

History 4000 T14/7772 T10: Getting Graphic with the Past: Comics, Graphic Novels, and History

Winter 2021

Department of History, Faculty of Arts, University of Manitoba

Course Details

Thursdays, 2:30–5:15 PM

Classroom: Remote Learning (via UM Learn and Zoom)

Instructor: Dr. Sean Carleton (He/Him)

Email: sean.carleton@umanitoba.ca

Office Hours: Thursdays 11:30-12:30, or by appointment (via Zoom)



Course Introduction

This course will examine the emerging field of “graphic history” from theoretical, methodological, and historiographical perspectives. The course asks: What is the history of comics? How do “comics” work? What is the difference between comic books, graphic novels, and graphic histories? Can “comics” be helpful historical re(sources)? How can historians get graphic with the past? Students will engage with a variety of sources, including a range of graphic histories, to develop answers to these questions. Overall, the goal of the course is to better understand how comics can be a useful part of the historian’s toolkit today.

Delivery

History 4000/7772 will be taught remotely using a synchronous course design.

- Synchronous seminars on Thursday will take place weekly during scheduled class time. Seminars will **NOT** be recorded.
- HIST 4000 and HIST 7772 will meet together for the first hour and 30 minutes of class and then, after a short break, HIST 7772 students will meet for another 45 minutes.
- In addition to assignments, students will complete weekly questions that might require additional asynchronous work.
- All communication will be via U of M email and the UM Learn.

Required Course Materials

Art Spiegelman, *Complete Maus* (Penguin Books, 2003).

Chester Brown, *Louis Riel: A Comic-Strip Biography* (Drawn and Quarterly, 2006).

Marjane Satrapi, *Persepolis: The Story of a Childhood* (Pantheon, 2004).

Kyle Barker, *Nat Turner* (Harry N. Abrams, 2008).

Michael G. Vann and Liz Clarke, *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam* (Oxford University Press, 2018).

Graphic History Collective and David Lester, *1919: A Graphic History of the Winnipeg General Strike* (Between the Lines 2019).

Kateri Akiwenzie-Damm et al., *This Place: 150 Years Retold: 150 Years Retold* (Highwater Press, 2019).

Additional required readings will be posted to UM Learn or will be available through the UofM library's website. All readings must be completed before the seminar for which they are assigned.

Syllabus – Table of Contents

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I. Evaluation Criteria and Assignments

Grading:

15%	Seminar Presentation/Facilitation
25%	Seminar Participation
15%	Review 1
15%	Review 2
30%	Final Essay

Seminar Presentation/Facilitation – 15%

Students will be responsible for co-presenting and co-facilitating one of the weekly seminars. Students who are facilitating a seminar are required to submit discussion questions for the week they are leading a seminar. Seminar leaders must submit 6 discussion questions based on the week's materials by 5pm on the Wednesday before seminar. Leading a discussion is a useful exercise in examining readings from a variety of perspectives. Seminar leaders are expected to have carefully examined the readings for that week and attend class with questions that stimulate discussion and facilitate a deeper understanding of the week's material. Leaders can briefly introduce their topic but should not lecture the class. A good leader draws out the major issues and questions and facilitates discussion.

Seminar Participation – 25%

Evaluation is based on active contributions to virtual classroom activities, discussions, and assignments. Participation marks are based on two factors: demonstrating an understanding of all the assigned readings and participating consistently in class. A strong contribution to the class discussion involves demonstrating an understanding of core themes and issues in each of the weekly readings, and clearly articulating your thoughts to others.

Book Review (2) – 15% each

Students will write two essays (1500 words each for HIST 4000 and 2000 words each for HIST 7772) reviewing a selection from assigned class material. This is a review, not a research paper. Your review should address the key themes and arguments in the book. There is a particular emphasis on good and clear writing in this assignment. Examining an entire book in a short piece is a difficult task. But the review should not be a summary of the book. Your paper should be a critical review of the assigned text. A critical review is not necessarily a negative one – a critical review examines the content using evidence-based writing (using quotes/citations) and informed analysis.

Final Essay – 30%

Students will write a final essay (3000 words for HIST 4000 and 5000 words for HIST 7772) examining multiple course readings to answer a central question related to getting graphic with the past.

Grading Scale

A+ 88-100%
A 80-87%
B+ 75-79%
B 70-74%
C+ 65-69%
C 60-64%
D 50-59%
F 0-49%

II. Course Policies

*** I encourage you to make an appointment with me to chat during the semester if you require any clarification about assignments or course content. A seminar course can sometimes feel intimidating to students, and remote learning during a global pandemic is additionally challenging. These are extraordinary times; this is emergency education. I welcome you to set up an appointment to introduce yourself, and if you are having any problems with an upcoming assignment, talk with me and we can work out a solution.**

Respectful Learning Environment

Students are expected to actively contribute to discussions and to critically engage with course materials and colleagues' ideas. Respectful conduct is required in all discussions. For more information, see the university's Respectful Work and Learning Environment Policy:

http://umanitoba.ca/admin/governance/governing_documents/community/230.html

Copyright and Recording/Sharing of Course Material

All HIST 4000/7772 course material is copyrighted by the instructor, Sean Carleton, 2020. No audio or video recording of this material, lectures, seminars, or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of the instructor. Course materials (both paper and digital) are for the participant's private study and research and must not be shared or uploaded to any websites. Violation of these and other Academic Integrity principles, will lead to serious disciplinary action.

