Instructor:
Prof. Kelp-Stebbins (she/her/hers)
Contact: kkelp@uoregon.edu
Secondary: https://uoregon.zoom.us/my/kkelp
Office Hours: M 2-5pm, I will be available during this time for Zoom meetings; email me for an appointment. If you are not available during these hours, email me and we will set up another time.
*My students are always welcome to address me as Dr. K or Prof. K in email, Canvas, and Zoom interactions. Otherwise, you will refer to me as Prof. Kelp-Stebbins in all course communication.

Land Acknowledgement
The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, descendants are citizens of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

Course Description
4 Credits, Fulfills A & L, Old Major: D-Literary Theory/Criticism, D-Theory/Rhetoric, E Media/Folklore/Culture, Comics Studies Minor, English Minor
Comics and graphic narratives are uniquely suited to exploring cultural location because they transform the storytelling unit of the page into a space of representation. The comics page graphically negotiates dynamics of home and away, self and other, as well as race and culture. In this course, we will read a number of graphic narratives—such as Fun Home, The Arab of the Future, and The Best We Could Do—and theoretical texts that provide a framework for considering comics in terms of location. Recent attention to comics as a global or transnational medium invites analysis of how comics shape our understanding of “home” and its attendant positions of “out,” “in transit,” “im/migrant,” “lost,” “exiled,” or “displaced.” What are the borders of “home” as represented in comics and graphic narratives? Which characters and subjects have the privilege of feeling at home in the comics page? How do comics frame the world as it is encountered “away” from home?
Required Texts

- Alison Bechdel, *Fun Home*
- Michael Nicoll Yahgulanaas, *Red: A Haida Manga*
- Riad Sattouf, *The Arab of the Future*
- Thi Bui, *The Best We Could Do*
- Other required texts posted to Canvas.

All of our books are available at the Duck Store. Make sure that you can obtain all of the course texts before the class begins.

Because this is an online course, you will need reliable access to the internet. If you need to request a laptop on loan for the term, please visit the [UO Loaner Laptop Request](#) site. UO also has resources for [low-cost and free internet options](#). If you require further assistance, please contact the [College of Arts and Sciences IT](#).

Course Objectives

In this course, you will develop and apply a range of comics-specific reading strategies. Taught through remote instruction, our course will be divided into modules with required readings and assignments. This course constitutes four credits, or 120 hours of student engagement; therefore, you are expected to spend 30 hours on the course each week. You will critically read and post discussion board responses about each assigned reading; you will annotate secondary texts; you will complete two “micro-essay” assignments; you will compose one longer final project in which you demonstrate your understanding of course materials and concepts.

### STUDENT ENGAGEMENT INVENTORY

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
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<tbody>
<tr>
<td>Assigned Readings and Discussion Board Posts</td>
<td>60</td>
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<tr>
<td>Annotations</td>
<td>10</td>
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<tr>
<td>Writing Assignments (2 micro essays, 1 final project)</td>
<td>45</td>
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<tr>
<td>Lecture Quizzes</td>
<td>5</td>
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<td>Total hours:</td>
<td>120</td>
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Course Requirements

**GRADE BREAKDOWN:**

- 25% Discussion Posts
- 20% Annotations
- 5% Lecture Quizzes
- 20% Micro-Essays (10% each)
- 30% Final Project

**Discussion Board Posts:** We have a course discussion board on our Canvas site. You are expected to post regularly to our board based on the instructions on the syllabus and Canvas. Make sure that you complete your postings when they are due.

**Reading Annotations:** When a digital secondary reading is assigned, you will be responsible for submitting annotations online. Instructions for annotations will be posted to Canvas.

**Micro-Essays:** You will write two short essays according to assignment requirements and upload them to Canvas.

**Final Project:** Your final project should reflect everything that you have learned in the course. You will use the course concepts in order to produce and analyze a graphic narrative.

**Lecture Quizzes:** Lecture quizzes will allow you to demonstrate everything that you learn from lectures.
posted online.

**SUBMITTING WORK**
All assignments must be submitted to Canvas by the day and time they are listed as due in the syllabus and on Canvas—Pacific Time. You must submit your assignment as a .doc, .docx, or a .pdf. All word processing programs will allow you to “save as” or “export to” one of these formats.

**GRADING SCHEMA**

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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**Student Learning Outcomes**
1) Read graphic narratives and theoretical texts with deepened understanding of their conventions; 2) Explore relevant cultural and/or historical information in order to situate comics within their historical, cultural, and political contexts; 3) Perform critical, formal analyses of a narrative medium that combines visual and verbal elements in a unique way; 4) Write focused, analytical essays in clear, grammatical prose; 5) Employ creativity and interpretive skills to produce persuasive, original arguments; 6) Utilize a diverse array of primary and secondary sources, with proper acknowledgment and citation, to generate a persuasive written argument.

**Accessible Education Statement of Support**
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

**Course Policies**

**Class Sessions**
We will hold an online course orientation session on June 21 at 12 noon. This session will last approximately 30 minutes, and we will discuss course requirements as well as our Canvas site. I will record this session and post it on our Canvas site. This is the only time that we will “meet” virtually. The course will be conducted via online assignments, lectures, and modules.

**Communication**
Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your Canvas settings under Account and enable Text Notifications.

