

Japanese American Evacuation During World War II
Cultural and Ethnic Studies 296
Spring 2012

Instructor: Dr. Alan E. Yabui
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Office Hrs: 2:30 to 4:00 PM, Monday—Thursday;
Other times TBA

Textbooks: Fiset, L. (2009) *Camp Harmony*.
University of Illinois Press, Champaign.
IL.

Okada, J. (1976) *No-No Boy*. Seattle:
University of Washington Press.

Otsuka, Julie (2011) *Buddha in the Attic*.
New York: Knopf Doubleday.

Spickard, Paul (2009) *The Formation
and Transformation of an Ethnic Group*
(rev 2009). New Jersey: Rutgers
University Press.

Objectives:

1. To exam the critical human issues associated with Executive Order 9066 signed by President Roosevelt on February 19, 1942 and its impact on the Japanese American community in the Western United States (mainly California, Arizona, Washington and Oregon) .
2. To exam the Japanese American Internment and several Court Cases that affected resulted from the incarceration of Japanese Issei and Japanese Americans between 1942 and 1945.
3. To analyze the “Situation of the Loyalty” questionnaire administered in the initial phases of the internment period including the role of the JACL and the 442nd RCT (US Army) in affecting a new cultural landscape in the United States related to racially integrating the United States Armed Forces.
4. To review the “American Landscape” for Non-white aliens (Asian and Japanese immigrants (Issei) and American born Asian Americans and

Nisei Japanese Americans in the late 19th and early 20th century that established an environment of exclusion and discrimination for Asian Americans.

5. To analyze the story of the (the No-No survey answerers and Draft Resister's and the constitutional issues that they articulated. Also to review Korematsu, Hirabayashi, Yasui, (Corum nobis) and Endo (ex parte) law cases.
6. To explore related issues of other minorities in the United States related and parallel to the issue of prejudice and discrimination before and after the McCarran-Walter Immigration and Nationality Act of 1952.
7. To analyze redress after the internment and its consequences and relationship to other current American issues.
8. To complete a multimedia computer presentation project associated with topics related to the issues examined in the course

Evaluations:

Transformations Statistical analysis	500 points
Seattle Group Project	500 Points
Book Review: (<i>Buddha in the Attic</i>)	500 points
Book Review (<i>No No Boy</i>)	500 Points
Internment Camp Project	500 Points
Class participation	500 points
Total	3000 points

Course Grading: (all)

A	100-90 Percent (minimum point 2700)
B	89-80 Percent (minimum points=2400)
C	79-70 Percent (minimum points=2100)
D	69-60 Percent (minimum points=1800)
F	Less than 60 Percent (less than 1799 points)

Vocabulary list for course (not all inclusive):

Issei	Executive Order 9066	Immigration Act of 1924
Nisei	Executive Order 9981	McCarren Walter Act
Kibei	Gentlemen's Agreement	Redress (Us Constitution)
Sansei	Picture Bride	US House Bill 442
Executive Order 9066		
Executive order 9981		
Chinese Exclusion Act of 1882		
War Relocation Authority		
Enemy Aliens Act of 1798		

1. Book reviews:

You will be required to complete a book review on Julie Otsuka's "Buddha in the Attic" is due on April 20 (COB). Send your book review to: ayabui@bellevuecollege.edu.

Ronald Okada's "No No Boy" review is due on June 1.

