

ETHN 189: Race, Empire, and Japanese America
Winter 2023 Hybrid: Tues. asynchronous (online)/ Thurs. 3:30-4:50pm (in person)
Sequoia 147

Instructor: Christen Sasaki, Ph.D.

Office Hours: Tuesday, 12:30-2:00pm

Email: csasaki@ucsd.edu (Please allow 24 hours for a response)

Course Description:

This course examines the impact of U.S. and Japanese Empire on the lives of Japanese Americans. Topics covered include prewar migration settlement, struggle against racial exclusion, WWII incarceration, and the postwar return and development of the contemporary Nikkei community, including mixed race, war bride, Okinawan American, Yonsei, Gosei, LGBTQIA, and other populations not usually included in dominant Japanese American narratives.

Required Texts (Available as ebook and on reserve at UCSD Library)

1. Eiichiro Azuma, *Between Two Empires: Race, History, and Transnationalism in Japanese America* (New York, Oxford University Press) 2005.
2. Greg Robinson, *A Tragedy of Democracy: Japanese Confinement in North America* (New York: Columbia University Press), 2009.

*All other readings will be provided via link or as pdf on our Canvas site.

Course Requirements/Grading:

- Class participation: 20%
- Weekly Discussion Posts: 30%
- Annotated Bibliography and topic summary: 15%
- Final Paper: 30%
- Final Presentation: 5%

Grading Scale			
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0-60	F

Class participation (20%):

We will be meeting in person once a week on Thursdays at Sequoia 147 during our regularly scheduled class time. In lieu of meeting synchronously on Tuesdays, you are assigned with a

weekly discussion post assignment. This assignment will be due each Wednesday of the assigned week by 5pm PST. See below for more details.

For your attendance on Thursdays, you are expected to come to class having read the material for that week and contribute to our discussion at least once.

*We will be meeting synchronously (live, during class time) on Tuesday and in person on Thursday during Week 10. Please plan accordingly.

Class participation includes regular attendance and informed contributions to class discussion and in class activities. If you are feeling unwell, please do not come to class – your grade will not be deducted. Email me and we will work together to go over what you might have missed.

I am immunosuppressed and will be wearing a face mask during all in person classes. I ask that if you are able to do so, to please wear one as well at all times during our in person class sessions.

Discussion Posts and Critical Discussion Question (30%):

Each week I will post a general discussion question based on the week's readings to our Canvas site. You can also find these posts listed below on our syllabus. Students are expected to respond to this post with a formal 250-300 word response by the Wednesday of the assigned week by 5pm PST. Specific instructions and details will be given with each post.

In addition to your 250-300 word post, you are also tasked with posting 1 critical discussion question per reading/film/material for our class to discuss in session. These questions should be posted on the bottom of your complete post, following your formal 250-300 word submission. These questions do not count as part of the word count for your discussion response. Both 250-300 word formal response and critical discussion questions are due in the same post, by 5pm PST on Wednesday of the assigned week.

Annotated Bibliography + Paper Proposal (15%):

In preparation for your final research paper, you will submit a short paper proposal of your research topic and locate and summarize three peer-reviewed sources (outside of class material) via the UCSD library. We will go over what counts as a "peer reviewed" source before you complete this assignment.

Final Research Paper (30%) and Presentation (5%): Paper Due Saturday, March 18 2023 at 11:59pm PST

In lieu of a final exam, you will complete a final paper and a 5-8 minute final presentation. Presentations will be timed. You have two choices for your final paper. 1) Take one of the topics we've covered in class and expand into a 6-7 (1500-1750 word) paper. Your analysis should include long term ramifications and the impact on the Japanese American community in the present. 2) Conduct an oral history of someone who identifies as Japanese American (who is at least 50 years old). Provide a 2 page transcript and 6-7 page (1500-1750 word) paper that connects their life with the history and analytical concepts we covered in class.

For each option, you must incorporate all relevant class readings as well as 3 outside peer reviewed sources. You need to clear your topic with me – I will review your topic in your paper proposal.

Policy on late papers: Late papers will be docked 1/3 of grade for every day late, up to 3 days past due. After this time, I will not accept your papers.

* **Grading policy.** For the **P/NP option**, a “Pass” requires the equivalent letter grade of C- or above.

**** I understand that these are difficult times for all.** If you have a personal issue that you need to discuss that impacts your ability to succeed in this class, you are welcome and encouraged to visit my scheduled office hours so that we can find a workable solution. If you have a scheduling conflict, I will work with you to arrange a time to meet. Please do not wait until the end of the course to inform me of a significant problem as this will make it difficult to address.

