

Lisa M. Jackson

History 10B: US History, 1877-present

MW: 1:00-4:30PM

Crown Classroom 208

Office Hours: MW: 11:30-12:30PM

And by appointment over Zoom

Office: Tables outside Fireside Lounge, weather permitting

US History Through Comics: The Long Twentieth Century (Summer Session)



Welcome to US History Through Comics: The Long Twentieth Century! This course is an *introduction* to modern US history. Time constraints prevent us from exploring every aspect of US history, so instead we will focus on the experiences of ordinary people— the immigrants and people of color, women and working classes who built this nation, transformed its character, and fought to expand the meaning of “We the People.” A central theme that runs through the course is national belonging—which people enjoyed the full measure of political, social, and economic citizenship, how and when they acquired it, and who determined which of them deserved it. You will leave this class with some knowledge of the historian’s craft and with an understanding that history is made not just by historical actors, but also by those that study and write about the past.

Readings

Required

Kiyama, Henry (Yoshitaka). *Four Immigrants Manga: A Japanese Experience in San Francisco, 1904-1924*. Berkeley: Stone Bridge Press, 1999. **The PDF of the selected comics is available on the Files page on Canvas.**

Walker, David F. (w.) and Marcus Kwame Anderson (a.). *The Black Panther Party: A Graphic Novel History*. New York: Penguin Random House, 2021. **You may purchase this book or check it out from the campus library where it is held at the front desk under course reserves.**

https://ucsc.primo.exlibrisgroup.com/discovery/search?query=any,contains,HIS%2010B&tab=CourseReserves&search_scope=CourseReserves&vid=01CDL_SCR_INST:USCS&offset=0

Tran, Gia-Bao. *Vietnamerica: A Family's Journey*. New York: Random House, 2010. **You may purchase this book or check it out from the campus library where it is held at the front desk under course reserves.**

https://ucsc.primo.exlibrisgroup.com/discovery/search?query=any,contains,HIS%2010B&tab=CourseReserves&search_scope=CourseReserves&vid=01CDL_SCR_INST:USCS&offset=0

Bechdel, Alison. *The Essential Dykes to Watch Out For*. New York: Houghton Mifflin Harcourt, 2020. **The PDF of the selected comics is available on the Files page on Canvas.**

Selections from the online US history database *The American Yawp*.
<https://www.americanyawp.com/>

Reference

Eisner, Will. *Comics and Sequential Art*. Tamarac: Poorhouse Press, 1985;

https://archive.org/details/Will_Eisner_Theory_of_Comics_and_Sequential_Art

McCloud, Scott. *Understanding Comics: The Invisible Art*. New York: Kitchen Sink Press, 1993;

<https://archive.org/details/UnderstandingComicsTheInvisibleArtByScottMcCloud>

Assignments

Each week you will read a graphic narrative showcasing the experiences of a particular marginalized community—in this case one memoir, one scholarly graphic history, and selections from a manga and a syndicated comic strip—all created by members of those communities. You will learn the history of the comic medium and how to read and interpret primary sources that contain both words and text and proceed to use this skill in analysis of political cartoons produced during the periods under consideration. You will also learn how to analyze textual primary sources, focusing on the purpose, intended audience, and whether the text successfully conveys its message to that audience. You will be encouraged to formulate your own questions about these sources, especially with regards to the value judgments inherent in document preservation. In addition to the in-class document analysis, you will be required to take a multiple-choice quiz every week. These assignments will prepare you for your final project. Creativity will be encouraged.

Grading

Participation: 10%

- Attendance to lecture is mandatory.
- I expect you to arrive to class prepared to discuss that week's readings.

Weekly quizzes: 30%

- These will be available on Canvas.
- The questions will be multiple choice or true/false.
- Questions will be taken from the graphic histories AND lectures AND from the essays on *The American Yawp* website.
- Quizzes for weeks 1-4 will open on Fridays at 8:00AM and close on Sundays at 11:59PM. The quiz for the final week of class will open on Wednesday at 8:00AM and close on Friday at 11:59PM.
- Once you begin you have 60 minutes to complete the quiz.

