

ZOOMING, FLIPPING, ETC. PART 2: TOOLBOX

fall 2020

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Comics & Zines

Majors & minors enrolled: Illustration Design, Motion, and Entertainment Arts; Entertainment Animation and Game Design; Fine Art; Graphics; Transportation; DM minor

Languages spoken: Korean, Spanish, Mandarin, Bahasa Indonesia, Cantonese, Taiwanese, French, Russian, Vietnamese, Japanese, English

Time zones: Aside from ArtCenter time, at least four

my goals

The class includes and engages everyone

- Design for flexibility of student approach, skills, response, and comfort with platforms
- Students feel that we're all co-learners
- Students are doing stuff for most of every class

Texts are important. Texts are made by students

- Share contemporary, accessible examples in engaging ways
- Challenging and varied in idea, concept, platform, form
- Made by people like them
- Aspiration, inspiration, AND we could totally make that

Students use writing in authentic and meaningful ways

- Change the perceived and the actual audience and the stakes for “turning it in”
- Process, conversation, making
- In combination with their other skills

Students make things that matter

- Frame with ethics, frame with imperatives
- Make space for students to try, to choose, to invest

We build, practice, enjoy, benefit, benefit from, and value community

our tools

Google Forms

DotED and Zoom

Starter kit, pre first-day

Link to weekly class, store and access course recordings

Basecamp.com

Course materials, including homework submissions

Communication, incl. feedback from all

Perusall.com

Reading and annotation assignments, discussion!

"Lectures," modeling, feedback

Mural.co

Homeroom at 2am

Collaborative note-taking

Vimeo.com (paid)

Storage, all set to private, students do not access

Embed in Basecamp

Students choose other storage and exchange methods on their own, too

Comics & Zines - 20FA Sec 01

Dashboard / My courses / 20FA-HNAR-223-01-74382

meeting ID 694 405 7930
or link <https://artcenter.zoom.us/my/class.with.dalton>


 Syllabus HERE. Always a work in progress.


Why comics and zines? Watch this: Comic Book Confidential (start viewing at 1:15:25, just Sue Coe's brief interview).

Comics workshops sponsored by The Believer magazine, [click here](#).

 A different way to think about making space for community: Shelter in Place Gallery

 booktour video: 2014 AC Library zine workshop projects

 Booktour video: Former students' comics + zines

 BASECAMP, our secondary course site

Expectations for Classroom Conduct

**** The focus of this class: Taking care and "Making to Transgress" *: writing, being an editor, community-building, collaboration, curation, dissemination. If you have any questions about course content before committing to the term, please email me so we can discuss.**

* Borrowed from name of MICA course taught by Elaine Lopez, **Making to Transgress: Risograph Printing as the Practice of Freedom** (Spring 2020), which she borrowed from title of a book by bell hooks, **Teaching to Transgress** (1994).

ArtCenter's (and my) policy regarding classroom conduct:

ArtCenter is committed to maintaining a civil and safe learning environment, free from bias, coercion, and harassment for all. The classroom is a shared environment where all parties are accountable for behavior and contributions to a productive and supportive atmosphere. We understand that our members represent a rich variety of backgrounds and perspectives and are committed to providing a set of conditions for learning that respects diversity. While working together to build this community we ask all members to:

before week 1

Google Forms survey

free with Gmail, all email
addys can respond

What is the name we should call you?

What is the pronoun we should use when referring to you? "No pronoun, please call me by my name" is a legitimate answer here.

Please note: All classes I teach value student knowledge, interests, research, process, and languages. Our classroom is actively anti-racist and anti-misogynist, aims to interrogate and challenge white supremacy, and is an LGBTQ+ Safe Space. Please either type "agree" below, or type your questions or comments regarding this statement.

Do you have any initial questions about the class? Questions or suggestions regarding remote classroom experience, expectations, etiquette?

What time is it for you when it is 9am in Los Angeles?

Is there anything else you'd like me to know about you (general information or anything that might affect the way you are able to engage with this class)? This will stay private.

Soon after you receive this survey, you should also get an email invite from me to ["Basecamp"](#) which is our primary course site. Materials and documents are all organized here, and this is where you will submit homework and share work with each other. It's free and mobile-friendly. Please complete the following tasks and check them off as you go.

- ☐ I've signed in and edited my name to: Name to call me, Surname as on Inside, pronoun.
- ☐ I have done a brief tour of the "Readings & Resources" area.
- ☐ I have read the syllabus. (Updated on September 3, so please re-read if needed.)
- ☐ If you initially signed in from a computer: I have connected my mobile device by clicking on the circular icon at the top right of the Basecamp page.

Do you have any initial questions about Basecamp, course materials, or the syllabus?

before week 1

Google Forms survey

We will be working together to read and annotate assigned readings on <https://app.perusall.com>. Please go to this site and create an account with your ArtCenter email address. Then click on "Enroll in course" and use this code: DALTON-77YJF

- ☐ I have created an account and signed in to our class.
- ☐ I have done a brief tour of the site and figured out how to navigate/use it.

Do you have any initial questions about Perusall, or what you will be expected to do when I assign reading/annotation on this site?

My Zoom meeting ID and link will be the same every week. They are listed at the top of our DotED page, the syllabus, and our Basecamp page. I will create a DotED zoom link each week to our class meeting, but you don't have to actually go to DotED to get to class—you can just open Zoom and sign in with the meeting ID, or use the web address in any browser, at 9am on Fridays.

Recordings of class, however, can only be saved to and accessed from DotED. I will expect you to watch the recording of class for the weeks you are absent. Please check at least two of the boxes below.

