

FRCH 3990 Advanced Topics in French
La Bande Dessinée : French Comics and Culture

CRN : 17587

FA 2017 – TR 12.30-1.45 – CTL 106

Professor: Dr. Jessica J. Appleby

(pronouns: she, her, elle)

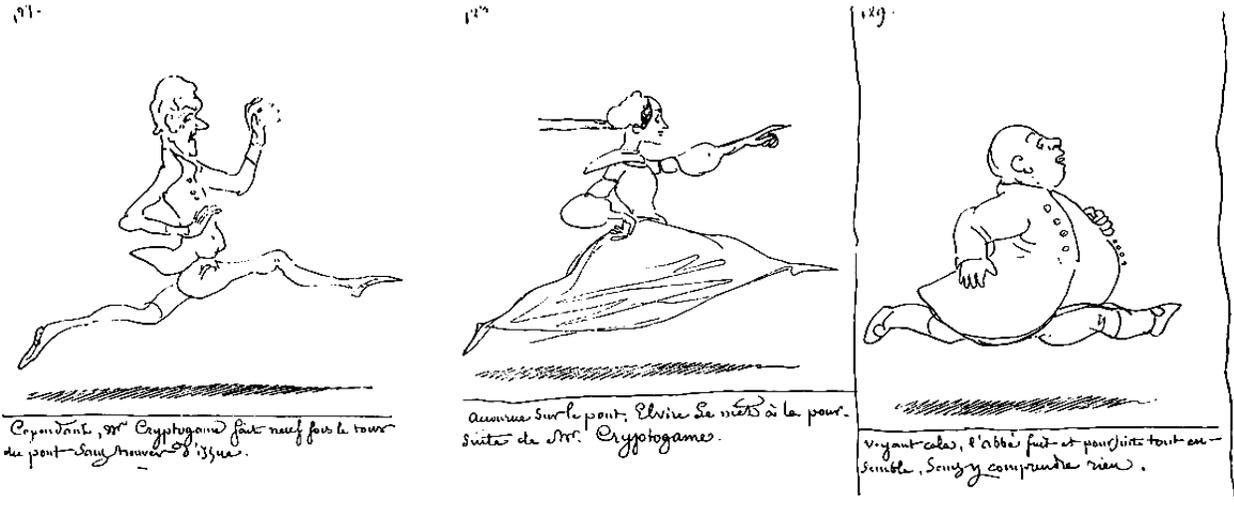
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Office Hours: MTWR 11-12, M 2-3 and by appointment, in-office or via Skype (applebyj)

Course website: <https://jessicajappleby.com/20160615student-resources/uco-fren-3990/>



(Rodolphe Töpffer)

Course description from catalogue

“FRCH 3990 – Advanced Topics in French. Credit will vary from 1 to 4 hours. Subject matter will vary from within the department’s field of study. Prerequisite(s): ENG 1113, ENG 1213, and 14 hours of French.”

Additional Course Information

This class will examine the medium of *bande dessinée* as a particular product of French culture, distinct from American comics or Japanese manga. We will explore the position of BD within French culture, both throughout publication history and within contemporary culture. The course will predominantly focus on the medium’s ability to provide a locus for various types of identity construction. Our readings will progress thematically, exploring constructions of national identity and mythology (*Asterix*, *Superdupont*, *L’Enfant Cachée*), gender and sexual identity (*Les Culottées*, *Le Bleu est une couleur chaude*), and colonial and post-colonial identities (*Tintin au Congo*, *Le Chat du Rabin*, *Persépolis*).

Required Texts:

(available in the UCO Bookstore. If you buy them online, search by ISBN to be sure to get the French editions.)

- *Le Chat du Rabbin Tome 1* ISBN-10 : 2205052071
- *Tintin au Congo* ISBN-10 : 2203001011
- *L'enfant cachée* ISBN-10 : 2803628112
- *Persépolis Tome 1* ISBN-10 : 2844140580
- *Les Culottées* <http://lesculottees.blog.lemonde.fr/>
- *Valérian et La Cité des eaux mouvantes* Kindle edition is free for any device
- Additional readings on D2L

Disclaimer: This course contains material of a sensitive nature, including race, gender, and sexuality. If you are uncomfortable discussing and reading about these subjects please use discretion in enrolling in this course.