Office Hours:

Unless otherwise noted, I will hold online office hours every Tuesday from 12:30pm – 2pm PST via Zoom. Please use the calendar function in your Canvas side bar to reserve an appointment time with me by 9pm the day before my office hours. Please do not sign up for more than one time slot at a time. I will send you a zoom link and confirm our meeting time. If you can't make my scheduled office hours, email me and I will work with you to find another time to meet.

General Questions:

If you have a general question about the assignments or readings, please post to the Q&A discussion board in the first class module on our Canvas site. Questions will be answered by class instructors and this information will be made available for the whole class.

Academic Honesty and Honor Code

None of us want to spend our time navigating the university's academic misconduct processes, and you should not want to deal with the consequences of academic misconduct hearings and penalties. More importantly, you have to invest the intellectual energy in the coursework to benefit from it and be a contributing member of the learning community. Our experiences as a learning community are enhanced if all of us can cultivate authentic relationships built on trust. For these reasons, please follow the university honor code.

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or

professional matters. For the university academic integrity policy, please see <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

Academic misconduct is forbidden and can result in serious negative consequences. Academic misconduct includes, but is not necessarily limited to the following:

- **Plagiarism**, including any representation of another's work or ideas as one's own in academic and educational submissions.
- **Cheating**, including any actual or attempted use of resources not authorized by the instructor(s) for academic submissions, and/or any actual or attempted effort to assist another student in cheating.
- **Double submission**, including any submission of an academic work for more than one course without expressed permission.
- **Fabrication**, including any falsification or creation of data, research, or resources to support academic submissions.
- **Use of AI software (Chat GPT)**, including using AI software to write your paper and then editing it.

All work submitted in this course must be your own, original work. Each student is expected to be familiar with and abide by UCSD's policy on Integrity of Scholarship available at: <https://academicintegrity.ucsd.edu/process/policy.html>

You will receive an automatic "F" for this class and be reported to the University should you choose to submit plagiarized work of any kind or cheat. The University's Policy on Integrity of Scholarship states that students are expected to complete the course in compliance with these standards. No student shall engage in any activity that involves attempting to receive a grade by means other than their own work. If you have any questions, ask your professor. A student found to have violated the university's academic integrity standards will be subject to academic and other disciplinary sanctions ranging from failing the assignment or course, to suspension or expulsion from the university. Ignorance of these standards will not be accepted as justification for their violation.

The Associated Students Office of Student Advocacy is a free and private resource that works with students who have been accused of violating Academic Integrity or Student Conduct. Via one-on-one zoom sessions, their Student Advocates provide support and guide students through this complicated process to make sure they understand their options and ultimately receive due process. You may contact them at asadvocacy@ucsd.edu.

For specific policies regarding academic misconduct at the university, please refer to <https://academicintegrity.ucsd.edu/process/consequences/index.html>. Students are advised to retain a copy of this syllabus in their personal files for use when applying for certification, licensure, or transfer credit.

Please note that I will not accept duplicate assignments. In other words, I will not accept an assignment turned in for another course, unless you receive prior permission in writing from the previous instructor and we agree on the necessary conditions for the submission.

Citations:

For your final paper you are required to cite your sources carefully using the Chicago-style of citation (CMS) for footnotes.

A guide to CMS is posted on the first module of our Canvas page, but you can find a style quick guide here: https://www.chicagomanualofstyle.org/tools_citationguide.html

For online threaded discussions, please use the parenthetical author/date method of citation.

Canvas:

We will be using an online learning management system (LMS) to manage content and grades. This particular course will be managed using Canvas.

The Course Finder page (coursefinder.ucsd.edu) will display your Canvas courses. Therefore, it is recommended that you use the Course Finder page to access your classes. To log in, select the login button and enter your Active Directory credentials.

Should you need any technical assistance with Canvas, please alert your instructor and send an email to servicedesk@ucsd.edu. In the header of the email, please write "Canvas." Make sure to include your name, course title and section, as well as your contact information in the email body. A representative will get back to you within 48 hours (Monday through Friday). You can also call 858-246-4357. Please refer to <https://edtech.ucsd.edu/contact/index.html> for more information.

Course Expectations and Responsibilities

Students will attend in person sections having completed all readings assigned for the week and be ready to discuss in class. Active participation in class is highly encouraged.

1. RESPECT: You should always treat your fellow classmates, as well as your instructor, with courtesy and respect. In this space we appreciate differences of opinion. Bullying or discrimination based on race, ethnicity, gender, sexuality, religious beliefs, age, or any other factor will not be tolerated. Disrespectful behavior will result in the student(s) being asked to leave our session and forfeiting their participation for that day.
2. This course will make regular use of Canvas for course content, postings and announcements. It is your responsibility to make sure that your Canvas account is active. Be sure to check your UCSD email account and our Canvas class site.
3. EMAIL: You are welcome to email me at csasaki@ucsd.edu whenever you have a question or concern regarding the class materials. Please allow a 24-hour window for a response.
4. If you have a personal issue that you need to discuss, you are welcome and encouraged to visit me during my scheduled office hours. If you have a scheduling conflict, I will work with you to arrange a time to meet. Please do not wait until the end of the course to inform me of a significant problem.
5. I will not accept duplicate papers – in other words, I will not accept a paper turned in for another course, unless the student receives prior permission in writing from the instructor stipulating the conditions (extra length, research, etc).
6. I reserve the right to change readings, assignments, and course content, but I will notify the class in a timely manner.