- ☐ I understand and have noted that there are multiple ways I can get to Zoom class each week.
- ☐ I understand how to access a class recording through DotEd if I am absent or want to review.
- ☐ Actually, I don't understand how to access a class recording, can we go over this?

Almost done! Do you have any questions for me, about the class or whatever?

Last task, brief preparation for our first day: What is your "ethics of making"? (This isn't an official term, so you get to figure out what it means to you.) Please type a brief answer below. ALSO: Choose two different kinds of objects (like a book and a painting, or a comic and an installation, etc.), made by other people, that help you connect with, explain, talk through your own ethics of making. Take a screenshot or photo of each and post here [Ethics of Making Class Gallery](#) by the time class starts on our first day. Be ready to discuss!

week 1

Basecamp.com

Free education account
available by request, free
to invited users



Comics and Zines 20FA

meeting ID 694 405 7930 or link <https://artcenter.zoom.us/my/class.with.dalton>



ADL



AY

AMS

BAS

BFS



Add/remove people

calendar

Mon, Nov 30

student meeting hour
12:00pm - 2:00pm

Thu, Dec 3

student meeting hour
12:00pm - 1:00pm

Mon, Dec 7

student meeting hour
12:00pm - 2:00pm

group chat



Allison Dalton, she 11:06am
Library site demo this Wed



Allison Dalton, she 1:22pm
<https://www.latimes.com/c...>



Allison Dalton, she 8:57pm
<https://www.instagram.co...>



Allison Dalton, she 6:32am
<https://www.nytimes.com/2...>

homework



**DUE this Friday week 11, and
looking ahead** 14



Homework due week 10
Amelia Y. and Reuben, Writing



**QUESTIONS, prep for this
week's class, please** 1



Due week 9 16
• Another draft of your piece



Other work due week 8 22
• Read your group's writing

readings & resources

**week 9 in
class**



...and 11 more

**week 9 in
class**

Allison's new
acquisitions!

**reading due
week 10: Erin
Williams
guest
speaker!**

**Abbie's
weekly notes
:)**



week 1

Basecamp.com features

Visually simple, doesn't look "academic," navigation by clicking on the thing itself

Mobile app is very functional

Each class is a **project**, invite students just to their specific project, can be archived

Has a template feature where you can save the whole skeleton of each class you teach frequently, you don't have to rebuild every term. Also has move/copy features across projects

Thread-based posting that puts most recent **message** at top, most recent **comment** at end

Every student comment is labeled with avatar, name, time

Media-rich format, easy to attach and embed (drag and drop!), space for caption built in to any image attachment.

Can hold multi-page documents and expand to read the whole thing on screen, no downloads needed

Can set who is notified on each post (for example, if students turn something in late, they can choose to notify you so you know it's there)

Public/low-stakes homework submission, everyone sees everyone else's work. Can also be a bit more private depending on type of file posted

Multiple ways to interact with each other:

- **Group chat**
- Anyone can **ping** (like texting without sharing personal contact info). Students can ping you to ask questions (very useful for those out of the country). Can attach files, good quick way to share. Students have a way to directly contact each other, in case they're collaborating etc.
- Anyone can post **boosts** for anyone else... good for quick feedback and community

Calendar feature that can be imported into all standard calendar apps.

- Student meeting hours listed there
- Major assignments
- Can attach specific students to a particular assignment, can link to assignment description, etc.

View can be sorted by **activity**, so you can look back through everything a student has done within the project, on a timeline.

LIMITATIONS

No places for faculty to "hide" things you have coming up but don't want to share with students yet. I save week-to-week assignment postings in a text document on my computer, copy, paste, edit each week as needed.

Basecamp does not allow students to "work together" in a virtual space synchronously. This is where Mural comes in.

Students can access all types of files to use as course material, but there is no structure for helping them to interact with it, how to do it well/comprehensively, or way of measuring whether they do interact. This is where Perusall comes in.

week 1

Perusall.com

Free education account,
free to invited users
with code

Perusall

> Comics + Zines > Assignments

Keyboard icon

Help

TS

Comics + Zines

My Courses

Course home

My scores

Notifications

Notes

Add to my calendar

Unenroll from course

Readings

Library

- politics of copyediting
- yes, why?
- making words work
- close readings
- in class week 5: criti...

Assignments

Chats

Groups

- Announcements
- General discussion

One-on-One

Hashtags

- #grades
- #lecture
- #logistics

Get started

Library

Assignments

Due Fri Sep 25, 2020 9:00 am PDT

Dworkin_ArgumentAgainstPunctuation

due wk2 part 1

Verissimo_OnthePoliticsofItalics

due wk2 part 2

Due Fri Oct 2, 2020 9:00 am PDT

Toni Morrison _Nobel Prize Lecture

due wk3 part 1

Due Fri Oct 9, 2020 9:00 am PDT

Grande_On Translating Her Own Book Into Spanish

due wk4 part 1

Whitney_On Heaven and Rewriting a Body

due wk4 part 2

Vuong_Surrendering

due wk4 part 3

Vuong_Essay on Craft

due wk4 part 4

Due Fri Oct 23, 2020 9:00 am PDT

Cole_RereadingBaldwinsStrangerintheVillage

due wk6

Dworkin_ArgumentAgainstPunctuation

due wk2 part 1

Due Fri Sep 25, 2020 9:00 am PDT

Assignment deadline has passed.

Work on assignment

week 1

Perusall.com features

Build a class library of texts that can include pdfs (all text, or text/image, or all image), videos, links to podcasts. Perusall offers access to 20,000+ academic texts you can assign and students purchase

Organize an assignment so different students are responsible for different parts, share the reading work

Students make meaning of the texts together, can answer each others' questions, indicate that they have the same question, upvote comments that help them understand the text, direct message each other in response

Students are able to demonstrate connections to previous course material, their own knowledge, etc.

