

Brigham Young University

PS 312

Summer, 2009

Japanese-American Internment: Topaz Plus

B. Daynes

Office hour: Wed. 10:00-11:00

2:00-3:50 MWF

Room: 280SWKT

I. The Intent of the Class:

This course is designed to examine the Japanese-American Internment, in the context of American democracy, that affected some 120,000 Japanese-Americans and Japanese aliens between the years 1942 and 1945. While our specific focus in this class will be on the situation at Topaz Relocation Camp, located near Delta, Utah, we will not ignore other important concentration camp sites that aid our understanding of the situation. We will take Saturday, **July 18th** this term to travel to Topaz to examine the site. We will be led around the site by Ms. Jane Beckwith, chair of the Topaz restoration project and Topaz Board of Trustees.¹

Prior to our arrival at Topaz, we will have explored government documents, political and historic assessments, and other analytical research, as well as being able to hear from some of those in our community who were directly connected with the Internment camps. From this exploration, it is my hope that we will all learn more from history so that, in this instance, we will not, in the near future, repeat it.

¹This excursion to Topaz is very important since your term paper is largely based on your reaction to the visit. This outing is required of all who wish to take the course. There is no exception unless major illness or a crisis intervenes.

II. Requirements for the Course:

20% of your grade will be based on a **Midterm exam** to be administered on or about **July 20**.

20% on a final exam: 20% of your grade will be based on a comprehensive final examination that will assess your integrative knowledge of all of the material we have read and talked about.

30% on a field trip to Topaz on July 18th: 30% of your grade will be based on your **attendance** and on an **eight-to- ten page paper** based on how your trip to Topaz enhanced your understanding of some aspect of Internment life. What effect would camp life have had on you had you been a resident of the Japanese-American community during World War II. [the paper will be written as a normal research paper is to be written.] While the paper will use your visit as the context in which you approach the stated problem, you need to write this paper as you would any research paper, supporting your observations with findings and observations of others from both class books and outside material. You may use in-text notes, footnotes or endnotes in your citations. If you use in-text notes you need a “works cited” page. If you use footnotes or endnotes you will need to include a bibliography of those sources you have relied on. The paper will be due not later than **August 3** during class time]² Because our journey to Topaz will take most of the day, we will not be meeting on July 10th and July 31st to make up for the Saturday. These are also days I will be out of town.

20% for leading class discussion: 20% of your grade will be based on leading class discussions based on the reading we do. Assignments to a discussion group will be made by the instructor to comply with this requirement as soon as the enrollment is stabilized.

10% for contributions you make to our discussions: 10% of your grade will be based on your contributions to the class. Class attendance, class preparation³ and participation are all essential to make this sort of class successful. While daily attendance will not be taken, excessive un-excused absences will be noted.

²All students are expected to make every effort to be in attendance for this field excursion. No reason except a serious health-related emergency or University assignment should interfere with your attendance since the paper will have to be written based on outside material.

³ NOTE: All students are expected to read the material prior to the days the material will be discussed. This is essential to have a successful class. You must come to class prepared to discuss the material having thought about the material that you have read.

III. Grading Policy:

I repeat here the section on what grades mean from the BYU Bulletin: Undergraduate Catalog: (p.25):

The grade given in a course is the teacher's evaluation of the student's performance, achievement, and understanding in that subject as covered in the class. The following adjectives indicated the meaning of the letter grade:

- A Excellent**
- B Good**
- C Satisfactory**
- D Minimum passing**
- E Unacceptable**

Hence, the grade **A** means that the student's performance, achievement, and understanding were excellent in the portion of the subject covered in the class.

There are prerequisites that qualify students to be admitted to the more advanced classes offered by a department. A senior has added experience, understanding, and preparation and, consequently, progresses in courses that would have been impossible when the student was a freshman. The level of performance, achievement, and understanding required to qualify for each grade that carries credit. . . is higher in a more advanced class than in those classes that precede it, and the student is prepared to work at this higher level.

IV. Statement regarding Plagiarism and Sex Discrimination:⁴

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of **cheating on exams** or **plagiarizing on papers**. Brigham Young University does not tolerate plagiarism. When a student uses a purchased research paper, the work of another, the ideas or words of another, or portions therefrom, and represents this as his or her own work without giving proper credit, then that student has plagiarized the source. Any student who . . . plagiarizes the work of another [or cheats on any exam or assignment] risks a failing grade on the particular assignment, a

⁴ Portions of this statement was developed by our former Dean, Clayne Pope, of the College of Family, Home and Social Science.

failing grade in the class, and appearance before the Honor Code Council. You may want to see <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism.

Title IX of the Education Amendments of 1972 prohibits **sex discrimination** against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any **disability** which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 422-5895, D-282 ASB.

There are prerequisites that qualify students to be admitted to the more advanced classes offered by a department. A senior has added experience, understanding, and preparation and, consequently, progresses in courses that would have been impossible when the student was a freshman. The level of performance, achievement, and understanding required to qualify for each grade that carries credit. . . Is higher in a more advanced class than in those classes that precede it, and the student is prepared to work at this higher level.

