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 one Saturday this semester to travel to Topaz to examine the site. Prior to our arrival 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.

II. Learning Objectives:

Objective #1: You will become exposed to the TOPAZ INTERNMENT 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. I have scheduled it for Saturday, March 23. It is mandatory to go on this excursion with the class. Only major sickness or a crisis will relieve you of this responsibility. It is worth 10% of your grade.

-You will be expected to write a 10-12 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 based worth 30% of your grade [divided up with 10% on you first draft and 20% on your final draft]. It will be written in stages with the first draft due to the instructor by February 25—before we go to Topaz, but based on what we have read in class, and the final draft due on April 3—after we have gone to Topaz.
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 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.

You will also be exposed to the opposition argument defending Internment throughout the course in Michelle Malkin’s, *In Defense of Internment* (2004).¹

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 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

¹ Several copies of this book are on reserve in HBLL. Feel free to check them out.
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 February 6 and the other will be
given March 6 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 discussions.

III. Grading Policy:

I repeat here the section on what grades mean from the BYU Bulletin: Undergraduate
Catalog:

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.

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:**


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1. **Introduction**  [Jan. 7]³

   .syllabus and other material will be handed out. Reading assignments will be made the first day.

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² 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.

³ During the course of the semester we will have a number of guests come and share their experiences with us. Their visit will take precedence over the reading assignments that we will either carry over to the next meeting time or in some way consolidate them.

   Desert Exile, Ch. 2 [group 1]
   Judgment without Trial, Ch. 2 [group 1]
   Prisoners without Trial, Ch. 1. [group 2]

3. Suspicion of and Conflict with Japan prior to Pearl Harbor [Jan. 14, 16]

   By Order of the President, Ch. 1-2. [group 3]
   In Defense of Internment Ch. 1 and 4. [group 4]

4. Pearl Harbor and determination as to how America was to respond: [Jan 14, 16]

   Desert Exile, Ch. 3 [group 4]
   What did the Internment Mean, pp. 3-9 [group 5].
   In Defense of Internment, Introduction, chs. 3 and 5 [group 5]

5. Decision to Intern Japanese-Americans on the West Coast—Evacuation to the Assembly Centers [Jan. 23, 28]

   Prisoners without Trial, Ch. 2 [group 5]
   By Order of the President, Ch. 3 [group 1]
   What did the Internment Mean, pp. 9-26, 29-63 [group 2].
   Desert Exile, Ch. 4-6. [group 3]
   Judgment without Trial, Ch. 7 [group 4]
   In Defense of Internment, chs. 6-8 [group 4]


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

      By Order of the President, Ch. 4 [group 5]

   -Justice and the War Department

      Judgment without Trial, Ch. 3 [group 1]

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* On reserve

*What Did Internment Mean*, pp. 20-26 [group 2].
*Desert Exile*, Ch. 4-6  [group 2]

8. Topaz – the Utah relocation facility  [Jan. 30, Feb. 4]

*Desert Exile*, Ch. 7-8  [group 3]
.video

9. Midterm #1:  [Feb 6]

10. Camp life in general and reactions  [Feb. 11]

*Prisoners without Trial*, Ch. 3.  [group 4]
reaction as depicted in *art* from the camps  -- PowerPoint

11. Internment in other types of Facilities  [Feb. 13]

*Judgment without Trial*, Ch. 6  [group 5]

12. Government’s Role in Internment and Relocation: Part 2  
[Feb. 20, 25]

-The Court

*First draft of research paper is due on February 25th.*

-Hirabayashi v. United States 320 U.S. 81 (1943) [group 1]
-Yasui v. United States 320 U.S. 115 (1943) [group 2]

-Korematsu v. United States 323 U.S. 214 (1944) [Peter Irons on DVD]

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5 These cases can either be found on reserve or they may be found at Findlaw at
Please read these cases in the order they are listed.
12. Government’s Role in Internment and Relocation: Part 2 (cont.)  
[Feb. 20, 25]

The Court (cont.)

-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 3]
-What did the Internment Mean, pp. 65-77  [group 4]

13. Impact of internment on Families:  [Feb. 27]

What did the Internment Mean, pp. 121-150  [group 5]

14. The Hawaiian experience: and reactions in other countries:  
[March 4]

What did the Internment Mean, pp. 79-100 [group 1]  
Judgment without Trial, Ch. 4 and 5  [group 2]

15. Midterm #2  [March 6]


What did the Internment Mean, pp. 101-120  [group 3]  
Judgment without Trial, Ch. 8-9  [group 4]  
.loyalty questionnaire vs. disloyalty
.Fair Play Committee vs. the draft

*17. TOPAZ VISIT:  [March 23, Saturday]  

NOTE: Make sure you dress appropriately for rugged terrain. Wear hiking or work shoes and pants.

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* Because we will be visiting Topaz on a Saturday we will not meet Monday or Wednesday of that week.
18. Overall effects of Internment and return to freedom: [March 25]

By Order of the President, Ch. 5. [group 5]
Prisoners without Trial, Ch. 4 [group 1]

19. Redress and Relocation: [March 25]

Prisoners without Trial, Ch. 5 [group 2]

20. Other arguments from those supporting Internment: [April 1]

*Final draft of research paper is due on April 4.

Michelle Malkin, In Defense of Internment: A Case for Racial Profiling in World War II and the War on Terror, chapters 5 [group 1]; Chapter 9 and Conclusion [group 2]


By Order of the President, Ch. 6-7. [group 3]
What did Internment Mean, Ch. 5 (pp. 121-150) [group 4]
Desert Exile, Epilogue [group 4]
Prisoners without Trial, Ch. 6. [group 1]
Judgment without Trial, Ch. 10 [group 1]
video

22. Review [April 10]

23. Our last day of class [April 15]

24. **FINAL EXAM** is scheduled for Saturday, April 23, 11:00-2:00 PM.

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7 A copy of this book is on Reserve in Lee Library.