Low-stakes leads to real participation (this is way easier than speaking up in class while everyone's watching).

Faculty can see where students are having trouble understanding and be prepared to discuss those things in class, or answer the questions by post or message before class.

Comments can be media-rich: include links, images etc. This allows faculty to conduct mini-lectures as part of reading annotation exchange

Many different settings and views to evaluate student participation. Includes automatic grading based on parameters you set (but not integrated with DotED, so it's more helpful as an overview)

[Here's](#) a doc of the exchange I was most inspired by

Message to students when they sign up (can be edited/personalized):

Perusall helps you learn faster by collaboratively annotating the readings and communicating with your classmates. Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructor make class better by emphasizing information that you need.

If you have a question or information to share about a passage in the readings, highlight the text and type in a comment as an annotation. You can also respond to a classmate's annotation in threads (Facebook style) in real time or upvote questions you find helpful. Good annotations contribute to the class by stimulating discussion, explaining your thought processes, helping others, and drawing attention to good points. If a particular classmate's point is relevant, you can explicitly "mention" them and they will be immediately notified, even if not presently signed on.

Research shows that the following behaviors on Perusall predict higher end-of-semester grades and long term mastery of the subject. Your instructor may use some or all to determine your formal score.

- Contributing thoughtful questions and comments to the class discussion, spread throughout the entire reading ([see some examples](#))
- Starting the reading early
- Breaking the reading into chunks (instead of trying to do it all at once)
- Reading all the way to the end of the assigned reading
- Posing thoughtful questions and comments that elicit responses from classmates
- Answering questions from others
- Upvoting thoughtful questions and helpful answers

LIMITATIONS

Not as friendly visually, overwhelming to some students.

- There is an optional “student view” so you can check to make sure everything is as clear as possible for them
- The site offers a mini-tour, but some didn’t find it very helpful
- Maybe make a short screen-capture video that shows students the tools you expect them to use

Some students out of the country were not able to access documents through links. I solved this by including the same materials on Basecamp. There, they could view/read but not annotate, and may have felt a bit left out of the remote discussion.

Some students out of the country were not able to access videos and podcasts through links. No students used annotation while watching videos or listening to podcasts. I’m not sure it’s worth it to include these types of course materials on Perusall, and will likely just embed in Basecamp in the future.

Initial request to my TA (she's a self-identified web platform novice, which was perfect for our purposes):

We're looking for a platform that will offer a lot of options for adding different media and notes (handwriting and drawing would be great), but that is also easy to use and free for everyone. Here are some of the possibilities:

- A Google Doc or some kind of Google spreadsheet
- <https://www.mural.co>
- <https://www.figma.com> (Elaine shared [this tweet](#), which is why we started thinking about doing this)
- A Zoom whiteboard (not a lot of area, though?)
- <https://www.bluescape.com>
- <https://prezi.com>

Simone, Elaine, and I are not as comfortable navigating these spaces and tools as we imagine students are, so we're not sure we'll make the best choice. But we also don't want anyone to feel they -can't- use it because it's too complicated.

After she chose Mural, she made a short video tour specific to the needs of our class

SIGNUP NOTE: Free for teachers, can invite up to 100 active members who access for free as well.

HOWEVER, I couldn't find a way to request this at the outset. I signed up for a free trial, then purchased a single membership for a year, then was identified as an academic from my email address **by a bot**, and asked if I wanted to convert. Once converted everything was the same, I was refunded.

Like a classroom whiteboard, and the teacher is out of the room. Or even in the room—it just feels like the least regulated, most actively shared space they have.

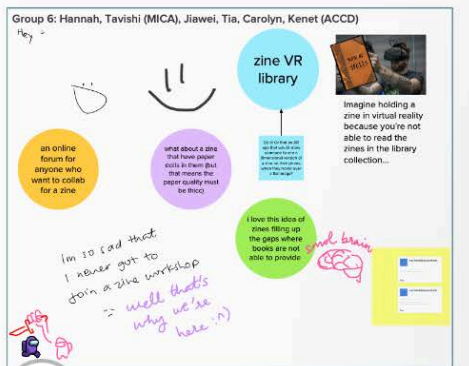
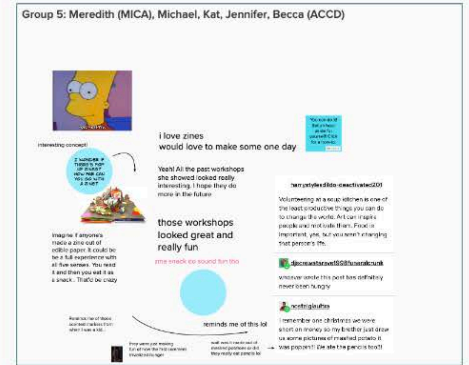
Media-rich, chat feature, synchronous (can see each other's avatars moving around as they work), can leave comments on each other's work.

(MY) LEARNING CURVE NOTE: To help students get comfortable *before* the week we were going to have guests for collaborative note-taking, I invited them to sign in while I was leading a class discussion. Blank slate meant that some did what I asked, some scribbled all over and made jokes... which was fun/community-building for some students, but overwhelmed/intimidated others.

I suggest plotting out individual and shared space *before* unleashing them.