Course Outcomes

By the end of this course, students should be able to:

1. Engage with French BD artists and illustrators through social media.
2. Demonstrate understanding of BD as a medium for exploring identity construction (through creation of their own BD on conflict identity).
3. Use French language skills to interact with classmates in and out of the classroom.
4. Interpret and extrapolate cultural information from a BD (by first doing directed readings, then more independent).
5. Compare and contrast graphic representations of national identity in I and US.

Transformational Learning Objectives

Upon successful completion of this course, it is expected that each student will achieve four goals of the central six (<http://www.uco.edu/central/tl/central6/index.asp>).

- Research, Scholarly and Creative Activities – students will critically analyze historical literary texts and economic and social issues, and will integrate course material into reflective, creative, and analytical assignments.
- Discipline Knowledge – students will expand their knowledge of French literature, culture, society and history through the medium of the graphic novel, or *bande dessinée*.
- Global & Cultural Competencies – students will gain exposure to historical relationships between cultures and peoples and learn about the potential of comics as a space to construct and explore multiple forms of identity including (but not limited to) national, cultural, colonial, post-colonial, gender, and sexual.
- Leadership – Students will demonstrate leadership skills in the classroom by directing the class discussion and textual analysis on designated days.

Breakdown of Course Components

Your final grade will be based on the following criteria:

Composition	25%	A	90-100
Instagram Journal	20%	B	80-89
Discussion Leading	20%	C	70-79
BD personnelle	25%	D	60-69
Participation	10%	F	59 or below

Assignment Overview

1. Composition

- Indicated by green on the syllabus.
- The analytical assignment for this course will examine constructions of national identity and mythology through the imagery of comics. Students will compare representations of France to those of a country of their choosing.
- The paper will cite a minimum of 2 secondary sources. (MLA formatting)
- The paper will be 4-5 pages and will be due in late September.

2. Discussion Leading

- Indicated by  on the syllabus
- Each student will direct the class in a close reading of a BD of their choice, chosen from the *Culottées* blog.
- This is not a presentation, but an opportunity for a student to demonstrate leadership by directing the discussion and posing analytical questions to their peers.

3. Instagram Journaling & Dialog

- Themes and due dates indicated in the **far right column** of the course schedule.
- Students will complete a total of 10 reaction journals throughout the semester using the Instagram platform.
- Students will find and follow francophone artists on social media and tag their reactions/comments with #uco3990.
- On the indicated weeks, students will post a reflection on that week's theme on Instagram with the hashtag #uco3990 in a minimum of 100 words.
- In those same weeks, each student must respond to minimum **ONE** other student's post AND to at least **ONE** response to a French artist's post with a minimum of 50 words per response. Be sure to tag #uco3990 or @jappleby83
- Weekly Instas will be due before class on Thursday so we can discuss.
- The professor @jappleby83 will also participate through #uco3990 to provide examples, so your reactions can respond to my posts each week as well.

4. BD personelle (with presentation)
 - a. **Indicated by red on the syllabus.**
 - b. This will serve as the final project for the class. It will therefore have a written and oral component so students can demonstrate both speaking and writing skills appropriate to credit at the 3000-level.
 - c. As this course focuses on various forms of identity construction through comics, the students will reflect on their own identity, particularly aspects of their identity that are in conflict, struggle, or contradiction with each other. The readings throughout the semester will provide inspiration and examples.
 - d. Students will then construct a BD exploring or telling the story of their personal identity and present it orally to their peers during the final exam period on December 12.

5. Participation
 - a. In a small class, each student's regular attendance and participation in class discussions is essential.
 - b. Preparation for class (by completing reading assignments on time) will be counted as part of the participation grade.
 - c. This grade will be assigned at the end of the semester based on your performance throughout.