Essay and Assignment Citations and Format

All assignments should be double-spaced and in 12-point Font Size. Students should use humanities citation style with footnotes. Students can consult the *Chicago Manual of Style Online*: <http://www.chicagomanualofstyle.org/home.html>

Missed Tests and Assignments

Students will not be permitted to write make-up tests or make up missed assignments without medical or compassionate reasons.

Due to the COVID-19 pandemic, students who are unable to meet a course requirement due to medical circumstances are currently not required to submit medical notes. However, students are required to contact their instructor or academic advisor by email to inform them of the missed work and to make arrangements for extensions, deferrals, or make-up assignments. Please follow these guidelines if you are unable to meet an academic requirement for this course:

- Contact your instructor for term work such as a class, quiz, midterm/test, assignment, lab;
- Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);

- Inform your instructor/advisor as soon as possible; do not delay. Note for final exams, students must contact an advisor within 48 hours of the date of the final exam; and
- Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and academic work that was missed.

Statement on Academic Dishonesty

Students should acquaint themselves with the University's policy on plagiarism, cheating, and other forms of academic dishonesty in the General Academic Regulations in the online Academic Calendar and Catalogue and the Faculty of Arts regulation (http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html) which reads: *The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Voluntary Withdrawal Date

The Voluntary Withdrawal date for this class is 31 March. Withdrawal courses will be recorded on students' official transcripts. For more information, refer to the Registrar's Office web page: http://umanitoba.ca/student/records/leave_return/695.html.

Grade Appeals

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Review of Final Grades

All final grades are subject to departmental review.

Student Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English

as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>. History students can take advantage of the wide range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian. They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

Sexual Violence Resource Centre

Contact the Sexual Violence Resource Centre (SVRC) if you have experienced sexual violence or are seeking information about how to help somebody else. SVRC provides inclusive, survivor-centred, trauma-informed services, such as consultation, referrals, safety planning, and a range of on-site supports, including counselling by Klinik.

Sexual Violence Resource Centre

Website:

<https://umanitoba.ca/student-supports/sexual-violence-support-and-education>

Address: 537 UMSU University Centre

Telephone: 204-474-6562 (Sexual Violence Intake and Triage Specialist)

Email: svrc@umanitoba.ca

Student Accessibility Services

The University of Manitoba is committed to providing an accessible academic community. Students Accessibility Services (SAS) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services

520 University Centre
Phone: (204) 474-7423
Email: Student_accessibility@umanitoba.ca
Website: <http://umanitoba.ca/student/saa/accessibility/>

If you would like to meet to discuss accommodations recommended for you by SAS, please do not hesitate to contact me.

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account www.instagram.com/umhisa_undergrad/ or emailing umhisau@gmail.com

III. Weekly Topic Guide and List of Readings

Week 1: Welcome (January 21)

Online welcome via Zoom.

Week 2: Getting Graphic with the Past (Jan 28)

Required Reading

1. Scott McCloud, *Understanding Comics: The Invisible Art* (Kitchen Sink Press, 1993), 1–93; 193–215.
2. Johnathan Flowers, “Misunderstanding Comics,” in *With Great Power Comes Great Pedagogy: Teaching, Learning, and Comics*, Susan E. Kirtley, Antero Garcia, and Peter E. Carlson (University of Mississippi, 2020), 207–225.
3. Michael Cromer and Penney Clark, “Getting Graphic with the Past: Graphic Novels and the Teaching of History,” *Theory and Research in Social Education*, 37, no.4 (Fall 2007): 574–591.
4. Trevor Getz, “Getting Serious about Comic Histories,” *The American History Review* 123, no. 5 (December 2018): 1596–1597.
5. (For Graduate Students) Mark Leier and Sam Bradd, “Grad School – An Illustrated Primer”: <https://www.sfu.ca/history/graduate/future-students/mark-leier-grad-student-advice-comic.html>

Week 3: Comics History (Feb 4)

Required Reading

1. Fred Van Lente and Ryan Dunlavey, *The Comic Book History of Comics* (IDW Publishing, 2012), 1–56; 84–93; 163–173.
2. Jan Baetens, *The Graphic Novel: An Introduction* (Cambridge University Press, 2014), 1–100.
3. Dominick Grace and Eric Hoffman, “Introduction: Comics in Canada,” in *The Canadian Alternative: Cartoonists, Comics, and Graphic Novels from the North* (University of Mississippi, 2018), ix–xv.