Free test account for
30 days, unlimited
member invites

All changes saved



AD



tips & tricks

List zoom personal meeting ID and link everywhere

Link to all platforms used in class on DotED

Use hyperlinks! All over the place! command-K 4ever

Helps students navigate (my organizational logic isn't necessarily theirs) and shows them the way I make connections between material, research, assignments

Ask students to sign up/sign in to each new platform with the same name

Helps me identify everyone, but also helps them recognize each other across platforms

Remind students to use ArtCenter email address on all platforms

tips & tricks

Name all course materials with author name and text title

Consistent naming system for all docs, files, assignments

Make slideshows into research tools! Make two: one for the “inside,” one for the “outside”

On the outside copy:

- Annotate, annotate
- Which text, collection, site did it come from
- Hyperlink to origin and related material
- Possibly archive said related material on Basecamp
- Record notes on the slide, not in notes, to remind students what was discussed

other web-accessible stuff

Edit and save class recordings for future use

I have asked guests (& attending students) if I may re-use their visits as recorded material in future classes, archived edited versions on Vimeo, and saved guest slideshows to share as well

Booktours

Because I can't bring all my beautiful books to class. Made with phone, uploaded to Vimeo, embedded on Basecamp

Tumblr blog as public-facing archive of and directory to student work

Sharing outward is one of Comics & Zines' course outcomes. Student projects, with their permission, are "published online" with InDesign, which generates a page-turn link. Student projects conducted on other platforms can be linked to as well. We'll all share the tumblr blog address on our own social media when the term is over. accd-comics-n-zines.tumblr.com

ZOOMING, FLIPPING, ETC. PART 2: TOOLBOX

Basecamp, the center of it all

Comics & Zines

Basecamp template for [Spring 2021](#)

week 1

Introductions

due today

Curating: Pick two images showing your ethics of making, post to [Basecamp.com](https://www.basecamp.com) before first day of class

during class

building a shared ethics of making

My "ethics of making" consists of the vow not to do harm. I don't think that everything I make has to have a "greater purpose" or a political motivation, but at a minimum, it needs to not perpetuate or uphold ideologies of inequality. Additionally, it prioritizes respect for source materials, aesthetic traditions, and sources of inspiration.

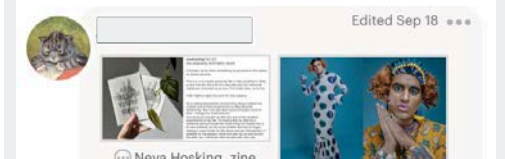
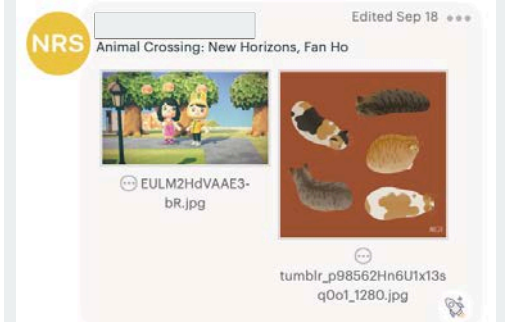
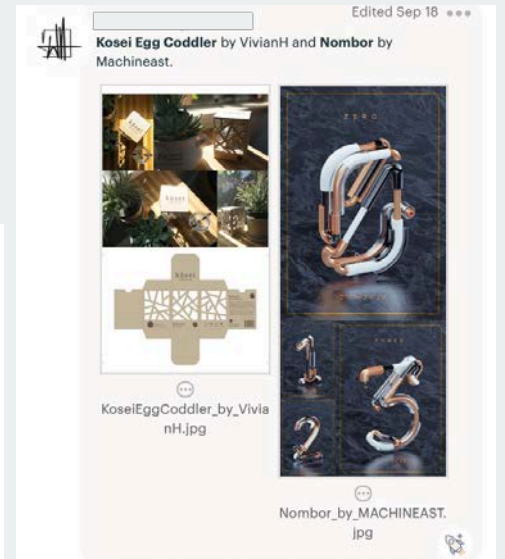
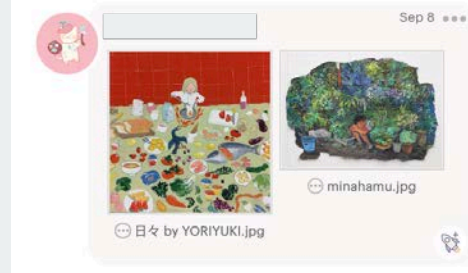
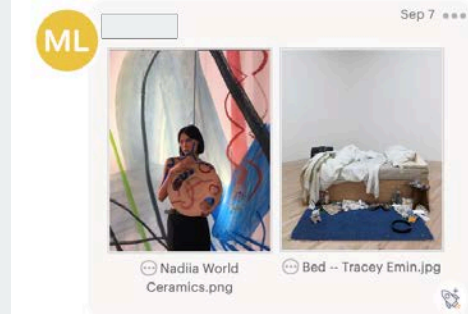
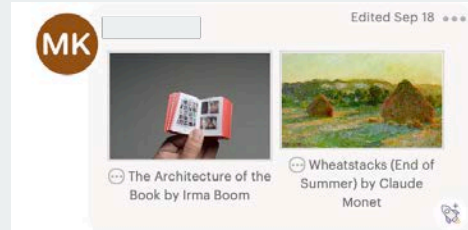
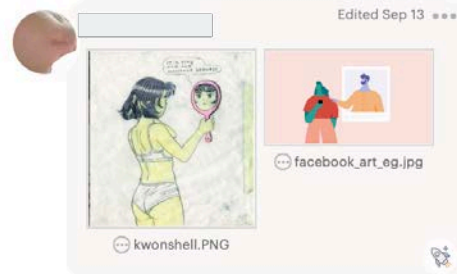
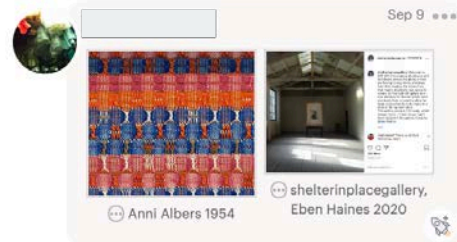
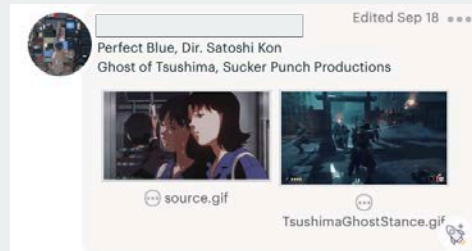
For me, the most important part of creating is being true to myself. One doesn't always have to make art philosophical or political, and it is perfectly reasonable to create for the sake of entertainment, if the creator is not engaged in discussions of this sort. However, for me personally, I want to focus more on creating for the sake of starting a conversation on topics important to me, such as what is beauty, what is freedom, what it means being a woman.