Attendance and Participation:

Policy on Absences

- *Regular attendance is a condition *sine qua non* (absolutely necessary, required) for learning a new language.
- *Please note that being physically 'present' in the classroom without participating in class activities does not constitute 'active' participation.
- *It is likewise **very important to arrive to class on time. Arriving late counts as one third of an absence. If you arrive 5 minutes (or more) late, your instructor may not allow you to stay and you will be marked as absent.**
- *If you are absent, it is your responsibility to find out what you missed so that you come prepared when you return to class. If you know you are going to be absent from a class, inform your instructor beforehand and submit all assignments in advance. If you have to miss class because of sudden illness or an emergency situation, inform your instructor by e-mail as soon as possible.
- *Students are permitted 2 "free" absences. After that, students are permitted 4 unexcused absences for daytime classes and 2 for evening classes.
- *Absences for university activities, illness, military service, or any kind of emergency situation will be excused at the instructor's discretion.
- *If you are a member of a team, performing group, or other University organization that will require you to miss class, your absences will be excused only upon receipt of your game/performance schedule signed and dated by your coach/adviser.
- ***After 12 absences for daytime classes and 6 for evening classes, you will receive an F as a final grade. This constitutes ¼ of the class meetings.**

Classroom Respect:

In order to maintain a positive learning environment, respect and professional courtesy are an essential part of the classroom. Students will not talk over other students or the teacher. It is important that everyone in the classroom be respectful of students' questions and statements so that everyone may contribute to engaging discussions.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationality. Class rosters are provided with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of your preference early in the semester so that I may make appropriate changes to my records.

Late Work Policy:

Absolutely no late work will be accepted without **documentation** of a legitimate emergency or medical issue. If you receive accommodations for athletic, religious, or disability reasons, you must notify me the first week of class and all arrangements for make-up work **MUST** be made **in advance**, before the assignment or your absence.

Technology Policies:

- ***Absolutely no cell phones in class.*** They are distracting to me and to your classmates, and they are severely detrimental to your learning. If I see you on your cell phone in class, **I will mark you absent for the day.**
- You are expected to *check your UCO email at least once a day.* I will also use D2L to communicate important information and to give you quizzes. Log on regularly.
- **Technology issues** – Having problems with technology is **not** a legitimate excuse for late work. Throughout the semester, you will have reading quizzes on D2L and you will turn in papers through Dropbox on D2L. It is your responsibility to manage your time and complete assignments on time. If you don't know how to use something, you must contact me in advance to sort out the issue. Your future employers will have the same expectations.

UNIVERSITY POLICIES

31 Regents' Statement on Course Workload and Homework-OSRHE II-2-34

It is expected that a full-time college student will spend a minimum amount of time each week in class attendance and study out of class approaching a 40-hour work week. A person employed on a full time basis should not simultaneously expect to maintain a full-time academic schedule. At the undergraduate level, this means that for each hour in class, a student is expected to spend at least three (3) hours doing homework. For a three-credit class, a student is expected to spend nine (9) hours a week doing homework.

2. ADA Statement

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the Coordinator of Disability Support Services at (405) 974-2516. The DSS Office is located in the Nigh University Center 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

3. Psychologically Safe Environment

In this class, each student's questions and ideas are valuable and will be respected. It is essential that a safe and comfortable environment be established to allow each student to question, challenge, and share ideas openly.

4. UCO Academic Integrity Statement

Your participation in this course comes with the expectation that your work will be completed in full observance of the UCO Student Code of Conduct to be downloaded at:

<http://www.uco.edu/student-affairs/conduct/files/codeofconduct.pdf>

***Note that the use of on-line translating programs to complete assignments constitutes a violation of the Student Code of Conduct.**

5. Academic Affairs' Student Information Sheet

The Student Information Sheet can be found (<http://sites.uco.edu/academic-affairs/files/aa-forms/studentinfosheet.pdf>) for information on general university policies and expectations.

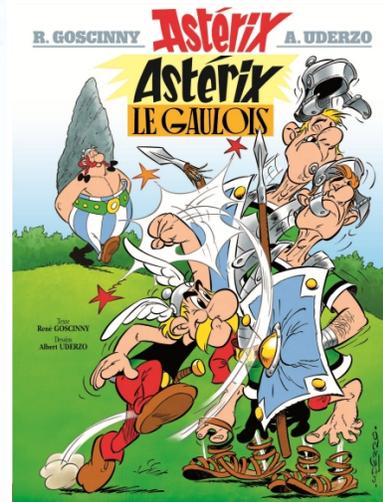
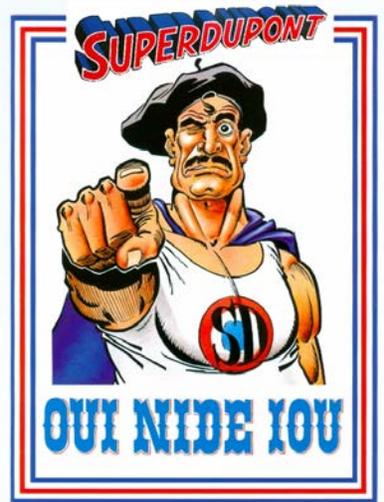
Course Schedule (may be subject to change)

Toutes les lectures sont à compléter AVANT la date indiquée sur le syllabus.

