 - 140 |
| • B + | 179 - 173 | • D + | 139 - 133 |
| • B | 172 - 165 | • D | 132 - 125 |
| • B - | 164 - 160 | • D - | 124 - 120 |
| • C + | 159 - 153 | • F | Below 120 |

For Pass / Fail, a student must receive a grade of at least 120 points, or 60% to Pass

ASSIGNMENT DESCRIPTIONS:

Weekly Discussions:

- Each student can complete a weekly writing assignment to prove participation in reading class materials, watching class lectures, and adding additional value to recently acquired knowledge. Each week will be a different writing prompt, which students will respond to with a complete paragraph, writing about at least one class reading, and can only be completed by submitting to Canvas by the weekly deadline.

One Panel Comic Art Assignment:

- The one-panel comic will be completed by each student by taking a photograph and redrawing the photograph as a stand-alone scene in a single panel with art and text. This one panel comic does not have to demonstrate great artistic style, but should demonstrate basic principles gained from reading a small collection of sequential art objects by combining of art and text, along with playing with perspective and narrative. *Work made with a comic creation program or other digital aid will not be accepted.*

Final Project Proposal:

- Before the final project is due, students will submit a proposal for his/her intended project. While the final project does not have to follow to the letter what the proposal sets up, it is still a very necessary component of the final project assignment. The proposal tells the instructor what direction the project will go in before all efforts are dedicated towards a project that does not fulfill the project guidelines. *A Final Project will not be accepted without a Final Project Proposal being submitted beforehand.*

Four Panel Comic Art Assignment:

- Moving on from the one panel art assignment, the student will now complete a four panel comic from a selection of twelve initial panel sketches as directed from

Ivan Brunetti's assignment. While the twelve initial sketches are timed, the final four panel comic should show effort and dedication to *redrawing* initial ideas from the original sketches, including adding an understandable narrative from one panel to the next. *Work made with a comic creation program or other digital aid will not be accepted.*

Five Page Reflection Paper on a Selected Book:

- In a minimum of five pages, the student will demonstrate mastery of the book they selected by writing about three topics or subtopics of the selected text, along with demonstrating college-level writing skills such as MLA citations and well-formed paragraphs with insightful ideas.

Final Project:

- The student will have *selected one project option path in the Final Project Proposal* and in this Final Project submission students will showcase either a ten minute video presentation or ten page Sequential Art object that demonstrates learned concepts from class; a complete narrative with a beginning, middle, and end; demonstration of personal perspective; and ability to showcase attention to detail and balance between requirements. While digital comic creation is accepted, *any comics creation program will be unacceptable.*

Bonus Point Assignment: Final Reflection Essay

- Along with the final project, students can submit a final reflection essay reflecting on his/her experiences with the class for bonus points.

NOTE ON HOW WORK CAN BE DONE:

"A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student."*

http://deanofstudents.utexas.edu/sjs/acint_student.php

No cheating. No stealing. Cite everything that has been taken from an outside source, including ideas and inspiration, and especially quotes. Use sources that have citations for their ideas as well. The student will use MLA citation style to cite any ideas not their own.

TURNING THINGS IN:

All assignments are to be posted to Canvas before the listed due date. Assignments can only be turned in after the due date if a Valid Excuse is provided before or after the due date. **However, if personal issues interfere with the student's ability to keep up with the course, please contact the instructor ahead of time.** The instructor would rather work with a student before an assignment is missed, versus after an assignment is late.

Because this semester is taking place during a pandemic, this course is relying on student participation to reach out with a private message to the instructor when issues arise as soon as possible. The instructor will also post in Canvas Announcements if the instructor is delayed because of events brought on by COVID-19.

"A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence."

<http://www.utexas.edu/student/registrar/catalogs/gi04-05/ch4/ch4g.html>)

UNIVERSITY SERVICES FOR STUDENTS WITH DISABILITIES:

Any students with disabilities should contact the Services for Student Disabilities to seek any necessary accommodations.

"Services for Students with Disabilities (SSD) is a department of the Division of Diversity and Community Engagement. SSD is located in Office Suite 4.206 of the Student Services Building. SSD works with students with hearing disabilities, visual disabilities, learning disabilities, Attention Deficit/Hyperactivity Disorder, mobility disabilities, psychological disabilities, medical disabilities, Autism, temporary disabilities, and Traumatic Brain Injuries. You can call SSD at 471-6259 (voice) or 512-410-6644 (VP) for additional information."

<https://diversity.utexas.edu/disability/frequently-asked-questions-2/>

SB 212:

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Super Secret Bonus Point Opportunity:

If the student finds anything on Canvas that does not work (such as a broken link, a malfunctioning assignment, or other class-technical problem) please message the instructor! If the problem the student alerts the instructor about is a problem and/or mistake that can be fixed, then the student may get bonus points!