I believe in using materials from every day life whenever possible in my art and giving them new life. I also think working from instinct is a good thing and not getting too caught up in making mistakes.

I think I am still figuring out my "ethics of making", I create based on my interests at the moment. A recurring theme in characters I create often lies around the outsider or the odd, looking to find belonging and connecting. (I hope that's close enough to my ethics of making)

My ethics of making would be the work made as catharsis- a positive act that does no harm to others in any form. I believe artists must uphold a personal ethic of creating in a way that does no harm to others and there should be things we can't forgive in art- artists who promote hatred, misogyny, rape culture, homophobia, transphobia+++ are not welcome in my ethics of making community. We must uphold certain common values.

I think my ethics of making is to create art until I can get the things I want to see and create out of myself, the way I want it to. Right now I feel like there's something preventing me from fully creating like I want to, but I don't feel like creating things important or based from my deep emotions, rather I prefer to make things to distract myself.




week 2

Writing & Reading as Transgression

during class

booklists exercise




Sep 25 ***

Reading to Transgress
Toxic Masculinity and how its ruining society

Taking a look at modern masculinity and how 'men' can start to look deeper into the toxicity of patriarchy.

I Am Sorry to Think I have Raised a Timid Son - Kent Russell
The Descent of Man - Grayson Perry
Man Up: Surviving Modern Masculinity - Jack Urwin
Deconstructing Machismo - Roberto Rodriguez and Patricia Gonzales.
Deconstructing Men and Masculinities - Michael Atkinson
Some Men - Michael A Messner, Max Greenber, Tal Peretz
The Highly Sensitive Man - Tom Falkenstein



Edited Sep 25 ***

reading to transgress
Fucked Foundation? ugly house.

US constitution

Second Treatise on Civil Government
Book by John Locke

The Prince
Book by Niccolò Machiavelli


Belle hooks "aint I a woman"

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*

James Baldwin - Notes of a Native Son (1955)
——— or any of his essay collection books

Simulacra and Simulation (The Body, In Theory: Histories of Cultural Materialism)

How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics
by N. Katherine Hayles



Sep 25 ***

Reading to Transgress
she only plays support: "Gaming Culture" and Bigotry

Gaming Sexism: Gender and Identity in the Era of Casual Video Games
Amanda C. Cote - 2020

Ready Player Two: Women Gamers and Designed Identity
Shira Chess - 2017

Woke Gaming: Digital Challenges to Oppression and Social Injustice
David J. Leonard, Kishonna L. Gray - 2018


Feminism in Play
Gerald A. Voorhees, Emma Vossen, Kishonna L. Gray - 2018

The Future of Tech Is Female: How to Achieve Gender Diversity
Douglas M. Branson - 2020

Gaming Masculinity: Trolls, Fake Geeks, and the Gendered Battle for Online Culture
Megan Condis - 2018

Boys' Club: Exclusion in the Entertainment Industry
Dena Lombard - 2020


Gamer Trouble: Feminist Confrontations in Digital Culture
Amanda Phillips - 2020



Sep 25 ***

Reading to Transgress
Jakarta's urban politics in the context of disaster and poverty


- Cities of the Global South (edited by Faranak Miraftab and Neema Kudva)
- Lea Jellinek's "Displaced by Modernity: The Saga of a Jakarta Street-Trader's Family from the 1940s to the 1990s" from *Cities in the Developing World: Issues, Theory, and Policy*
- Andy Hendricus Simarmata's "Assessing Flood-Related Vulnerability of the Urban Poor" from *Future Challenges of Cities in Asia*
- Jörgen Hellman's "How to Prove You Are Not a Squatter: Appropriating Space and Marking Presence in Jakarta" from *Cities in Asia by and for the People*
- Roanne Van Voorst and Jörgen Hellman's "One Risk Replaces Another: Floods, Evictions and Policies on Jakarta's Riverbanks" from the *Asian Journal of Social Science* (vol 43)
- Thanti Octavianti and Katrina Charles' "The Evolution of Jakarta's Flood Policy over the Past 400 Years: The Lock-in of Infrastructural Solutions" from *Environment and Planning C: Politics and Space* (vol 37)
- Bosman Batubara's "Uneven Urbanisation: Connecting Flows of Water to Flows of Labour and Capital Through Jakarta's Flood Infrastructure" from *Antipode* (vol 50)
- Triarko Nurlambang's "Public Policy Matters on Climate Change and Migration in Indonesia: The Case of Jakarta City" from *Climate Change, Migration and Human Security in Southeast Asia*
- Deden Rukmana's "Participatory Governance in Mitigating Annual Floods in Jakarta" from *The Routledge Handbook of Planning Megacities in the Global South*
- Anto Mohsin's "Banjir Jakarta 2007 dan Debat Mengenai Pengelolaan Tata Air Jakarta Kedepannya" from *Jurnal Wilayah dan Lingkungan*