I will host “live” office hours through Zoom each week on Mondays from 2pm-5pm, and I also have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, knowing that there is uncertainty in all of our lives right now. Just email me, kkelp@uoregon.edu, to set a time. If you experience Internet access challenges, my office phone, (541) 346-1520, is set up to deliver voicemails to my inbox.
Because we will not meet in person, it is especially important that you ask for any clarification you might need. If you are unsure about an assignment, a Canvas or technology issue, a reading, or a concept, ask me. It’s also okay to contact me if there is an idea that excites or interests you and which you want to discuss in more detail. Please also be in touch to tell me how you are doing in these difficult times—are you having a tough week? Having trouble with some aspect of the course? I would like to strategize with you. I will do everything I can to help you succeed.

RESPECT, TOLERANCE, AND DIFFICULT CONTENT
A respectful environment is essential to facilitate discussions and to create a safe space for students to share their thoughts. Everyone in our class—regardless of race, gender, sexual orientation, ability, class status, education, physical features, political belief, or religious belief—is worthy of respect as a human being. Our diversity is our strength. We don’t always have to agree, and genuine ignorance can be an opportunity for personal and communal growth. This is especially important to keep in mind because some of our course materials feature plot details, language, and visual imagery that you may find troubling.

We will critically engage with these texts and their underlying ideologies in online discussions based on mutual respect and understanding. You may wish to further interrogate these issues in your writing as well. Regardless of your personal beliefs, disagreement and ignorance are never excuses for cruelty or intolerance. At times, discomfort can be productive when our ideas are challenged, but at no time will we tolerate sexist, racist, ableist, homophobic, or transphobic comments in our class platforms and interactions. I reserve the right to sanction students if they do not adhere to these guidelines. Furthermore, the UO Student Conduct Code provides clear guidelines regarding student behavior. You are responsible for acting in accordance with this code or you will be subject to disciplinary action. Additionally, if you are having particular difficulty with a text, or feel especially troubled by a specific discussion, please let me know.

ACADEMIC INTEGRITY AND HONESTY
The UO Student Conduct Code defines plagiarism as: “using the ideas or writings of another as one’s own.” Plagiarism is not only detrimental to your own development as a scholar and a writer; it is also a serious violation of UO policy. Any plagiarized assignment will result in a failing assignment grade, the threat of a failing course grade, and academic sanctions as determined by the Office of Student Conduct and Community Standards. Please contact me with any questions about how to avoid plagiarism.

HARRASSMENT, ASSAULT, DISCRIMINATION
UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, and gender-based stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff trained to support survivors in navigating campus life, accessing health and counseling services, getting academic and housing accommodations, getting legal protective orders, and accessing other help. If you decide to make a report, I and other UO employees will help you to do so. My goal is to make sure you are aware of the range of options available and that you
have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options or visit the SAFE website at safe.uoregon.edu.

YOUR WELL-BEING
Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus.
As your instructor, if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the virtual DuckNest.
University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

BASIC NEEDS
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. The UO Basic Needs Resource Guide includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Course Schedule
This class is online, and you can complete the assignments and readings at your own pace as long as you submit the assignments by their designated due dates.

**Week 1: “Here” and Fun Home**  
**June 21-25**

| Read/Watch | Syllabus and Canvas Site  
| Zoom Class Meeting  
| Lecture 1  
| McGuire, “Here”  
| Hatfield, “An Art of Tensions: The Otherness of Comics Reading”  
| Bechdel, Fun Home (1-120)  
| Lecture 2 |
| Do/Make | Introduce yourself discussion board post **Due 6/21**  
|         | Getting to know you and course covenant survey **Due 6/21**  
|         | Hatfield annotation **Due 6/22**  
|         | “Here” Discussion board post **Due 6/23**  
|         | *Fun Home* (1-120) Discussion board post **Due 6/25**  
|         | Lecture Quiz **Due 6/26** |

**Week 2: *Fun Home* and *Red***

| Read/Watch | *Fun Home* (121-end)  
|            | Chute, “Animating the Archive”  
|            | Lecture 3  
|            | Yahgulanaas, *Red*  
|            | Lecture 4  
| Do/Make    | *Fun Home* (121-end) Discussion board post **Due 6/28**  
|            | Chute annotation **Due 6/29**  
|            | *Red* (1-57) Discussion board post **Due 6/30**  
|            | Spiers annotation **Due 7/1**  
|            | *Red* (58-108) Discussion board post **Due 7/2**  
|            | Micro-Essay #1 **Due 7/2 by 11:59pm**  
|            | Lecture Quiz **Due 7/3** |

**Week 3: *The Arab of the Future***

| Read/Watch | Sattouf, *The Arab of the Future*  
|            | Miller, “The Codes and Formal Resources...”  
|            | Lecture 5  
| Do/Make    | Miller annotation **Due 7/6**  
|            | *The Arab of the Future* (1-100) Discussion board post **Due 7/7**  
|            | *The Arab of the Future* (100-end) Discussion board post **Due 7/9**  
|            | Micro-Essay #2 **Due 7/9 by 11:59pm**  
|            | Lecture Quiz **Due 7/10** |

**Week 4: "The Unwanted," "Borders of Shame," "Real Life Stories...," *The Best We Could Do***

| Read/Watch | Sacco, “The Unwanted” Parts 1+2  
|            | Tervonen and Pourquié, “The Borders of Shame”  
|            | Alba and Driver, “Real Stories from Life inside the Migrant Caravan”  
|            | Said, “Reflections on Exile”.pdf  
|            | Lecture 6  
|            | Bui, *The Best We Could Do*  
<p>|            | Lecture 7 |</p>
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<td><em>The Best We Could Do</em> (131-end) Discussion board post <strong>Due 7/16</strong></td>
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