

World, Text, and Image IV

HNRS 2352-002

Tuesdays & Thursdays, 11:00-12:20

HPR 134

This seminar course takes an interdisciplinary approach to the fine and performing arts and may include integrated study of any such fields including music, theater, and/or art history. This course is writing intensive. Satisfies core requirement for Creative Arts.

Dr. Colin Snider

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Office Hours:

Wednesday, 11:00-1:00

Thursday, 12:30-2:00

And by appointment

Course Description

This course is designed to help students further their own analytical skills while also employing the interdisciplinary methods common not only to a liberal arts education, but increasingly, to issues in the professional world today. This honors course combines the genres of graphic novels, films, and history to understand the impact of history on cultural production and cultural production on history. In the process, students will use a variety of collaborative, written, oral, and visual methods of learning and instructing as they simultaneously develop a more nuanced understanding of the relations between fields both in an academic setting and in their everyday lives.

Objectives

This course focuses on the period of the 1940s-1990s to help students consider media, history, and the world around them from a multidisciplinary standpoint that allows them to engage the past and the present from a critical perspective appropriate to an Honors Program. In the course of the semester, students will

- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Identify key events, people, intellectual currents, and lived experiences in the 20th century in both fictionalized and non-fictional/biographical forms from a global perspective.
- Trace the cultural, social, and political developments and events of the 20th century through graphic novels and film.
- Trace the cultural, social, and political transformations in ideology and global struggles in the 20th century in the global arena.
- Develop an understanding of different forms of visual rhetoric and their impact in our understanding of events.
- Develop a broader understanding of the diversity of visual, discursive, and technical forms of expression in print media and film.

- Assess the impact of the historical developments of the 20th century on societies and lives around the world.
- Assess the role of individuals in social changes and processes in local, national, and international settings.
- Evaluate the impact of culture, gender, race, and politics in a global setting.

Course Content

This course will use a mixed-format for the classroom, one that integrates lecture, reading, group discussions, and film viewings to allow students to simultaneously acquire foundational knowledge while developing broader analytical and communication skills. The course is divided into five units that cover transformations in history, ideology, and conflict in the 20th century between 1933 and the 1980s. In this undertaking, students will read five (5) graphic novels throughout the semester. The assigned readings are:

Gendry-Kim, Keum Suk. *Grass*. Montreal: Drawn and Quarterly, 2019. (ISBN: 978-1770463622)

Alcante, Didier, L.F. Bollée, and Denis Rodier. *The Bomb: The Weapon That Changed the World*. Harry N. Abrams, 2023. (ISBN: 978-1419752094)

Fetter-Vorm, Jonathan. *Moonbound: Apollo 11 and the Dream of Spaceflight*. Hill and Wang, 2019. (ISBN: 978-0374537913)

Bui, Thi. *The Best We Could Do: An Illustrated Memoir*. Abrams ComicArts, 2018. (ISBN: 978-1419718786)

Satrapi, Marjane. *The Complete Persepolis (20th Anniversary Edition)*. Pantheon, 2023. (ISBN: 978-0593701058)

To add to our ability to analyze, learn from, and compare and contrast different historical events and the accounts of them, these graphic novels will be accompanied by films that will be shown in class. Students will be expected to blend the foundational knowledge acquired in lectures with their own analysis of the graphic novels and the films to provide an integrative and participatory understanding of art, media, and history in the 20th century. The films that will accompany each reading are:

Hiroshima, Mon Amour and *Night and Fog* [accompanying *Grass*]
The Atomic Café [accompanying *The Bomb*]
First Man [accompanying *Moonbound*]
Hearts and Minds [accompanying *The Best We Could Do*]
Dazed and Confused [accompanying *Persepolis*]

A Note on the Readings and Films

Given the nature and subject matter of this course, as well as the historical phenomena the books describe and the cultural context in which films were made, some of these graphic novels and films have subject matter that may feature anachronistic terminologies, vulgar language, and/or scenes of violence, nudity, or sexual situations. Such films were not selected for controversial reasons or with the intention of causing discomfort, but because the subject matter taps into important elements and components of questions over the experience of life in cultures, societies, and politics around the world. It is understood that, by agreeing to attend this class, you, as adults, are aware of the films and their subject matter, and view them accordingly, with the understanding that the films were picked for the insights they offer into the course content, and not for any reasons of controversy or provocation. If you have concerns over the films, please do not hesitate to reach out to me to discuss those concerns.

Assignments

This course is made up of three primary arenas of grading: Attendance and Participation/Discussion; short (2 double-spaced/12-point-font pages maximum) reflections for each “unit;” and a 3500-4000 word analytical paper on a topic of the student’s choice that incorporates graphic novels and/or films from outside of class.

Attendance & Participation (35% of Your Grade)

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student’s direct engagement with learning via classroom interactions, open lectures, and discussions. Thus, students are expected not only to attend class, but to actively engage in and lead discussions. Given the key role that discussion, lecture, and film viewings will play in our course, it is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts.

