

Forced to Endure:

The Tragic Communication of Actions the Americans Conveyed with the Japanese

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Historical Paper

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Process Paper

During this time of crisis with the coronavirus, many false accusations have been made against people of Chinese descent. They were discriminated and blamed solely because of their race, even when many had never visited China. When I came across a video informing about “The Bombing of Pearl Harbor” and its dreaded aftermath with Japanese-Americans being incarcerated only because their ancestral country, Japan, had bombarded the U.S. naval army, I sensed that the scenario that we are in now was similar to the Japanese internment. It motivated me to learn more about this event.

I began to conduct my research by listening to testimonies of Japanese-American internment survivors who were victims of being incarcerated in internment camps. From this, I was able to take a look at multiple perspectives and gain an understanding. An understanding that helped me realize how divided the American society was during the 1900’s. I learned about the long-standing prejudice that lasted for decades leading up to the internment of Japanese-Americans and the hostile treatment that they were forced to endure during their time in the camps.

Now that I had done my research and gained extensive knowledge, I had to choose a way to document it. As I had been used to performing acts, exhibiting a project, and have had experience using the media, I wanted to give myself a challenge and choose to write a historical paper about my topic within a 2,500 word limit. I created my project by first jotting down all the points that I wanted to make in my paper and slowly drafting what I wanted to say, revising and editing until I was pleased with my final product.

Although it may not appear to be so at first, my topic is a formidable example of this year's annual theme, Communication in History: The Key to Understanding. Japanese-Americans encountered both discrimination and objectification before and after the attack on Pearl Harbor. American government officials would communicate with Japanese-Americans that they did not want them in America by suggesting ideas to push them out. The American society would communicate with Japanese-Americans that they would never be part of their country by performing malevolent actions and using propaganda. This had helped Japanese-Americans understand that it was not going to be easy settling in their newly-adopted country.

This type of communication is significant because it had impacted many Japanese-American's lives, causing both psychological and physical harm. But, most importantly, it is because this event stood against what America and its democracy really stands for, leaving a permanent mark on the history records. The way American government officials communicated through their actions that they were indisposed of Japanese-Americans residing in their beloved country, as well as how the American society enabled this to materialize, stripped many Japanese-Americans of their liberties and livelihoods as the significance of being termed as a "noncitizen" to one's own country had dire impacts regarding their future faith and interest in the overall development of America, and themselves.

“This was a tragic chapter in the history of our nation. It was a time when we took away the liberty of an entire community of Americans.”¹

- Janet Wood Reno

United States Attorney General from 1993-2001

Due to the rash of fear discharged by “the Bombing of Pearl Harbor” on December 7th, 1941, President Franklin Delano Roosevelt issued Executive Order 9066. This forcibly relocated and incarcerated Japanese-Americans situated in the West Coast to desolate compounds located all over the country, detaining thousands of American citizens deprived of their dignities.

The manner in which American government officials communicated through their actions that they were indisposed of Japanese-Americans residing in their beloved country, as well as how the American society enabled this to materialize, stripped many Japanese-Americans of their liberties and livelihoods as the significance of being termed as a “noncitizen” to one’s own country had dire impacts regarding their future faith and interest in the overall development of America, and themselves. It was an impact shaped by the treatment of the public, that ensured that these individuals would never neglect to forget their ancestry, and how they were estranged in America.

¹ #058: 02-12-98 - ATTORNEY GENERAL RENO ANNOUNCES UPCOMING END OF PROGRAM TO COMPENSATE JAPANESE AMERICANS INTERNED DURING WORLD WAR II,

A Long-Standing Prejudice

Discrimination against East-Asians dates back to the 1860's when Chinese immigrants aided in the establishment of the intercontinental railroad.² After the construction project concluded, they were discharged from their labor, leaving several redundant in the labor market without a job to render a source of income.³ They were acquiescent towards working for a substandard income, exasperating many Americans who began to feel uneasy with the occupancy of the mass inundation of people from Chinese descent.⁴ Due to the opposition faced, Congress was obliged to pass the Chinese Exclusion Act, prohibiting anyone of Chinese descent from immigrating into the nation.⁵

Towards the end of the twentieth century, Japanese started to immigrate to the West with the inclination of attaining their aspirations of seeking greater opportunities. Despite the impediments the Japanese immigrants confronted when entering the nation, specifically apprehending a distinct language and acclimating themselves to the unorthodox customs, they eventually found themselves resented by the Americans for not only possessing valuable knowledge of agriculture, but for their volition to work for lower wages. This provoked a fear of Americans losing their jobs, and Japanese-Americans gaining more economic superiority.⁶

These individuals were condemned by their physical visage as they appeared

² *Chinese Immigration and the Transcontinental Railroad*

³ Ibid.

