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 Internment (Relocation) Camp, or as many Japanese Americans would call it, Topaz Concentration 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, May 26th, this term to travel to Topaz to examine the site. We will be led around the site by Ms. Jane Beckwith, president of the Topaz Museum Board.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 visit is required of all who wish to take the course. There is no exception unless major illness or a crisis intervenes.
II. Learning Objectives:

Objective #1: You will become exposed to the TOPAZ INTERNMENT (RELOCATION) CAMP experience through a field trip to Delta Utah and a visit to the Internment site where 8400 Japanese Americans were incarcerated for up to three years. The scheduled date this term is 26 May.

You will be expected to write a 8-12 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 you write will be worth 30% of your grade [divided up with 10% on your first draft and 20% on your final draft]. It will be written in stages with the first draft due to the instructor not later than June 1 and the final draft due on June 11.

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, developing a thesis, 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 for 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. Rely on the most recent edition of Turabian’s, A Manual of Style; or The Chicago Manual of Style or one of the other accepted manuals that you are familiar with.

The final draft of the paper will be due not later than June 11 during class time. Given the shortness of the term, No paper will be accepted after this date. You should also append a statement indicating how you used the assessment you received on your first draft to improve your final draft.

Objective #2: You will gain a sense of the difficult circumstances MINORITIES must endure in times of crisis in our democratic system:

- In several of the books and articles assigned, you will read the experiences that Japanese Americans had during World War II. You will also have an opportunity to hear first-hand of those experiences from several of the Japanese American guests we will invite to class who either personally suffered the Internment or were related to family members who experienced it.
Objective #3: You will become familiar with the arguments on both sides of the question concerning the justification for Internment during World War II. Each of you will be teamed up to orally lead a class discussion on aspects of those arguments.

10% of your grade will be based on: The amount of reading you do for the course. Completing at least 90% of the reading will give you an A for this part of the course; completing between 80-89% of the reading will give you a B for this part of the course; and completing between 70-79% of the reading will give you a C for this segment of the reading. Any less, you can figure it out.

Each class period I will hand out a Reading Roll that you will check as to whether you completed all of the assigned reading for the session. It will be on this roll that the percentages will be figured out.

10% of your grade will be based on: Regular group reading assignments which will be made based on our reading load in the class. Groups will read the assignment, and come prepared to go over the reading with the class and lead a discussion based on the reading. All students are expected to read the material prior to the day the material will be discussed.

Objective #4: Our study of the Internment will take place within the context of American democracy. You will be asked to assess what this tells you about democratic government? What does it tell you about the role of the president, the Congress, the Supreme Court in the decision that was made to Intern 120,000 Japanese Americans during this crisis period? What does it tell you about democratic government in general? Could this situation happen again to minorities during war time?

Your knowledge will be tested through two midterms worth 20% of your grade [10% each]—one of which will be administered May 11th and the other will be given May 30th which will include questions based on the readings, discussions, and lectures covered during this time. There will also be a comprehensive final worth 20% at the end of the semester.

An additional 10% of your grade will be assessed to the overall grade based on the instructor’s assessment of your contributions to the discussions, and the class in general.
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.

A Word on Plagiarism, sexual discrimination, and those with disabilities:

STATEMENT REGARDING PLAGIARISM:

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; as well as deal with the stress and strain of college life without resorting to cheating. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found in detail at http://honorcode.byu.edu/content/academic-honesty-details.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.
The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

**Academic Honesty Details--- from the Honor Code Office:**

- *Direct Plagiarism:* The verbatim copying of an original source without acknowledging the source.
- *Paraphrased Plagiarism:* The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.
- *Plagiarism Mosaic:* The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- *Insufficient Acknowledgment:* The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Other Academic Misconduct—from the Honor Code Office**

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another an unadministered test or answers to an unadministered test.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.
STATEMENT REGARDING SEX DISCRIMINATION:

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 Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

STATEMENT REGARDING DISABILITIES:

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 notify your instructor in the first few weeks of the course and also contact the Services for Students with Disabilities Office (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 Employment Office at 422-5895, D-282 ASB.