V. Required Books for Purchase:⁵

.Daniels, Roger, *Prisoners without Trial* (Hill and Wang, 2004)
[ISBN 0-8090-7896-1]

.Robinson, Greg, *By Order of the President* (Harvard University Press, 2001)
[ISBN 0-674-01118-X]

.Uchida, Yoshiko, *Desert Exile: The Uprooting of a Japanese-American Family*
(University of Washington Press, 2002) [ISBN 0-295-96190-2]

.Okada, John, *No No Boy* (U. of Washington Press, 1978) [ISBN 0-295-95525-2]

1. Introduction: [June 22]⁶

.syllabus and other material will be handed out. Reading assignments by group will also be made.

2. Background: Japanese Americans in the United States: on being Japanese and American [June 24, 26] [group 1]

Desert Exile, ch. 2

Prisoners without Trial, ch. 1.

No No Boy, preface, and ch. 1

video: “*Rabbit in the Moon*”

⁵ Editions other than the ones sold in the bookstore may, of course, be read. Specified pages in the syllabus will only coincide with the edition of the book specified. Many of these books are also in the Library. However, there are many advantages in having your own copy of the book rather than a library edition since I will be calling your attention to particular passages that you may want to mark.

⁶Although we will attempt to stay with this schedule, exceptions will be made to accommodate any guest speakers we might have who have had personal connections with internment. I have not yet received firm confirmation at this time on the specific dates the speakers will be visiting. Once I know I will make adjustments to the syllabus to accommodate their visit.

3. Suspicion of and Conflict with Japan prior to Pearl Harbor [June 29] [group 2]

By Order of the President, ch. 1-2.

- Pearl Harbor and determination as to how America was to respond:

Desert Exile, ch. 3

5. Decision to Intern Japanese-Americans on the West Coast– Evacuation to the Assembly Centers [July 1] [group 3]

Prisoners without Trial, ch. 2

By Order of the President, ch. 3

Desert Exile, ch. 4-5.

6. Initial Mass Evacuation and Relocation: the Internment Centers or “Concentration Camps” [July 6, 8] [group 4]

Desert Exile, ch. 6

-Topaz

.Desert Exile, ch. 7-8

. video: “*Topaz*”

7. Government’s Role in Internment and Relocation: Part 1 [July 13, 15] [group 5]

-Government’s story:

video 1: “*Japanese Relocation (1943)*”

-The President and Administration’s response: FDR and Japanese Americans

By Order of the President, ch. 4

-The Military: the Draft, or Not.

Prisoners without Trial, pp. 51-53

No No Boy, ch. 2-4

video 2: “*Most Honorable Son*”

video 3: “*Conscience and the Constitution*”

-Congress’ opinion

Prisoners without Trial, pp. 35, 41, 84, 50-51

-The Hawaiian experience

Prisoners without Trial, pp. 48, 90

8. Camp Life and reactions to Interment [July 17] [group 1]

Prisoners without Trial, ch. 3.

-in art [B. Daynes]

9. TOPAZ VISIT [Sat., July 18th]⁷

10. MIDTERM: [July 20]

⁷Since we will be going to Topaz on July 18th we will not meet for class on either July 10th and July 31st to make up for the full day on that Saturday.

11. Government's Role in Internment and Relocation: Part 2.[July 22, 27]

-The Court ⁸

video: "Unfinished Business"

No No Boy, ch. 7

The cases:

-*Hirabayashi v. United States* 320 U.S. 81 (1943) [group 2]

-*Yasui v. United States* 320 U.S. 115 (1943)

-*Ex Parte Endo* 323 U.S. 283 (1944) [group 3]

-*Korematsu v. United States* 323 U.S. 214 (1944)

-*Korematsu v. United States* 584 F. Supp. 1406 (N.D. Cal. Apr 19, 1984)
(a district court case) [B. Daynes]

12. Impact of internment on Families: "Loyalty vs. Disloyalty" [July 29] [group 4]

No No Boy, ch. 3-4, 7

video: "*Children of the Camps*"

13. Return to "Freedom?" [August 3] [group 5]

By Order of the President, ch. 5, 7.

Prisoners without Trial, ch. 4

No No Boy, ch. 5-6, 9, 10

***papers are due today**

⁸These cases can either be found on reserve or they may be found at Findlaw at <http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=case&court=us&vol;> or they can be found at the law school or in Lee Library in hard copy in *U. S. Reports*. Please read the original case and present them in the order they are listed.

14. Redress and Relocation: [August 5] [group 1]

Prisoners without Trial, ch. 5

15. In defense of Internment: the Opposition argument [August 7] [group 2]

Michelle Malkin, *In Defense of Internment*,⁹ Introduction, chapters, 6, 8-9, 11, Conclusion

16. Long-term consequences of Internment and the Future of Democratic Government: The “Big Picture” [August 7] [all groups]

Desert Exile, Epilogue
Prisoners without Trial, ch. 6, 7.

video: “*Old Man River: Day of Remembrance*”

17. Last day: [August 9]

17. FINAL EXAM: to be given on the date and time scheduled

⁹This book is on Reserve in Lee Library