

**Japanese American Evacuation During World War II
American Studies 200: Cultural Pluralism
Spring 2011**

Instructor: Dr. Alan E. Yabui
Office: R230C
Phone: 425-564-3083
Email: ayabui@bellevuecollege.edu
Office Hrs: 1:30 to 3:00 PM, Monday—Thursday, other times TBA

Textbooks:

Azuma, E. (2005) Politics of Transformation and History Making: The Japanese Immigrant on the Western Frontier 1927-1947. New York: Oxford Press

Fiset, L. (2009) Camp Harmony. Champaign. Il.: 2009

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

Sterner, C. D. (2009) Go For Broke. American Legacy Historical Press: 2008

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:

<i>Camp Harmony</i> Group Project	500 Points
<i>Go for Broke</i> Group Project.	500 points
Book Review (<i>No No Boy</i>)	1000 points
Quizzes on Azuma	1000 points
Final Group multimedia project	2000 points
Class participation	1000 points
Total	6000 points

Course Grading: (all)

A	100-90 Percent (minimum points=5400)
B	89-80 Percent (minimum points=4800)
C	79-70 Percent (minimum points=4200)
D	69-60 Percent (minimum points=3600)
F	Less than 60 Percent (less than 3599 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

Book review:

You will be required to complete a book review on *No No Boy*. The due date listed in the syllabus. Send your journal to:

ayabui@bellevuecollege.edu.

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

Total points: 2000

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. Leading a group discussion one of the chapters of *Nikkei in the Pacific Northwest* is part of the 1000 points for class participation.

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, Japanese Picture "Bride", 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 minutes)

Group Project 2: Research a Medal of Honor recipient listed in "*Go for Broke*" and do a written two-page biography of the recipient. Or: do a two page written report on the "*Lost Battalion*" and the 442 RCT. Due COB May 16, 2011.

Group Project 3: 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 in the week May 23—27.

Schedule:

Apr 4-8	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.”
April 11—15	Azuma, Introduction, chapters 1, 2. 3; Form groups for Group project 1 (April 15)
Apr 18—22	Azuma Chapters 4, 5, 6. Project Days: April 21, 22.
Apr25—29	Azuma, Chapters 7, 8, Epilogue
May 2—6	Fiset: Camp Harmony; May 2: Introduction, chapters 1, 2; May 3: Chapters 3, 4; May 4: Chapters 5, 6, 7; May 5: Chapters 6, 7; May 6: 8, 9, Epilogue
May 9—13	Project 1 Presentations; May 9-10, Fiset (Con’t) <i>Note: I will be at the WEA State Conference in Tacoma,</i>
May 11—14	Project days: May11, 12, 13.
May 16—20	Project 2 Presentation; Sterner “Go for Broke”: <i>Movie:</i>
May 23—27	Okada, Post World War II Japanese, Form Project 3 groups, May 25, Develop project presentation and Outline in class and homework (Outline due at end of class on May 27.
May 30	Memorial Day, No Class
May 31-Jun 3	Project 3 (May 31) Project Story board presentations), Project days June 1-3
Jun 6—10	Project 3 presentations, June 6, Okada written review due COB June 6.
Jun 13	Project 3 presentations
June 14	Summation of course

Jun 15—17 Final Exam period (will used for make-up group projects.)