⁴ Wukovits, John F. *Internment of Japanese Americans*. Lucent Books/Gale Cengage Learning, 2013.

⁵ "Chinese Exclusion Act (1882)." *Our Documents - Chinese Exclusion Act (1882)*

⁶ Sandler, Martin W. *Imprisoned: the Betrayal of Japanese Americans during World War II*. Bloomsbury Children's Books, 2013.

discrete than the West Coast residents and European immigrants.⁷ The treatment of these individuals was caused out of the trepidation that they would follow the same route as the Chinese in occupying a place in their nation. As former mayor of San Francisco, James Duval Phelan, proclaimed, “The Japanese are starting the same tide of immigration which we thought we had checked twenty years ago...The Chinese and Japanese are not bona fide citizens.”⁸ This indicated that not only were they rejected by the American society for their abilities and looks, but they were also regarded as noncitizens.

As the media’s newspapers, sensing the mood of Americans, started to make outrageous remarks on Japanese immigrants, using a racial slur and terming them as “Jap”, the American society were devising false accusations motivated by racism, such as “Yellow Peril”, a racist color-metaphor regarding the people of East Asia as a metaphysical danger to America.⁹ Instantaneously, while prejudice inflamed many areas of the country, the Japanese were successfully attesting themselves as productive workers. They took on assignments that Americans struggled with, and within ten years, had been promoted to better-paying jobs.¹⁰ This aggravated many, who petitioned the U.S. Congress to pass a national legislation to terminate what they regarded as the “Japanese invasion”.¹¹ Nevertheless, Japanese-Americans had always manipulated their way around the new laws decreed.

Issei, first-generation Japanese-Americans, and Nisei, second-generation

⁷ Sakurai, Gail. *Japanese American Internment Camps*. Childrens Pr, 2002.

⁸ UCLA Film and Television Archive, Japanese American National Museum. “Before the War.” EO9066.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

Japanese-Americans, had started to allude themselves as to being more American than Japanese. Soon, Japanese-Americans had begun to make their presence known in agriculture and business establishments by pioneering new industries.¹² Additionally, Japanese-Americans were surpassing their American peers in academics and extracurriculars.¹³ Although a few challenges remained, a promising future was in grasp for Japanese-Americans. This changed when Japan attacked Pearl Harbor.

What Pearl Harbor Meant for Japanese-Americans

No Japanese-American would have envisioned what would occur on December 7th, 1941, when Japan launched an incursion on America's naval fleet located at Pearl Harbor, Hawaii.¹⁴ The relationship between the United States and Imperial Japan had debilitated throughout the years.¹⁵ It commenced with Japan's intent in 1931 to become a world power by increasing their military might.¹⁶ However, for Japan's plan to be achieved, they had to deal with the Western colonial powers, including Great Britain, France, the Netherlands, and the United States. When Nazi Germany, their ally, conquered France, the Netherlands, and threatened the survival of Britain, all they required to decimate was the U.S. Pacific fleet.¹⁷

The attack had grave repercussions, with battleships sunk or severely damaged,

¹² Hay, Jeff. *The Internment of Japanese Americans*. Greenhaven Press, 2012.

¹³ Sandler, Martin W. *Imprisoned: the Betrayal of Japanese Americans during World War II*. Bloomsbury Children's Books, 2013.

¹⁴ Ibid.

¹⁵ *Encyclopædia Britannica*, Encyclopædia Britannica, Inc.,

¹⁶ "The Gilder Lehrman Institute of American History." *Japanese Announcement of the Attack at Pearl Harbor, 1941* | Gilder Lehrman Institute of American History.

¹⁷ Ibid.

vessels destroyed, and fighter planes crippled.¹⁸ It resulted in roughly 2,300 deaths of servicemen, with 1,200 wounded.¹⁹ The following day, President Franklin Delano Roosevelt had called December 7th, 1941, a “date which will live in infamy”, and implored Congress, who acceded with a vote of 470 to 1, to declare war on Japan.²⁰

For Japanese-Americans, the worst was yet to come as the ruthless attack had consequences far beyond giving the United States a ticket into World War II. It aroused suspicion of Japanese-Americans being engaged in espionage, sabotage, and fifth column activity.²¹ Neighboring states communicated with hysteria, resulting in the humiliation and embarrassment of Japanese-Americans, who started to doubt whether they could really settle down in a place they regarded as the “land of liberty”.

Instilled in the brains of Americans were that Japanese-Americans should be distrusted. Kids of Japanese-Americans were harassed for their race, negligent of whether they were an American citizen. The American society communicated by throwing rocks and other harmful items at Japanese-Americans, shouting for them to go back to Japan, conveying that Japanese-Americans would be in unfavorable circumstances if they did not abscond out of the country.²²

Many prejudiced politicians called for a proposition to impel for the removal of Japanese-Americans to internment camps, and was eventually successful with many others on February 19th, 1942, when Franklin Delano Roosevelt issued Executive

¹⁸ “Shock, Aftermath of Pearl Harbor Attack Laid Out at US Museum.” *Voice of America*.