Document analysis: 30%

- On most days, students will read and do a guided analysis of or activity involving one or two primary sources.
- You will be given some time in class to begin this assignment, but it will not be due until the following day at 4:30PM. Late submissions will be accepted until 11:59PM.
- **Example: A document analysis assignment that we begin in class on Monday is due on Tuesday at 4:30PM. Late submissions will be accepted until 11:50PM on Tuesday.**
- Each primary source is available online for those students who cannot make it to the lecture. Links are provided on this syllabus. **If it is a PDF, you will find it in the Files page on Canvas.**

Final project: 30%

- Type of final project—You have several options for your final project.
 - Graphic narrative: For this option, you will take one of the primary sources you chose to analyze and create an original political cartoon or comic strip illustrating or critiquing the main argument(s) in the source. Each graphic narrative needs to be accompanied by a short essay (no more than one typed page) explaining the historic significance of the image. **You must use a textual primary source. You may create these the old-fashioned way or use digital tools like Pixton.**
 - Other creative project: For this option, you will take one of the primary sources you chose to analyze and create something that illustrates or critiques the main argument(s) in the source. Get creative! Examples include a social media account by the author of the document or a blackout poem that demonstrates your understanding of the creator's main arguments, critiques that argument, or makes a counterargument. Whatever you choose to do, they must be accompanied by a short essay (no more than one typed page) that explains the historic significance of your project. **You must use a textual primary source.**
 - **To reiterate, you must choose a text for your final project.**

- Primary and secondary source base: These should come only from the required readings and in-class document analysis activity.
- **Due Friday, September 1, 2023, at 11:59PM. You may upload one or two documents to Canvas.**
- **Free (or free to try) online comics/animation generators:**
 - Pixton: <https://www.pixton.com/>
 - Comic Life: <https://plasq.com/apps/comiclif/macwin/>
 - Paper by We Transfer: free application for iPad and iPhone available in the app store.
 - StoryboardThat: <https://www.storyboardthat.com/>. 30-day trial for \$1.
- **Blackout Poetry Assistance:**
 - Blackout Poetry Maker: <https://www.classes.cs.uchicago.edu/archive/2022/summer/19911-1/blackout-poetry/starter/index.html>
 - Blackout Poetry Maker: <https://blackoutpoetry.glitch.me/>
- More on this later

You will do a total of 7 document analysis assignments and take 5 quizzes. Canvas will drop your lowest score for each of these. In other words, you will only be graded on 6 document analysis assignments and 4 quizzes. In other, other words, you may skip 1 document analysis assignment and 1 quiz.

Weekly Schedule

Week 1: Manifest Destiny Goes Global

Day 1: “Introductions, and two lectures: “Comics History and How to Read Them” and “Reconstruction and Consolidation of the Continental American Empire”

Day 2: “Yearning to Be Free: Immigration and the Making of the American West”

Readings:

“Reconstruction,” *The American Yawp*, <https://www.americanyawp.com/text/15-reconstruction/>

“Capital and Labor,” *The American Yawp*, <http://www.americanyawp.com/text/16-capital-and-labor/>

“The West,” *The American Yawp*, <https://www.americanyawp.com/text/17-conquering-the-west/>

In-class document analysis

Day 1: George Frederick Keller, “The Balky Team,” *San Francisco Illustrated Wasp*, 16 February 1879; <https://thomasnastcartoons.com/2014/02/14/the-balky-team-16-february-1879/>

- Day 2: Clifford Berryman, "A Burden That Cannot Be Honorably Disposed of at Present," September 25, 1899; <https://catalog.archives.gov/id/6010332>
- Day 2: Thomas Nast, "Every Dog (No Distinction of Color) has Its Day," February 8, 1879; <https://thomasnastcartoons.com/2014/04/01/every-dog-no-distinction-of-color-has-his-da/>

Week 2: Immigration, World Wars, and a Global Depression

Day 1: "Doing Their Bit: Women and People of Color Navigate a Global Conflict and Global Depression"

Day 2: "The New Deal, World War II, Migrations, and Changing Ideas about Citizenship"

Readings:

Kiyama, Henry (Yoshitaka). *Four Immigrants Manga: A Japanese Experience in San Francisco, 1904-1924*. Berkeley: Stone Bridge Press, 1999. **The PDF of the selected comics is available on the Files page on Canvas.**

"American Empire," *The American Yawp*, <https://www.americanyawp.com/text/19-american-empire/>

"World War I & Its Aftermath," *The American Yawp*, <https://www.americanyawp.com/text/21-world-war-i/>, selections

"The Great Depression," *The American Yawp*, <https://www.americanyawp.com/text/23-the-great-depression/>, selections

In-class document analysis:

Day 1: Alice Stone Blackwell, "Answering Objections to Women's Suffrage," 1917; <http://www.americanyawp.com/reader/20-the-progressive-era/alice-stone-blackwell-answering-objections-to-womens-suffrage-1917/>