V. Required Books for Purchase:¹

Daniels, Roger, Prisoners without Trial (Hill and Wang, 1993) [ISBN 0-8090-1553-6]


¹ 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 indicated. Many of these books are also in the library.
1. Introduction:  [April 25]²

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  [April 27] [group 1]

Desert Exile, Ch. 2  group 1
Prisoners without Trial, Ch. 1.  group 2

video

3. Suspicion of and Conflict with Japan prior to Pearl Harbor  [April 30] [group 2]

By Order of the President, Ch. 1-2.  group 3

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

Desert Exile, Ch. 3  group 1
What did the Internment Mean? pp. 3-9.  group 1

² Although 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.
4. Decision to Intern Japanese-Americans on the West Coast– Evacuation to the Assembly Centers [May 2]

*Prisoners without Trial, Ch. 2 group 2*
*By Order of the President, Ch. 3 group 3*

*Desert Exile, Ch. 4-5. group 1*

*What did the Internment Mean?, pp. 9-26; 29-63. group 2*


-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 group 3*

-The Military: the Draft, or Not.

*Prisoners without Trial, pp. 51-53 group 1*

video 2: “Most Honorable Son”

-Congress’ opinion

*Prisoners without Trial, pp. 35, 41, 84, 50-51 group 1*

6. Initial Mass Evacuation and Relocation: the Internment Centers or “Concentration Camps” [May 9]

*What did the Internment Mean?, pp. 20-26. group 2*

*Desert Exile, Ch. 6 group 2*
7. **Midterm #1** [May 11]

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8. **Topaz: The Utah Relocation Facility** [May 14]

   *Desert Exile*, Ch. 7-8  **group 3**

   video: “Topaz”

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9. **Camp Life and reactions to Interment** [May 21]

   *Prisoners without Trial*, Ch. 3.  **group 1**

   -in art [B. Daynes]

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10. **Government’s Role in Internment and Relocation: Part 2**
    [May 23 and 25]

   -**The Court**

      *First draft of research paper is due on February 23rd.*

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

      *Yasui v. United States* 320 U.S. 115 (1943)  **group 3**

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You will notice that after May 14th we do not again meet in class until May 21. This is for two reasons: 1) when we go to the Topaz site will take the better part of Saturday, May 26. 2) I have surgery scheduled for May 15, and this will allow me the needed time to return to class. It would be well to take the time to put together a first draft of your paper regarding Topaz.

These cases can either be found on reserve or they may be found at Find law at [http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=case&court=us&vol](http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=case&court=us&vol). Please read these cases in the order they are listed.
- **Korematsu v. United States** 323 U.S. 214 (1944) [Peter Irons on DVD]

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

- **Ex Parte Endo** 323 U.S. 283 (1944)  group 1

- **What did the Internment Mean**, pp. 65-77  group 2

11. **The Hawaiian experience**  [May 25]

   *Prisoners without* Trial, pp. 48, 90  group 3

   *What did Internment Mean?,* pp. 79-100  group 3

   Video:  *Time of Fear*


   *What did Internment Mean?*  pp. 121-150  group 1

   video:  *“Children of the Camps”*

13. **Topaz Visit**  [May 26]

14. **Midterm #2:**  [May 30]
15. **Japanese American Resistance** [June 1]

*What did the Internment Mean?*, pp. 101-120  **group 2**

Video: “Conscience and the Constitution”

16. **The Overall Effects of Internment and the Return to “Freedom”** [June 4] and **Redress and Relocation**

*By Order of the President*, Ch. 5, 7.  **group 3**

*Prisoners without Trial*, Ch. 4 and Ch. 5.  **group 1**

17. **Arguments from those supporting Internment** [June 6]

Michelle Malkin, *In Defense of Internment*

Introduction, chapters 5 and 8;  **group 2**

Ch. 9 and Conclusion  **group 3**

Desert Exile, Epilogue  group 1

Prisoners without Trial, Ch. 6.  group 2

By Order of the President, Ch. 6-7  group 3

What did Internment Mean, Ch. 5 (pp. 121-150)  group 1

video: “Old Man River: Day of Remembrance”

18. Last day:  [June 11]

19. Final Exam  ---[June 13; 7:00-8:50 PM]  280 SWKT