

IDH3034-U45

Graphic Voices (86435)

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Office Hours: zoom by appointment



Overview

We will read and discuss graphic works ranging from the graphic novel, to outsider artist comics, and including coloring books, to discover the potential of this language to disseminate important stories and historic, social, psychological, artistic or scientific content. This visual communication form gives a platform to tales and truths otherwise lost or unshared. We will pay particular attention to those works by, or about, black, indigenous, people of color, women, and the LGBTQ community. We will find stories of events we might think we know but will find deeper understanding through this powerful medium. Even the books we read, about creating comics, will be in comic form. Therefore, all assignments will be done in the language of the graphic/comic or coloring book. And finally, individuals or groups within the class will produce a printed book by the end of the semester. No previous skill necessary.

Course Objectives

To comprehend the graphic language.

To learn to communicate through alternative forms.

To recognize the potential for information dissemination through graphic forms.

To acquire a wide range of new knowledge through this form.

Learning Outcomes

To read a large body of fiction and non-fiction in limited timeframe.

To be able to utilize this new language form to get ideas across.

To have learned new perspectives, and think about inequities in history, science, and society.

To take stories or knowledge and create a tangible receptacle for it.

GL Outcomes

Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Evaluation and Assignments

- ✓ Group Book Presentations (20%)
- ✓ Classroom Attendance (10%)
- ✓ Video HW (5%)
- ✓ Book Reading Assignments (15%)
- ✓ Weekly Creative Assignments (25%)
- ✓ Final Comic/Coloring Book Project (25 %)

[Assignments in blue recommended for your portfolio](#)

Texts and Materials

Moleskine notebook

Micron pens or approved alternative

Bristol paper smooth (size to be assigned)

Tracing paper (pad)

Printing expenses (Participation in Fundraiser)

GROUP BOOKS

Unflattering Nick Sousanis*

Maus I by Art Spiegelman*

Maus II by Art Spiegelman*

March Book One by John Lewis*

March Book Two by John Lewis*

March Book Three by John Lewis*

The Dialogues by Clifford V. Johnson

The Essential Dykes to Watch Out For, Alison Bechdel*

Journalism by Joe Sacco*

Paying the Land by Joe Sacco

Palestine by Joe Sacco*

It Was a War of the Trenches, TARDI*

Goddamn This War TARDI*

Ubbly's Underdogs The Legend of the Phoenix Dragon, Brenton E. McKenna

Ubbly's Underdogs Heroes Beginnings, Brenton E. McKenna

Ubbly's Underdogs Return of the Dragons, Brenton E. McKenna

There is a possibility of selecting a book by permission off Individual List

INDIVIDUAL BOOKS

[The Harlem Hellfighters by Max Brooks and Caanan White* \(Graphic Novel Version\)](#)

[The Complete Persepolis, Marjane Satrapi*](#)

[Glen Ganges in: The River at Night, Kevin Huizenga](#)

[Heart of Darkness \(Joseph Conrad's\) by Peter Koper and Maya Jasanoff \(Graphic Novel Version\)](#)

[They Called Us Enemy by George Takei*](#)

[Fun House A Family Tragicomic by Allison Bechdel*](#)

[Becoming/Unbecoming by Una*](#)

[Naturalist A Graphic Adaptation, E.O. Wilson](#)

[Primates The Fearless Science of Jane Goodall, Dian Fossey, and Birute Galdikas, Jim Ottaviani and Maris Wicks*](#)

[Feynman, Ottaviani and Myrick](#)

[T-Minus A Race to the Moon, Ottaviani*](#)

[Hawking, Ottaviani*](#)

[Trickster Native American Tales A Graphic Collection, Matt Dembicki*](#)

[Jimmy Corrigan, Chris Ware](#)

[Lint, Chris Ware](#)

[Building Stories, Chris Ware*](#)

[Soft City, Hariton Pushwagner*](#)

[The Wanderer, Peter Van Den Ende](#)

[Laika, Nick Abadzis](#)

[Infinitum An Afrofuturist Tale, Tim Fielder](#)

[Here, Richard McGuire](#)

[Long Way Down The Graphic Novel Jason Reynolds and Danica Novgorodoff](#)

[Epileptic, David B.](#)

There will be additions, Substitutions and negotiations possible.

MAKING COMICS GUIDES

[Understanding Comics, The Invisible Art by Scott McCloud*](#)

[Making Comics, Storytelling Secrets of Comics, Manga, and Graphic Novels by Scott McCloud*](#)

[Reinventing Comics by Scott McCloud*](#)

Suggested, other options available.

COLORING BOOKS, CHILDRENS BOOKS, ALTERNATIVE

[The Microcosmos Coloring Book by Lynn Margulis and Dorion Sagan](#)

[Life Under the Lens A Scientific Coloring Book by Jennifer Delaney](#)

[Birding Is My Favorite Video Game by Rosemary Mosco](#)

There will be additions.

* In Green Library Collection at FIU

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our

students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.