Sep 25 ***

Reading to Transgress
identity within society (mostly asian perspectives)


On Earth We're Briefly Gorgeous - Ocean Vuong
This Way to the Sugar - Hieu Minh Nguyen
The Year of Blue Water - Yany
Purification in Process - Dã Cầu
The Night is Short, Walk on Girl - Tomihiko Morimi
Small Beauty - Jia Qing Wilson-yang
Lonely Rolling - Ngô Sao
Our Dreams at Dusk - Yuhki Kamatani
Stages of Rot - Liennea Sterte



Edited Sep 25 ***

Reading to Transgress
Power and violent human progression

DUNE - Frank Herbert
Do Androids Dream of Electric Sheep? - Philip K. Dick
Art of War - Sun Tzu
Rage - Bob Woodward
Animal Farm - George Orwell
Brave New World - Aldous Huxley
No More War - S. Brian Willson
The Communist Manifesto - Karl Marx
Permanent Record - Edward Snowden
The State and Revolution - Vladimir Lenin



Edited Sep 25 ***

Reading to Transgress
There are no rules

Ricky Gervais Presents: The World of Karl Pilkington - Karl Pilkington

Roger - Jeremy Gerlis, Alan Capel, Tim Cordell


I Want My Hat Back - Jon Klassen

Let's Make Some Great Art - Marion Deuchars

Big Kids - Michael DeForge

Just Kids - Patti Smith


Riding the Elephant: A Memoir of Altercations, Humiliations, Hallucinations, and Observations - Craig Ferguson



Sep 25 ***

Reading to Transgress
Contextualizing and Critiquing Systems of Oppression


-Principles of Communism - Friedrich Engels
-The State and Revolution - Vladimir Lenin
-Pornland: How Porn Has Hijacked Our Sexuality - Gail Dines
-Acting Between The Spheres: Charlotte Cushman as Androgyne - Elizabeth Reitz Mullenix
-Race Matters - Cornel West
-Hoodwinked: Breaking the Chains of Imperialism - John Mwandia
-The Self Under Siege: Philosophy in the Twentieth Century, Section 6 "The Disappearance of the Human, on Foucault" - Rick Roderick
-Discipline and Punish: The Birth of the Prison - Michel Foucault
-Madness and Civilisation - Michel Foucault
-Anti-Oedipus: Capitalism and Schizophrenia - Gilles Deleuze and Felix Guattari



Sep 25 ***

reading to transgress:
weird ass science fiction


The Left Hand of Darkness - Ursula K Le Guin
1984 - George Orwell
Twenty Thousand Leagues Under the Sea - Jules Verne
The Belonging Kind - William Gibson
Dune - Frank Herbert
The hitchhiker's guide to the galaxy - Douglas Adams
At The Mountains of Madness - H. P. Lovecraft
Stranger in a Strange Land - Robert A Heinlein
Passing for Human - Jody Scott
Frankenstein - Mary Shelley



Sep 25 ***

Reading to Transgress
Queer people are human too


Laura Dean Keeps Breaking Up With Me by Mariko Tamaki and Rosemary Valero O'Connell
Paranatural by Zack Morrison
Dreamland by Glass Animals
My Lesbian Experience with Loneliness by Kabi Nagata
On Earth We're Briefly Gorgeous by Ocean Vuong
Super Mutant Magic Academy by Jillian Tamaki
Our Dreams at Dusk by Yuhki Kamatani
Lot by Bryan Washington
Blooming by Ujico
Doukyusei by Shoko Nakamura



Sep 25 ***

Reading to Transgress
Ways to look at female bodies


Ebony Flowers "Hot Comb"
Matt Brady "Adam Hughes on the Mary Jane Statue"
Tillie Walden "I Love This Part"
Trina Robbins "Gender Differences in Comics"
Diane Noomin "Drawing Power: Women's Stories of Sexual Violence, Harassment, and Survival"
Emil Ferris "My Favorite Thing is Monsters"



Edited Sep 25 ***

Readings to transgress
Fuck beauty standards made by men for women

- The bluest eye by Toni Morrison (real)
- The beauty myth by Naomi Wolf (real)
- Look at me by Jennifer Egan (real)
- Let my leg hair breathe by Zoë Shuman (fake)
- Leave my flat self live in piece by Reese Martinez (fake)
- The bell jar by Sylvia Plath (real)
- I have diarrhea on the daily just like you by Marilyn Spunt (fake)
- Bikini wax torture by Camilla Ramos (fake)
- Tape it back by Lucy Diamond (fake)
- How women are portrayed in film by Janet Jason (fake)



Sep 25 ***

Reading to Transgress:
environmental books

imaginary books
Another Oil Spill?
It's a (Boy/Girl/Forest Fire)!
Safety Guide to: Environmental Activism

real books
The Lorax by Dr. Seuss
The Uninhabitable Earth by David Wallace-Wells

week 2

Writing & Reading as Transgression

due today

Making: Two-person, two-theme zine

Sep 24 ***

Team: [redacted]
Themes: Memes about Gordon Ramsay and Among Us



09-24-2020- gordon ramsay-among us zine.pdf · 2.08 MB · [View full-size](#) · [Download](#)

[redacted] pages [redacted] pages

YESSSSSS YESSS


Edited Sep 25 ***

Team: [redacted]
Themes: Gender and Comedy




Sep 24 ***

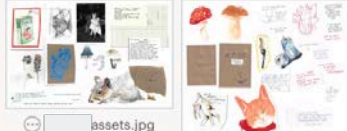
Team: [redacted]
Themes: Backyard Animals + Beauty in Decay
CONTENT WARNING: death/illustrated gore