Accommodations

If you have a medical condition or different physical or learning need for which you may need accommodation in order to participate fully and successfully, please register with UCSD's Office for Students with Disabilities so that they can provide the appropriate assistance:

<https://disabilities.ucsd.edu/students/registering.html>

If you prefer to be referred to by a different name or a different gender than the one under which you are official enrolled, please inform me and/or your TAs so that we can adjust accordingly.

Counseling and Psychological Services:

UCSD is committed to enhancing and caring for the psychological well-being of the entire campus community. The UCSD Counseling & Psychological Services Office is here for you. Please refer to this link for more information on services available and how to make an appointment:

<https://wellness.ucsd.edu/caps/Pages/default.aspx>

Student disclosures of sexual violence

UCSD fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an UCSD student, the course instructor is required to notify administrators. To disclose any such violence confidentially, contact: **Office for the Prevention of Harassment and Discrimination (OPHD)** – (858) 534-8298 or ophd.ucsd.edu

Majoring or Minor in Ethnic Studies:

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact the undergraduate coordinator, Mónica Rodríguez de Cabaza at ethnicstudies@ucsd.edu.

Class Schedule (Tentative):

Instructor reserves the right to alter/change the syllabus as needed. All changes will be made in a timely manner. Please check our Canvas site regularly for updates.

Week 1: Introductions – In class meeting Thursday 1/12

Before attending Thursday's in person session: Make sure to read through our syllabus!

In Class:

- Introductions
- Go over syllabus, class set up, class expectations

Complete Discussion Post by 1/11 at 5pm PST (250-300 words):

- What do think of/know about Japanese American history? What does the term mean to you?

Week 2: Emigrants & Empires – In person class meeting Thursday 1/19

Read at home:

- Eiichiro Azuma, *Between Two Empires*, Chapter 1
- Franklin Odo, *Voices from the Canefields: Folksongs from Japanese Immigrant Workers in Hawai'i*, Chapter 1 (Canvas)

Complete Individual Discussion Post by 1/18 at 5pm PST (250-300 words): Post TBD

Week 3: Issei in Pacific Empires – No in person class meeting this week

In lieu of our in person meeting watch our Video Lecture (posted on Canvas)

Read at home:

- Franklin Odo, *Voices from the Canefields*, Chapters 2 & 3 (Canvas)

Complete Discussion Post by 5pm PST on 1/25 (250-300 words):

- Pick one of the *holehole bushi* listed for you on our Canvas site. Analyze and explain what it captures about plantation life in Hawai'i. Provide at least one specific example from our reading to back up your argument. Be sure to include citations.

Week 4: Immigration to the Continental U.S. – In person class meeting Thursday 2/2

Read at home:

- Erika Lee and Judy Yung, "Agony, Anguish, and Anxiety: Japanese Immigrants on Angel Island," from *Angel Island: Immigrant Gateway to America* (Canvas)
- Eiichiro Azuma, *Between Two Empires*, Chapter 2

Complete Discussion Post by 5pm PST on 2/1 (250-300 words):

- Why and how does the passing of the Chinese Exclusion Act of 1882 impact the Japanese community in the U.S.? Provide one specific example from our reading.

Week 5: The Struggle for Permanent Settlement and the World of the Nisei - In person class meeting Thursday 2/9

*Annotated Bibliography and summary due by 3:30pm PST on Thursday, 2/9 (Upload to link on Canvas site)

Read at home:

- Eiichiro Azuma, *Between Two Empires*, Chapter 3 & 5

Complete Discussion Post by 5pm PST on 2/8 (250-300 words): Answer only one

- How did institutionalized racism in the U.S. and the Meiji movement for moral reform create a "Japanese America?" OR
- How does the Issei community attempt to build a positive future for Nisei in the U.S. despite rising anti-Japanese/anti-Asian sentiment? Why do you think this is important?

For both questions, be sure to provide at least one specific example from our readings and cite.

