Course Description

Comic strips and comic books have been central to popular culture world-wide for many decades. In this course students will go beyond the casual reading of comics to explore and understand what makes comics unique as expressive visual art. In conjunction with analyzing comics as visual narratives, students will work on group and individual projects to experience firsthand what is required for combining words and pictures for this unique art form.

Objectives

1. Students will improve their analytical skills by viewing and discussing examples of visual and literary techniques in a selection of culturally representative comic books.

2. Working in groups and individually students will engage with and employ some of these techniques in order to increase their awareness of the expressive and unique character of comic book art.

3. Students will have the opportunity to practice both an artistic and an academic approach to a paradigm of popular culture.

Suggested supplies

See McCloud, pp. 184-211, for a discussion of materials.

For this class you will need:

A sketchbook
A drawing pencil
3x4” post-it notes
Ruler
White-out material
Information and requirements

• The best time to arrange to see me is on class days before or after class. Email is the best way to reach me otherwise. My email address is ruth.kisch@stonybrook.edu

• Class meets here every Thurs. afternoon from 11:30-12:50 p.m.

• Books: Stan Lee & Steve Ditko, Amazing Spiderman, Vol. I; Scott McCloud, Making Comics; Osamu Tezuka, Buddha: The Four Encounters, Vol 2. These required books are in the Campus Bookstore beneath the library; you can also purchase there some of the art supplies for this course. The art supplies are in the front of the store, not with the books.

• Requirements and Grading

1) Participation: 20% of grade and Exercises: 20% of grade
   a. attend all classes.
   b. participate in all discussions.
   c. engage actively in games, in analysis of texts (visual and other) and in creative production activities.
   d. contribute in a supportive, co-operative and responsible manner to group and class projects.

2) Two (one page) response papers (to the two comics listed above.): 40% of grade
   Each of the papers will answer questions about one of the comics that we will be reading.

3) The final project is either a:

   Character Design Model Sheet: 20% The model sheet concept is described in McCloud starting on pages 74-76.

   OR

Schedule of Topics, Readings and Due Dates


SPRING BREAK


10. April 10: Understanding Comics as a Whole. Workshop and Studio 3.

11. April 17: Presentation and Critique: Model sheet or Script due.
GENERAL COURSE GOALS

For All Seminars

• Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
• Enhance group communication skills through discussions, small-group work, presentations or debates.
• Develop intellectual curiosity and better understand the role of a student in an academic community.

1. **ACH Program Attendance Requirement:** ACH students are required to attend two ACH events during the Spring semester. Students should visit the ACH website (http://www.stonybrook.edu/ucolleges/ach/) for updated information about the events.

2. **Spring Commons Day** - All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: http://ucolleges.stonybrook.edu/spring-commons-day

3. **Computer use:** Students are expected to regularly check Blackboard and their e-mail account for information and correspondence with the instructor and Undergraduate Colleges.

ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

AMERICANS WITH DISABILITIES ACT

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

CRITICAL INCIDENT MANAGEMENT

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

COURSE EVALUATIONS

Each semester Stony Brook University asks students to provide feedback on their courses and instructors through an online course evaluation system. The course evaluation results are used by the individual faculty, department chairs and deans to help the faculty enhance their teaching skills and are used as part of the personnel decision for faculty promotion and tenure.
Stony Brook contracts with an outside vendor to administer the surveys and all results are completely anonymous. No individually identifiable data are ever reported back to the university or instructor. Students who have completed previous evaluations can view all faculty ratings at: tlt.stonybrook.edu/evaluate