Introduction à la bande dessinée

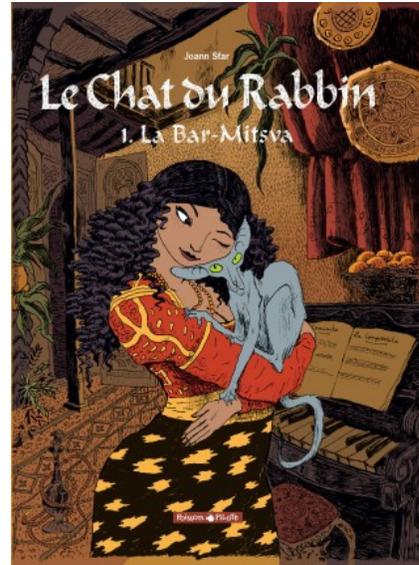
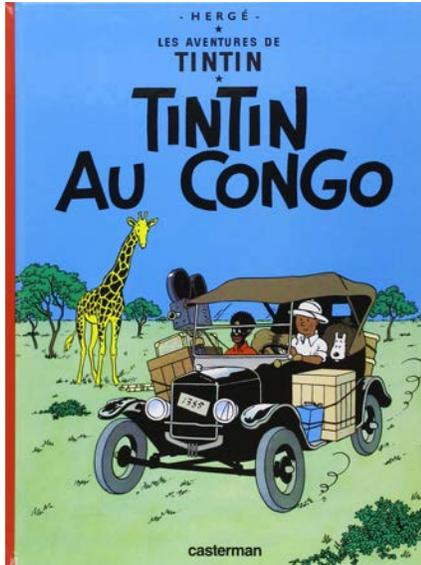
à faire pour mardi	à faire pour jeudi
22 août L'importance culturelle – « le 9 ^e art » L'histoire de la bande dessinée	24 août Comment lire et décrire une BD en français McCloud et Grove Le cadrage, représentations du temps

Une mythologie nationale en images



à faire pour mardi	à faire pour jeudi	Instagram
29 août L'histoire de la BD en France	31 août Captain America, Superman, Superdupont – Que veut dire « un héros » ?	Choisir une image qui représente l'identité américaine et la décrire.
5 septembre Astérix – sélection sur D2L	7 septembre Astérix – sélection sur D2L	Identifier une sorte de « mythologie américaine ». Pourquoi aime-t-on y croire ?

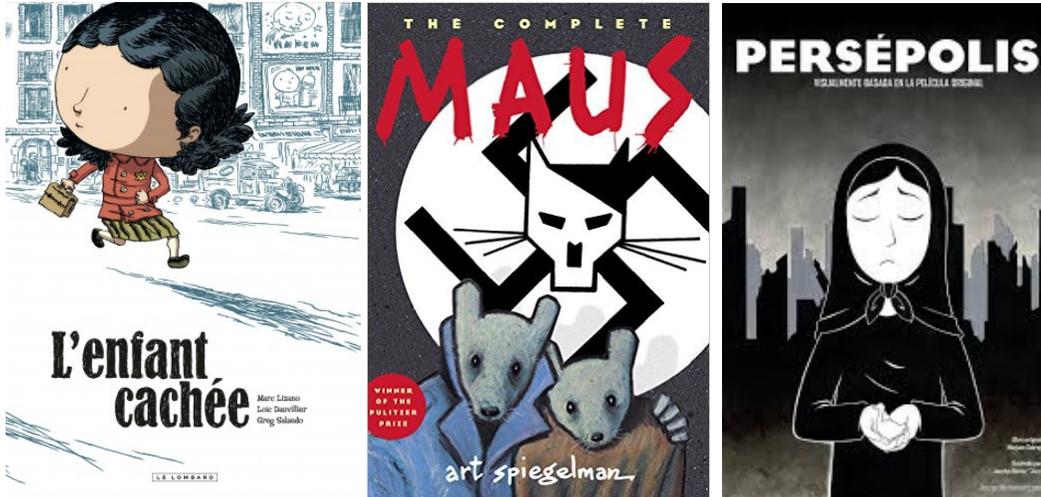
Le Colonialisme et l'identité postcoloniale