Week 6: Forced Removal & Incarceration – In person class meeting Thursday 2/16

Read at home:

- Greg Robinson, *A Tragedy of Democracy: Japanese Confinement in North America*, Chapters 3 & 4
- Valerie Matsumoto, “Japanese Women During World War II” in *Frontiers: A Journal of Women’s Studies* (Canvas)

Complete Discussion Post by 5pm PST on 2/15 (250-300 words):

- WWII Incarceration Primary Source Analysis – Please refer to the slide deck, “Japanese Incarceration and Daily Life” for your assignment instructions. Post your analysis to our discussion board.

Week 7: Enlisters and Resisters – In person class meeting Thursday 2/23

**Be ready to share and discuss your paper topic, argument, and evidence in class today.*

Read at home:

- Greg Robinson, *A Tragedy of Democracy*, Chapter 5
- Heart Mountain
Resisters: http://encyclopedia.densho.org/Heart_Mountain_Fair_Play_Committee/

Complete Discussion Post by 5pm PST on 2/22 (250-300 words)

- This week we’re examining two ways that Japanese Americans contested their treatment during WWII and fought to impact decisions about official policy on a national level and restore their constitutional rights – enlisting and resisting enlistment. Which method would you have chosen and why do you think it is the most effective? Provide one specific example from your reading. Don’t forget to cite your material!

Week 8: Seeking Redress & Commemoration – In person class meeting Thursday 3/2

We will be picking our final presentation order in our Thursday in person session!

Read/Listen at home:

- Greg Robinson, *A Tragedy of Democracy*, Ch. 7
- Isabella Rosario, “[The Unlikely Story Behind Japanese Americans’ Campaign for Reparations](#)” NPR Codeswitch

Watch at home:

- Film: *Pilgrimage* by Tadashi Nakamura (20 min)

Complete Discussion post by 5pm PST on 3/1: (250-300 words) – answer only one

- Although it was largely symbolic, redress resulted in a long lasting impact on the JA community – discuss one impact and its importance OR
- How might redress as an action still actively ignore institutionalized racism and reinforce an “institutionalized forgetting” of Japanese American incarceration?

For each prompt be sure to provide one specific example from your reading and cite your material.

Week 9: "Never Again is Now" The Continued Relevance of Japanese American History: Reparations & Incarceration in the 21st Century - In person class meeting Thursday 3/9

Read at home:

- Nancy Ukai, ["Never Again is Now: Japanese American Internment Camps Provide Lessons on Family Separations,"](https://www.pressreader.com/usa/san-francisco-chronicle-late-edition-sunday/20180805/282707637878899) <https://www.pressreader.com/usa/san-francisco-chronicle-late-edition-sunday/20180805/282707637878899>, *San Francisco Chronicle*
- Melissa Harris-Perry, ["If You Come for My Muslim Neighbors, You Will Have to Take Me Too: Lessons from Japanese American Scholars on the Internment,](https://www.elle.com/culture/celebrities/a20180805/282707637878899) Elle.com
- Natasha Varner, ["Intersections of Black and Japanese American History: From Bronzeville to Black Lives Matter,"](https://www.densho.org/article/intersections-of-black-and-japanese-american-history-from-bronzeville-to-black-lives-matter/) Densho.org
- ["76 JA, Asian American Organizations Call for Presidential Commission on Black Reparations,"](https://www.thefawcettsociety.org/76-japanese-american-organizations-call-for-presidential-commission-on-black-reparations/) *The Rafu Shimpō*

Complete Discussion post by 5pm PST on 3/8: (250-300 words)

- In your opinion, how does Japanese American history inform the movement against forced separation at the border and for Black reparations? What important lessons and experiences are there to learn from? Lastly, how does what we have learned in our class together impact how you view your community and your future endeavors? Be sure to include one example from our class material and cite.

Week 10: What Does It Mean to Be Japanese American?

Final Presentations Week – In person class meetings Tuesday 3/14 and Thursday 3/16

Read at home:

- Dana Y. Nakano, "Telling the Right Story: Narrative as a Mechanism for Japanese American Ethnic Boundary Maintenance," *Sociological Inquiry* 88:2 (2018) 216-244 (Canvas)
- Rebecca Chiyoko King-O'Riain, "Mixed-Race Japanese American Millennials: Millennials or Japanese Americans?" in *Japanese American Millennials: Rethinking Generation, Community, and Diversity*, Michael Omi, Dana Y. Nakano, and Jeffrey T. Yamashita eds (213-230)
- Amy Sueyoshi, "Techie, Gender Queer, and Lesbian: Interview with Shin-Nisei Mioi Hanaoka," in *Japanese American Millennials: Rethinking Generation, Community, and Diversity*, Michael Omi, Dana Y. Nakano, and Jeffrey T. Yamashita eds.

3/14: Synchronous Class discussion and Final Presentations

3/16: In class Final Presentations

Final Paper Due Saturday, March 18 at 11:59pm PST

Upload to link on our Canvas site in .doc or .docx form