¹⁹ *Ibid*.

²⁰ Chan, Melissa. “Franklin Roosevelt Infamy Speech: Pearl Harbor Transcript.” *Time*, Time, 6 Dec. 2018.

²¹ “At Pearl Harbor, Japanese Americans Were Victims of the Attack - and Their Own Government.” *The World from PRX*,

²² *Ibid*.

Order 9066, regardless of what members of his cabinet had said about how interning Japanese-Americans would be unconstitutional.²³

A Consequence

Executive Order 9066 authorized the War Department and military personnel to evacuate the Japanese-Americans and place them in detention camps.²⁴ President Franklin Delano Roosevelt, after signing the order, asseverated, "I hereby authorize and direct the Secretary of War and the Military Commanders... to prescribe military areas... from which any or all persons may be excluded..."²⁵

The weeks following, military officials demanded Japanese-Americans containing as little as one-sixteenth of Japanese blood register themselves in preparation for being relocated at detention centers.²⁶ Official notices were posted, making it communicable that the people who were about to be incarcerated had a brief amount of time to settle their matters, including leasing and selling their property (see Appendix A).²⁷ These exclusion orders contained instructions as to how they would be proceeding with their evacuation and where they were being deported to: prison camps. With no trials, hearings, and due processes, they were accused of being traitors to their own home.

Many Americans took advantage of this moment, purchasing a house for a

²³"Executive Order 9066: Resulting in the Relocation of Japanese (1942)." *Our Documents - Executive Order 9066: Resulting in the Relocation of Japanese (1942)*.

²⁴ "FDR Orders Japanese Americans into Internment Camps." *History.com*, A&E Television Networks, 16 Nov. 2009.

²⁵ *Ibid.*

²⁶ "Internment of Japanese Americans." *Military Wiki*.

²⁷ Appendix A.

minimum of five-hundred dollars.²⁸ Japanese-Americans felt outraged by the inhuman actions their neighbors were making, as it conveyed how divided their nation was towards Asians like them. As they were escorted by trains or buses to relocation centers, none had any idea as to when they would return to their beloved homes.²⁹

Behind the Barbed Wire

Out of 120,000 Japanese-Americans, two-thirds were legally born American citizens.³⁰ They spent their time in assembly centers that were hastily constructed and situated at former race tracks while the detention centers were being assembled. There were rifle-wielding soldiers instructed to shoot anyone who attempted to escape, machine guns pointed at Japanese-Americans, twenty-foot-high guard towers, and searchlights.³¹ But, many could not help but observe the barbed wire surrounding the center. This had communicated that this was a prison, and they were being treated like criminals of crime for immigrating into the country of America. Mary Tsukamoto, born in San Francisco to Japanese parents, recalled the raucous sound of the gates closing. “I knew it would leave a scar that would stay with me forever. At that very moment my precious freedom was taken from me.”³² In other words, they would be forced to endure being treated as slaves during their time at their camp.

²⁸ Ibid.

²⁹ Arbuckle, Alex. “Heartbreaking Scenes of Japanese-Americans Assembling for Internment Camps in 1942.” *Mashable*

³⁰ “Japanese-American Internment During World War II.” *National Archives and Records Administration*, National Archives and Records Administration.

³¹ Fares, Melissa. “75 Years Later, Japanese Americans Recall Pain of Internment Camps.” *Reuters*, Thomson Reuters,

³² “A: More: Perfect: Union.”

As a 1943 report of the War Relocation Authority reported, the internees were accommodated in “tar paper-covered barracks of simple frame construction without plumbing or cooking facilities of any kind”.³³ This indicated that Japanese-Americans could not be entrusted with necessary facilities due to the risk of them using it as a source to betray their nation by utilizing it as a weapon.

Classes for education were held in barracks with meager equipment, leaving volunteer teachers to use what they could find as the government had not adequately planned for the camps, leaving no plan for budgets toward education (see Appendix B).³⁴ This resulted in no libraries, proper educational resources, and many uncertified teachers, creating a devastating experience for the children. A shortage of medical staff resulted in hastily and recklessly training high school students to be nurses and doctors. Many internees later admitted that the inadequate experience and care of uncertified doctors tended to exacerbate illnesses.³⁵

Food, unfresh and inexpensive, was served cafeteria style in competent amounts in the mess halls for about forty-five cents per person.³⁶ Thousands would have to wait in line to be able to eat, use the latrines, and shower. There was no privacy that women had to wait until night to use the latrines.³⁷ At last, time came for the internees to be transported to relocation centers.