Leftovers_Final.pdf · 9.11 MB · [View full-size](#) · [Download](#)




IMG_1049.mov · 44.2 MB · [View full-size](#) · [Download](#)




[redacted].assets.jpg [redacted].assets.jpg

ADL mental health + distortion Sep 25 ***



frontcover.jpg




pg2-3.jpg pg4-5.jpg pg5-6.jpg back cover.jpg

insp.zinedrawings.pages
911 KB · [Download](#)

MK Sep 25 ***


Team: [redacted]
Theme: Quotes




Quotes print.pdf · 2.1 MB · [View full-size](#) · [Download](#)

Edited Sep 25 ***

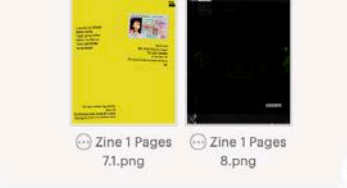
Themes: Distortion & Mental Health



Zine 1 Pages 1.png Zine 1 Pages 2.11.png Zine 1 Pages 3.1.png



Zine 1 Pages 4.1.png Zine 1 Pages 5.1.png Zine 1 Pages 6.png



Zine 1 Pages 7.1.png Zine 1 Pages 8.png

THS Sep 25 ***

Team: [redacted]
Theme: Childhood Asian candies and snacks



snackventure_PDF.pdf · 1.72 MB · [View full-size](#) · [Download](#)

5th term Fine Art Sep 25 ***

Team: [redacted]
Themes: astronauts stranded in a creepy space station + the scenario I acted out in my lonesome today



[redacted] · 1.87 MB · [View full-size](#) · [Download](#)

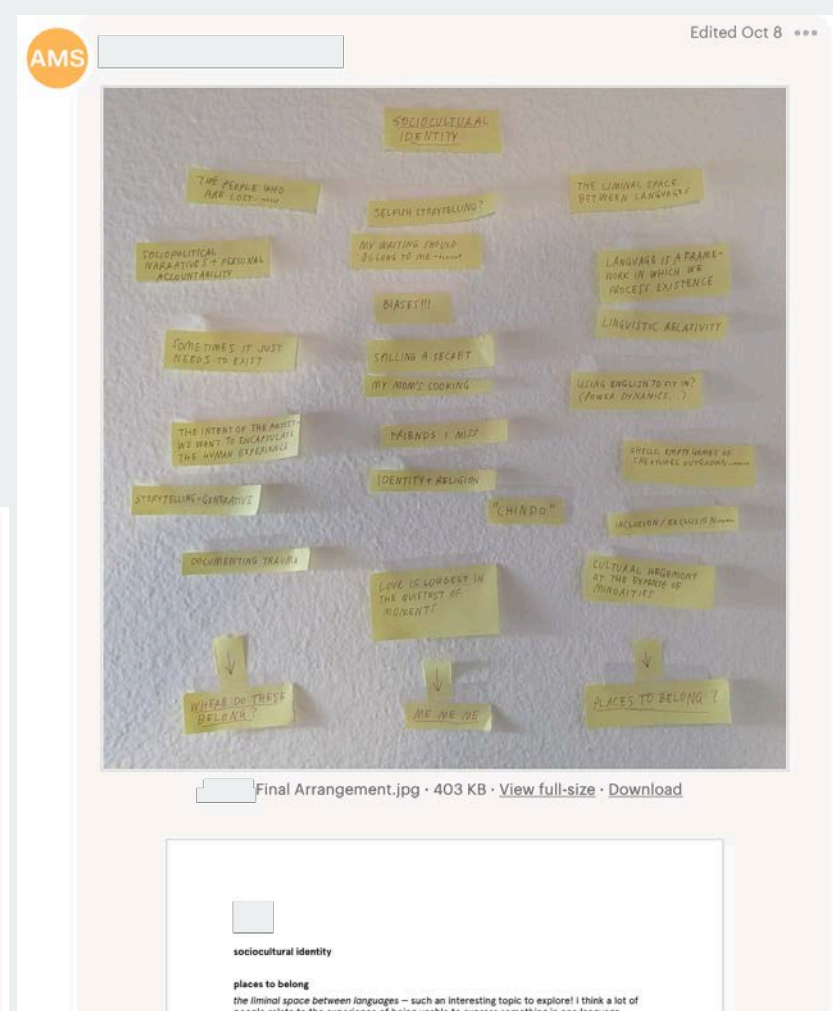
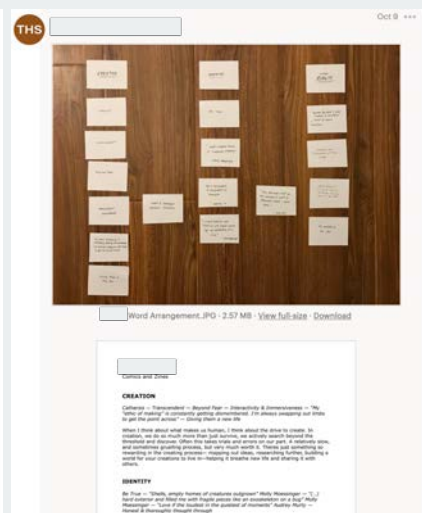
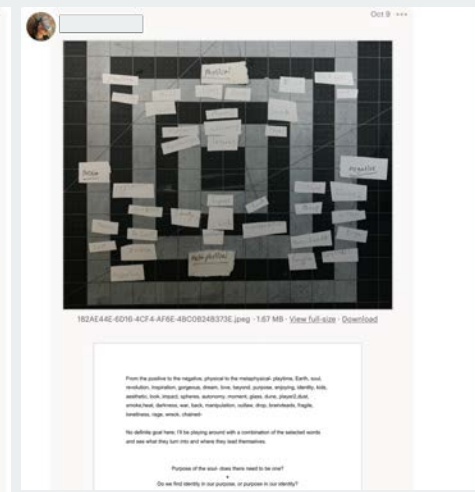
Edited Sep 25 ***