**500 points per Book Review). Book Reviews are due on the dates
No extensions unless negotiated before the turn-in date. Total
points: 1000 Total**

- 2. Class Participation.** The major factor for this grading element is attendance. **Days when student presentations are scheduled, attendance is mandatory.** There are no-make-ups for class participation points. 500
- 3. Group Power Point and Oral Presentation Projects** Maximum group size is five (5) students. Include in your presentation at least three (3) references from the Internet, books, scholarly journals, digital images, and videos (optional). **References must be cited in your presentation.** The presentation will be graded on the quality of the content and the depth of the research. A printed copy of the Power Point presentation must be turned in before the presentation. Dates for the presentation will be assigned in class. Points: 2000

Group Project 1: Topic, Japanese language Schools, Japan Mochi (Seattle, Los Angeles, San Francisco, or Portland), Japanese Model Minority, Statistics of Japanese Americans in Hawaii In the United States 1885—1925), Chinese Exclusion Act of 1882 or other appropriate topic (TBA). (Presentation time: 15 min)

Group Project 2: Internment Camp Final Presentation: Group size, Maximum size of group is five (5). Select one of the ten (10) Japanese American internment camps and report on the following: Location, Demographics of the camp population at the start and the impact of individuals allowed to related for jobs of the camp, where internees were from, Show map and pictures of the camp. Also discuss camp internee's relationship with surrounding communities, activities in camp, pictures of the camp years, narrative stories of internees, and what happened in the post camp years to the communities where the camps were located, and to the re-location of the internees. Presentation time: 20 minutes. Time will be allocated in class for the project outline and story board will be developed in class on June 6, 7.

- A. Book reviews: Otsuka's "Buddha in the Attic" Due April 20. Review the main theme of "Buddha in the Attic" and write your review based on what you learned about the "Picture Brides" and their plight, and their contributions to the development of the of Japanese American communities on the "West Coast" and their contribution to the Japanese American "collective" family prior to December 7, 1941. (500 Points)
- B. Book Review: Okada's "No No Boy" Due: June 1. Review the No No boy and the relationship of Ichiro and his family (father, mother, and Taro), his relationship with Kenji, Mr. Carrick, Freddie, and Emi. What is the author's message in this novel? (500 points)
- C. Seattle Japanese Project 1 visitation and Power Point presentation (500 points) Suggested areas of visit: Panama Hotel and Tea House, Japanese Language School, Wing Luke Museum. (20 minutes: Theme of visit, Highlights of visit, lessons Learned) Presentation date: August 19 500 points.
- D. Internment camp report: (Gila Bend, AZ; Granada, Co; Heart Mountain, WY. Jerome, AR; Minidoka, Id; Poston, CA; Rohwer, AR;. Topaz, UT; Tule Lake, CA; and Manzanar, Ca.) Power Point Report on an internment camp. Where evacuees, were from, activities at camp, Dates of the Camp, Schools map of the camp if available, assembly Centers, etc.
20 minutes Power Point group report. (500 Points)

Schedule:

- Apr 2--4 Introduction Asian Immigration to the United States and the relationship of the Japanese immigrants with the context of the economic, social , and political environments in the United States and Hawaii in the late 19th century until the McCarran-Walter Immigration and Nationality Act of 1952. Movie "Rabbit in the Moon."**
- Apr 5-6 Movie: Conscience and the Constitution**
- Apr 9--10 Otsuka, "Buddha in the Attic" (Book review due: April 20)**
- Apr 11-13 Form groups for Group project 1 (April 11), Project days (April 12, 13)**
- Apr 16 Project 1 Presentation**
- Apr 17-20 Spickard, Chapters 1, 2**

Apr 23-27	Spickard, Chapters 3, 4, 5,
Apr 30-May 4	Spickard, Chapters 6, 7; Fiset, Introduction, Chapter 1
May 7—11	Fiset: Camp Harmony; Chapter 2, 3, 4, 5
May 14, 15	Project 2 in-class prep on Fiset: chapters 6, 7, 8. 9
May 16-18	Project days (I will be off-campus attending the WEA Conference in Spokane)
May 21-22	Project 2 Presentations
May 23—25	Okada: No No Boy classroom discussions, Book review due COB June 1
May 28	Memorial Day, No class
May 29—Jun 1	Form Project 3 groups, May 25, develop project presentation. (Including outline and story board)
Jun 4- 5	Project Days
Jun 6, 7	Project 3 Presentations
Jun 11—12	Course review
June 13-15	Final Exam Period