Therefore, student attendance and participation are required, and make up 35% of the Final Grade. One unexcused absence will result in no penalty. Two (2) unexcused absences will result in a drop of a letter grade. Three (3) unexcused absences will result in a drop of 2 letter grades. Four (4) unexcused absences or more will result in a zero (0) for this portion of the student’s grade. In the event that student engagement is not adequate, or it becomes apparent that students are not completing the assignments, quizzes will become a feature of the course.

Please Note: failure to attend a part of an individual class for other courses or commitments outside of university-sponsored events will result in an absence for that class. Students who are more than 5 minutes late to class will be considered absent for the day.

Unit Reflections (15% of Your Grade)

At the end of each unit, students will have the opportunity to submit a reflection (12-point font, double-spaced, 2 page maximum) on the themes of the unit’s graphic novel and film, and what they have learned from the classroom discussions, graphic novel, and film for that unit. Further instructions and guidance will be provided in class. There will be five of these reflections, and **students must do three of the five** of their choice. Each of these reflections will be worth 5%, for a total of 15%.

Please Note: these papers cannot exceed 2 double-spaced pages. Any paper that goes over this length will not be read past page 2 and will be evaluated as if it were incomplete.

Paper (50% of Your Grade)

There will be a research paper due by **Saturday, April 25 by 8:00 AM**. In terms of length, this paper **must be 3500-4000 words long**. The paper should explore a blend of graphic novels, films, and/or history. This allows you the greatest flexibility to find a topic and materials that interest you. It can be over a single graphic novel/film pairing from outside the course materials that analyzes the two in comparison with one another and in their historical context; a comparison of multiple graphic novels/films; or a historical research paper that relies on graphic novels. Your paper **cannot** be strictly over one of the graphic novels/films that have been selected for the class; if you are doing a broader comparison of more than 2 graphic novels/films, you may bring in one of the graphic novels/films from the course, but they should not be the main focus of your paper. I am open to ideas and concepts for papers, and you are free to pick a topic/graphic novel(s)/film(s) that most fit your own interests as it pertains to the course. A list of historical graphic novels is also available below; you are not required to draw from it, but it may be useful in helping you refine your topic.

The final papers should be written in the standard format – 12 point font, one-inch margins, and double-spaced. The final submitted version of your paper will be worth 50% of your Final Grade.

Grades

Below is the breakdown of how grades will be determined, based on a standard grading scale (A, 89.5-100; B, 79.5-89.4; C, 69.5-79.4; D, 59.5-69.4; F, 59.4 or lower):

Attendance and Participation	35%
Unit reflections (3 of 5 x 5% each)	15%
<u>Final Research Paper (3500-4000 words)</u>	<u>50%</u>
TOTAL	100%

Academic Integrity

In line with university policies and procedures, **any and all cases of plagiarism or collusion will result in an automatic 0 (zero) for the assignment**. Plagiarism includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. Collusion includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. For the full description of policies and procedures on scholastic dishonesty at UT Tyler, see <https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline-final.pdf>.

Course Policies on Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

While AI has utility in some types of work, for the purposes of this class and the types of analytical work we will be engaging in and the need for you to process and develop your own ideas and writing skills, **AI is not permitted in this course at all**. I expect all work you submit for this course to be your own. The purpose of these assignments is to provide your own original analysis while engaging with the process of producing knowledge through your own analysis. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in engaging with the human past and in developing skills that machines cannot replicate. For this course, **the use of ChatGPT or any other generative artificial**

intelligence (AI) tools – INCLUDING GRAMMARLY – for any stages of the work process, including brainstorming, is expressly prohibited. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values and will result in an automatic 0 (zero) for the assignment with no chance for resubmission and with referral to Student Affairs for academic dishonesty.

Course Schedule

Introduction

Week 1 (January 13 & 15) – Introduction

Week 2 (January 20 & 22) – Everyday Lives and Experiences in World War II

Week 3 (January 27 & 29) – Everyday Lives and Experiences in World War II

Week 4 (February 3 & 5) – Everyday Lives and Experiences in World War II/The Early Cold War and the Dawn of the Atomic Age

Reflection 1 due by 11:00 AM on Thursday, February 5

Week 5 (February 10 & 12) – The Early Cold War and the Dawn of the Atomic Age

Week 6 (February 17 & 19) – The Early Cold War and the Dawn of the Atomic Age/The Space Race

Reflection 2 due by 11:00 AM on Thursday, February 19

Week 7 – The Space Race

Week 8 – The Space Race

Reflection 3 due by 11:00 AM on Thursday, March 5

Week 9 Spring Break – No Class

Week 10 – The Vietnam War

Week 11 – The Vietnam War

Week 12 – The Vietnam War

Reflection 4 due by 11:00 AM on Thursday, April 2

Week 13 – Youth Cultures in the 1970s-1980s

Week 14 – Youth Cultures in the 1970s-1980s

Week 15 – Youth Cultures in the 1970s-1980s

Reflection 5 due by 11:00 AM on Thursday, April 23

Final Research Paper due by 8:00 AM on Saturday, April 25