Day 1: Pedro Albizu Campos, "Puerto Rican Nationalism," 1936; <https://www.marxists.org/archive/campos/1936/puerto-rican-nationalism.htm>

Day 2: "A Step in the Right Direction," 1943; <https://www.docsteach.org/documents/document/a-step-in-the-right-direction>

Day 2: "Americanos Todos Luchemos Por La Victoria: Americans All Let's Fight for Victory," ca. 1941-1945; <https://www.docsteach.org/documents/document/americans-all-lets-fight-for-victory>

Week 3: The Cold War and Long Civil Rights Movement

Day 1: "Bolsheviks in the Bathroom: Cold War Containment at Home and Abroad"

Day 2: "I Am a Man: Black Power and the Expanding Civil Rights Movement"

Readings:

Walker, David F. (w.) and Marcus Kwame Anderson (a). *The Black Panther Party: A Graphic Novel History*. New York: Penguin Random House, 2021. **You may purchase this book or check it out from the campus library where it is held at the front desk under**

course reserves.

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"The Cold War," *The American Yawp*, <https://www.americanyawp.com/text/25-the-cold-war/>
"The Affluent Society," *The American Yawp*, <http://www.americanyawp.com/text/26-the-affluent-society/>

In-class document analysis:

Day 1: *Green Lantern*, "Riddle of the Frozen Ghost Town," **PDF available in the files page on Canvas.**

Day 2: "You are the Un-Americans, and you ought to be ashamed of yourselves": Paul Robeson Appears Before HUAC; <http://historymatters.gmu.edu/d/6440>

Day 2: Dr. Martin Luther King, Jr., "Beyond Vietnam," 1967;
<https://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>.

Start: "Tonight, however, I wish not to speak with Hanoi and the National Liberation Front..."

End: "So it is that those of us who are yet determined that America will be—are—are led down the path of protest and dissent, working for the health of our land."

Week 4: Vietnam and its legacy

Day 1: "War, What Is It Good For? Vietnam and the Dismantlement of the Nixon White House"

Day 2: "A Nation Gone Under: Movement Conservatism and the Reagan Revolution"

Readings:

Tran, Gia-Bao. *Vietnam: A Family's Journey*. New York: Random House, 2010. **You may purchase this book or check it out from the campus library where it is held at the front desk under course reserves.**

https://ucsc.primo.exlibrisgroup.com/discovery/search?query=any,contains,HIS%2010B&tab=CourseReserves&search_scope=CourseReserves&vid=01CDL_SCR_INST:USCS&offset=0

"The Sixties," *The American Yawp*, <http://www.americanyawp.com/text/27-the-sixties/>
"The Unraveling," *The American Yawp*, www.americanyawp.com/text/28-the-unraveling/

In-class document analysis:

Day 1: "A Letter from the Front," 1965; <https://hti.osu.edu/opper/lesson-plans/the-civil-rights-movement/images/a-letter-from-the-front>

Day 1: "Ah, Independence Day—The glorious Fourth! Do see that the natives get a nice fireworks display," 1978; <https://www.loc.gov/exhibits/herblocks-history/one.html>

Day 2: "Indians of All Tribes Newsletter with Proclamation Reclaiming Alcatraz," 1970, <https://www.docsteach.org/documents/document/proclamation-reclaiming-alcatraz>
Pages: 3-4.

Day 2: Jerry Falwell, "Listen America," 1980;

https://www.norton.com/college/history/archive/resources/documents/ch36_02.htm.

Week 5: Women and Queers: Acting Up, Fighting Back

Day 1: "Off Our Backs: The Women's Movement in Black, Brown, and White" and "Silence Equals Death: Queer Civil Rights and the Global AIDS Crisis"

Day 2: "Immigration and the American Empire Today"

Bring a draft of your final project the last day of class for peer review.

Readings:

Bechdel, Alison. *The Essential Dykes to Watch Out For*. New York: Houghton Mifflin, 2020.

Selections. **You will find a PDF in the Files page on Canvas.**

Omar Banuchi and Ed Morales, "A Cartoon History of Colonialism in Puerto Rico,"

<https://edmorales.net/2018/07/01/a-cartoon-history-of-colonialism-in-puerto-rico/>.

"The Triumph of the Right," *The American Yawp*, www.americanyawp.com/text/29-the-triumph-of-the-right/

Final projects should be uploaded to Canvas by 11:59 PM on Friday, September 1st.