Week 4: Maus I (Feb 11)

Required Reading

1. Art Spiegelman, *Complete Maus* (Penguin Books, 2003), Part I.
2. Stephen Weiner and Will Eisner, “Maus: Surviving and Thriving” in *Faster Than A Speeding Bullet: The Rise of the Graphic Novel*
3. Hilary Chute, “‘The Shadow of a Past Time’: History and Graphic Representation in *Maus*,” *Twentieth Century Literature*, 52, no. 2 (Summer 2006): 199–230.

Week 5: Reading Break I (No Class)

Week 6: Maus II (Feb 25)

Required Reading

1. Art Spiegelman, *Complete Maus* (Penguin Books, 2003), Part II.
2. Watch: <https://www.brainpickings.org/2011/10/04/metamaus-art-spiegelman/>.
3. Watch: <https://www.youtube.com/watch?v=UBudVI0Rr0>
4. Erin McGlothlin, “Art Spiegelman’s Autobiographical Practice from *Maus* to *MetaMaus*,” in *The Cambridge History of Comics* (Cambridge University Press, 2018), 203–218.
5. Hilary Chute, “Comics as Archives: *MetaMetaMaus*,” Hemispheric Institute: <https://hemisphericinstitute.org/en/emisferica-91/9-1-essays/comics-as-archives-metametamaus.html>

Week 7: Louis Riel (March 3)

Required Reading

1. Chester Brown, *Louis Riel: A Comic-Strip Biography* (Drawn and Quarterly, 2006).
2. Katherena Vermette, Scott B. Henderson, Donovan Yaciuk, *A Girl Called Echo* Vols. 1 & 2.
3. Listen: <https://www.cbc.ca/archives/entry/louis-riel-chester-browns-comic-book-hero>.
4. Jordan Bolay, “Louis Riel, Super-History Hero: The Politics of Representation in Chester Brown’s *Louis Riel: A Comic-Strip Biography*,” in *The Canadian Alternative: Cartoonists, Comics, and Graphic Novels from the North* (University of Mississippi, 2018), 162–175.
5. “Max Bledstien on the Reception of Chester Brown’s *Louis Riel*” (17 October 2016): <http://www.projectgraphicbio.com/blog/2016/10/17/critical-round-up-max-bledstein-on-the-reception-of-chester-browns-louis-riel>

Week 8: Persepolis (March 10)

Required Reading

1. Marjane Satrapi, *Persepolis: The Story of a Childhood* (Pantheon, 2004).
2. Chris Reyns-Chikuma and Houssein ben Lazreg, "The Discovery of Marjane Satrapi and the Translation of Works from and about the Middle East," in *The Cambridge History of the Graphic Novel*, eds. Jan Baetens, Hugo Frey, and Stephen E. Tabachnick (Cambridge University Press, 2018), 405–425.
3. Watch *Persepolis* (2007).
4. Read and watch, "Why It's Difficult to Make a Movie from a Comic Book":
<https://www.mprnews.org/story/2008/01/17/satrapi>.

Week 9: Nat Turner

Required Reading

1. Kyle Barker, *Nat Turner* (Harry N. Abrams, 2008).
2. Maryl Jaffe, "Using Graphic Novels in Education: *Nat Turner*" (19 February 2014):
<http://cbldf.org/2014/02/using-graphic-novels-in-education-nat-turner/>.
3. Sheena C. Howard and Ronald L. Jackson II, "Black Comics: An Introduction," in *Black Comics: Politics of Race and Representation*, eds. Sheena C Howard and Ronald L. Jackson II (London: Bloomsbury, 2013), 1–11.

Week 10: (March 24) Reading Break II (No Class)

Week 11: The Great Hanoi Rat Hunt (March 31)

1. Michael G. Vann and Liz Clarke, *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam* (Oxford University Press, 2018).

Week 12: 1919: A Graphic History of the Winnipeg General Strike (April 1)

Required Reading

1. Graphic History Collective and David Lester, *1919: A Graphic History of the Winnipeg General Strike* (Between the Lines 2019).
2. *Bloody Saturday*.
3. Watch: <https://www.youtube.com/watch?v=YRF5pXVtbDc>
4. Watch: <https://www.cbc.ca/player/play/1522116675548>
5. Watch: <https://gem.cbc.ca/media/absolutely-canadian/season-19/episode-29/38e815a-011aaaedfd1>

Week 13: This Place (April 15)

Required Reading

1. Kateri Akiwenzie-Damm et al., *This Place: 150 Years Retold* (Highwater Press, 2019).
2. Lee Francis IV, Indigenous Comic Books podcast (2018):
<https://www.newberry.org/indigenous-comic-books>