Team: [redacted]
Theme: Frogs in Medieval fantasy, egg porn, paper cutting



due today

Making: Writing process “zero draft”



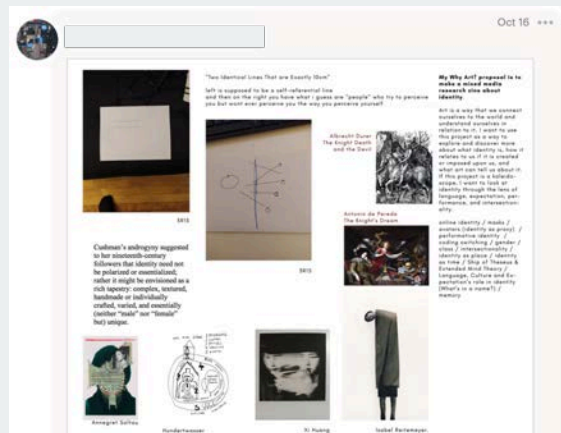
week 5

due today

Readings catch-up
Collection/Curation/
Documentation/
Reflection

Making: The start of group project, text & image core

Oct 16 ***



Patchwork 2.png · 144 MB · View full-size · Download

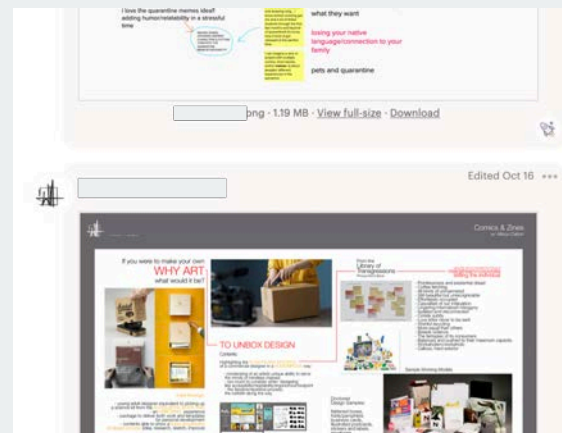
Oct 19 ***

MOS

<https://app.mural.co/invitation/mural/spring2020packaging27165/1603118631592?sender=ue7c4668c465151b22e416222&key=e67e6303-9fdb-4540-a255-6f94aca81277>

Collection of Wonderful Rubbish

Oct 16 ***



Comics & Zines

Edited Oct 16 ***

2020.10.16, [redacted], Comics&Zines_Wk4_HW_MakingCollabNEW.jpg · 4.78 MB · View full-size · Download

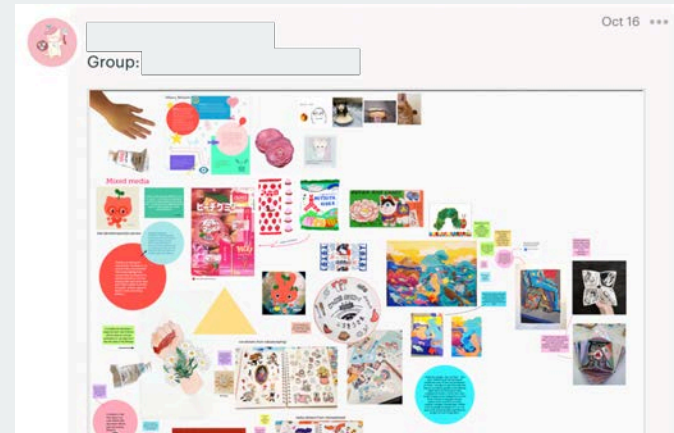
Oct 16 ***

RFH

<https://drive.google.com/drive/folders/1WzuZWAvpafiZlBls3tayfWVlQttClKk37usp?usp=sharing>

Oct 16 ***

Group: [redacted]



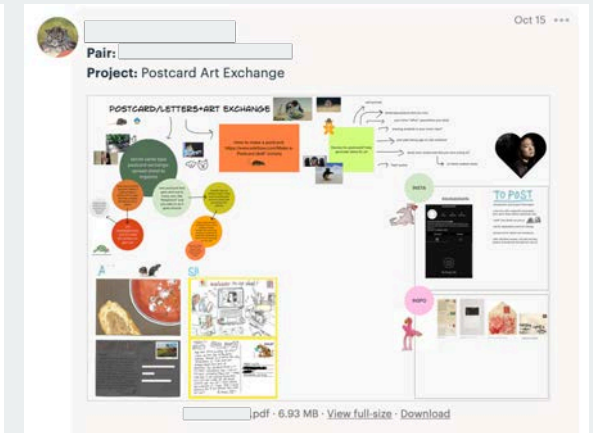
group mural · 2.64 MB · View full-size · Download

Mural link:
<https://app.mural.co/t/comicszines8176/m/comicszines8176/160245917094/fda2aac314ad7bc503093bbca036c60a847f814f>

Oct 15 ***

Pair: [redacted]


Project: Postcard Art Exchange



[redacted].pdf · 6.93 MB · View full-size · Download

Oct 15 ***

Project: Growing Up Queer Memoir (collective)



Growing Up

ZOOMING, FLIPPING, ETC. PART 2: TOOLBOX

thanks for sticking with me!

questions?