à faire pour mardi	à faire pour jeudi	Instagram
<p>12 septembre <i>Tintin au Congo</i> p. 1-25 (haut de la page) <i>Babar</i> – sélection en cours</p>	<p>14 septembre <i>Tintin au Congo</i> p.25-53 (milieu de la page)</p>	<p>Poster votre réaction à <i>Tintin au Congo</i>. La réaction peut être émotionnelle, analytique, historique, etc. Sur la BD ou la discussion en classe.</p>
<p>19 septembre <i>Tintin au Congo</i> p.53-fin L'évolution de Tintin</p>	<p>21 septembre <i>Le Chat du Rabbine</i> p.1-18 (fin de la page) Construction des thèses en cours.</p>	
<p>26 septembre <i>Le Chat du Rabbine</i> p.19-27 (fin de la page)</p>	<p>28 septembre <i>Le Chat du Rabbine</i> p.28-fin</p>	<p>Poster une réflexion sur l'identité religieuse en conflit ou harmonie avec l'identité nationale.</p>

La composition – Vous y travaillez en cours et chez vous pour la rendre le 12 octobre

La crise nationale/religieuse



à faire pour mardi	à faire pour jeudi	Instagram
<p>3 octobre <i>L'enfant cachée</i> p. 1-25* Construction des plans ensemble en cours. *à confirmer</p>	<p>5 octobre <i>L'enfant cachée</i> p.25-50* *à confirmer</p>	<p>Poster un livre “pour enfants” qui n’est pas entièrement pour les enfants et décrire pourquoi.</p>
<p>10 octobre <i>L'enfant cachée</i> p.50-75* <i>Maus</i> – sélections sur D2L *à confirmer</p>	<p>12 octobre Le prof part en conférence **Pas de Cours** À rendre avant 17h - la composition sur D2L.</p>	
<p>17 octobre <i>Maus</i> – sélections sur D2L</p>	<p>19 octobre Vacances d’automne **Pas de Cours**</p>	
<p>24 octobre <i>Persépolis</i> « Le Foulard » et « La Bicyclette »</p>	<p>26 octobre <i>Persépolis</i> « La Cellule d’eau » et « Persépolis »</p>	<p>Trouver des images parallèles entre <i>Maus</i> et de <i>Persépolis</i>. Les poster ensemble avec une comparaison</p>
<p>31 octobre <i>Persépolis</i> « La Lettre », « La Fête », et « Les Héros »</p>	<p>2 novembre <i>Persépolis</i> « Moscou » et « Les Moutons »</p>	

Identité Sexuelle et Identité de Genre



à faire pour mardi	à faire pour jeudi	Instagram
7 novembre <i>Les Culottées</i> et la BD féministe - Josephina van Gorkum, Annette Kellerman, Josephine Baker (liens sur D2L)	9 novembre <i>Les Culottées</i> Agnodice, Christine Jorgensen (liens sur D2L)	Écrire une courte histoire d'une femme importante.
14 novembre  <i>Les Culottées</i> 3 étudiants choisissent une BD et dirigent la discussion encours pendant 15-20 min, chacun.	16 novembre  <i>Les Culottées</i> 3 étudiants choisissent une BD et dirigent la discussion encours pendant 15-20 min, chacun.	Poster une/des image(s) d'un style possible pour les BD personnelles.
21 novembre <i>Le Bleu est une couleur chaude</i> – Sélections sur D2L	23 novembre THANKSGIVING Pas de Cours	Réflexion sur les images du Pride.
28 novembre <i>Le Bleu est une couleur chaude</i> – Sélections sur D2L À rendre – la première page de la BD personnelle finale	30 novembre <i>Valérian</i> p.54-70 (arrêter juste avant le SCUBA – c'est la moitié du texte)	Poster sur la relation entre la science fiction et les questions sociales (xénophobie, race, sexe, religion, etc.)
5 décembre <i>Valérian</i> –fin du texte	7 décembre À rendre – la BD personnelle	

Final Exam – oral presentations of final project will take place during the scheduled final exam time, Tuesday December 12, 1-2.50 pm.