

Lisa M. Jackson

Class schedule: Tuesday/Thursday, 1:00-4:30PM

June 21-July 21, 2022

Classroom: Oakes Academy 105

Office hours: Tuesdays, 11:30-12:30, outside Oakes Café.

By appointment on zoom.

Email: limjacks@ucsc.edu

US History Through Comics: The Long Twentieth Century



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

Mitchell, Brian K. (w.), Barrington S. Edwards (a.), and Nick Weldon. *Monumental: Oscar Dunn and His Radical Fight in Reconstruction Louisiana*. Charlottesville: University of Virginia Press, 2021. **Available as a PDF on the Files page on Canvas or as an ebook on ereuse at the McHenry Library website.**

Kiyama, Henry (Yoshitaka). *Four Immigrants Manga: A Japanese Experience in San Francisco, 1904-1924*. Berkeley: Stone Bridge Press, 1999.

Walker, David F. (w.) and Marcus Kwame Anderson (a.). *The Black Panther Party: A Graphic Novel History*. New York: Penguin Random House, 2021.

Tran, Gia-Bao. *Vietnamica: A Family's Journey*. New York: Random House, 2010.

Bechdel, Alison. *The Essential Dykes to Watch Out For*. New York: Houghton Mifflin Harcourt, 2020. **You will read a selection of these comic strips, so it is not necessary to buy the book. 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, two scholarly graphic histories, one manga, and selections from 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, which may be graphic or textual. Creativity will be encouraged.

Grading

Participation: 10%

- I will not take attendance. It is your choice to come to class or skip it.

- But I will be grading you on participation. How will I do that, you ask? Well, I learn names and faces by having conversations with students. If I remember your name at the end of the five weeks, you will get full marks.
- Ways to help me learn your name:
 - Make comments or ask questions in class.
 - Email me with comments or questions about assignments or course material.
 - Visit me during regular office hours or schedule ones over zoom.

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.

Document analysis: 30%

- On most days, students will read and do a guided analysis of one primary source. You will be given some time in class to begin this assignment, but it will not be due until the following day.
- Each primary source is available online for those students who cannot make it to the lecture. Links are provided on Canvas.
- You will use the documents, "Everything But the Paper in Ten Steps--Text" or "Everything But the Paper in Ten Steps--Cartoon." You will find them in the Files page on Canvas.

Final project: 30%

- Type of final project—You have two options for your final project.
 - Classic essay: For this option, you will take one of the primary sources you chose to analyze and write a 3-5-page essay using the “Everything But the Paper in Ten Steps” as a guide. **You may choose either a graphic or textual primary source.**
 - Graphic narrative: For this option, you will also take one of the primary sources you chose to analyze and create an original political cartoon or comic strip that focuses on one of the questions you generated in the “Everything But the Paper in Ten Steps” assignment. 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.**
- Primary and secondary source base: These should come only from the required readings and in-class document analysis activity.
- More on this later

You will do a total of 8 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 7 document analysis assignments and 4 quizzes. In other, other words, you may skip 1 document analysis assignment and 1 quiz.

Important Information

Summer Session Dates/Deadlines

Session 1: June 20-July 22, 2022

Add deadline: June 23, 2022

Drop deadline: June 27, 2022

Withdrawal request deadline: July 10, 2022

Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

Accessibility

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

Title IX/Care Advisory

The [Title IX Office](#) is committed to fostering a campus climate in which members of our community are protected from all forms of sex discrimination, including sexual harassment, sexual violence, and gender-based harassment and discrimination. Title IX is a neutral office committed to safety, fairness, trauma-informed practices, and due process.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Slug Support

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

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:

Mitchell, Brian K. (w.), Barrington S. Edwards (a.), and Nick Weldon. *Monumental: Oscar Dunn and His Radical Fight in Reconstruction Louisiana*. Charlottesville: University of Virginia Press, 2021.

“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.

“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.

"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.

"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”

Readings:

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

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

In-class document analysis:

Day 1: “Right Up My Alley,” 1985; <https://www.loc.gov/exhibits/herblocks-history/invasion.html>

Day 1: Combahee River Collective Statement, https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Readings.pdf. Pages 3-6, “What We Believe.”