The government built the centers in inhabitable areas, particularly desert locales

³³ “Life in the Camps.” *Japanese Internment*.

³⁴ Appendix B.

³⁵ Ibid.

³⁶ “Families, Food, and Dining.” *National Parks Service*, U.S. Department of the Interior.

³⁷ “Ibid.

or other forlorn spots where conditions were unbearable.³⁸ The camps were terribly overcrowded, leaving no privacy, and inhabitants were plagued with illnesses.³⁹ This conveyed that the government was apathetic towards them, and that building rickety centers would suffice for what they would need. They were left to fend for themselves, which included farming and cultivating crops to have fresh food to eat. In result, they had created an oasis out of the deserted land the government had placed them in.

Arduous to handle was the trauma that the more time Japanese-Americans spent incarcerated, the more their lives were ravaged. Instead of spending years getting a proper education, having fun, or getting established in a profession, they were in anxiety of realizing their financial problems were only going to deteriorate as they could not look after homes or businesses, therefore having no source of income to pay off payments.⁴⁰

Due to job shortages, many professions, depending on the skills acquired, were available.⁴¹ Unfortunately, they made significantly lower rates than the Caucasian counterparts part of the staff in the camp, transmitting a message that Japanese-Americans would always be considered inferior compared to others, regardless of what they did to give back to the society.⁴² Additionally, Japanese-Americans, willing to be in the U.S. army, were declined because of their heritage and race.⁴³ Eventually, when the army was desperate for additional soldiers,

³⁸ "World War II." *Ducksters*.

³⁹ Gwenn M. Jensen. "Dysentery, Dust, and Determination: Health Care in the World War II Japanese American Detention Camps."

⁴⁰ *Ibid*.

⁴¹ History.com Editors. "Japanese Internment Camps." *History.com*, A&E Television Networks.

⁴² *Ibid*.

⁴³ Densho. *Rejected from Volunteering for the Navy after the Bombing of Pearl Harbor - Lawson I. Sakai*. Youtube, 8 August, 2019

they were obliged to accept the offer of Japanese-Americans becoming a part of their military. This communicated that though Japanese-Americans were dedicating their time and effort into creating a greater country to authenticate they were loyal and genuine citizens of America, the government still regarded them as “traitors” and “unloyal”.

Righting a Tragic Wrong

_____A case, *Ex parte Mitsuye Endo*, made a tremendous impact when it turned to the court system to challenge the U.S. government’s right to intern Japanese-Americans. This case singled out the internment as unconstitutional rather than the evacuation.⁴⁴ When the case worked up to the Supreme Court, the judges unanimously agreed with Endo. The ruling prompted the release and incorporation of Japanese-Americans into the American society.⁴⁵

All camps closed in March 1946, and the government provided each individual twenty-five dollars to cover the expenses of leaving the camp.⁴⁶ When many returned to their homes, most of their property was found in a deplorable state, with possessions stolen or damaged. Many had to find other property to settle in.⁴⁷ A majority had hardships with finding a job for a source of income, resulting in some living on streets. This disturbance impacted many Japanese-Americans who were alarmed by the ignorance of Americans regarding the internment. They ended up showing a lack of interest in politics, the government, and a lack of communication between family and

⁴⁴ “Ex Parte MITSUYE ENDO.” *Legal Information Institute*, Legal Information Institute.

⁴⁵ *Digital History*.

⁴⁶ History.com Editors. “Japanese Internment Camps.” *History.com*, A&E Television Networks.

⁴⁷ “The Incarceration of Japanese-Americans during World War II.” *Atomic Heritage Foundation*.

friends, an effect of the trauma they experienced with isolation and devastation during their internment.

There was a recorded 1,862 deaths from diseases during internment across the ten camps by War Relocation Authority, and approximately seven were assassinated by sentries for being “suspected” of attempting an escape.⁴⁸ Protests were made pushing the government for reparations, with significant resistance from the American public and Japanese-Americans who embraced traditional values that encouraged them to put the past behind them. A decade after the campaign began and approximately forty years after the internment camps closed, justice was granted on August 10th, 1988 when President Ronald Reagan signed the Civil Liberties Act of 1988, granting a compensation of \$20,000 and a presidential apology to Japanese-American survivors incarcerated during World War II.⁴⁹

Conclusion

The unjust actions communicated by the American government and society had dire impacts on Japanese-Americans. But, the discrimination they encountered after arriving to America motivated many to prove themselves to the country they dreamed of prospering in. Nevertheless, they suffered a grave injustice, where East Asians are still loyal to America to this day. It was, as the Commission on Wartime Relocation and Internment of Civilians documented, “motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership.”⁵⁰

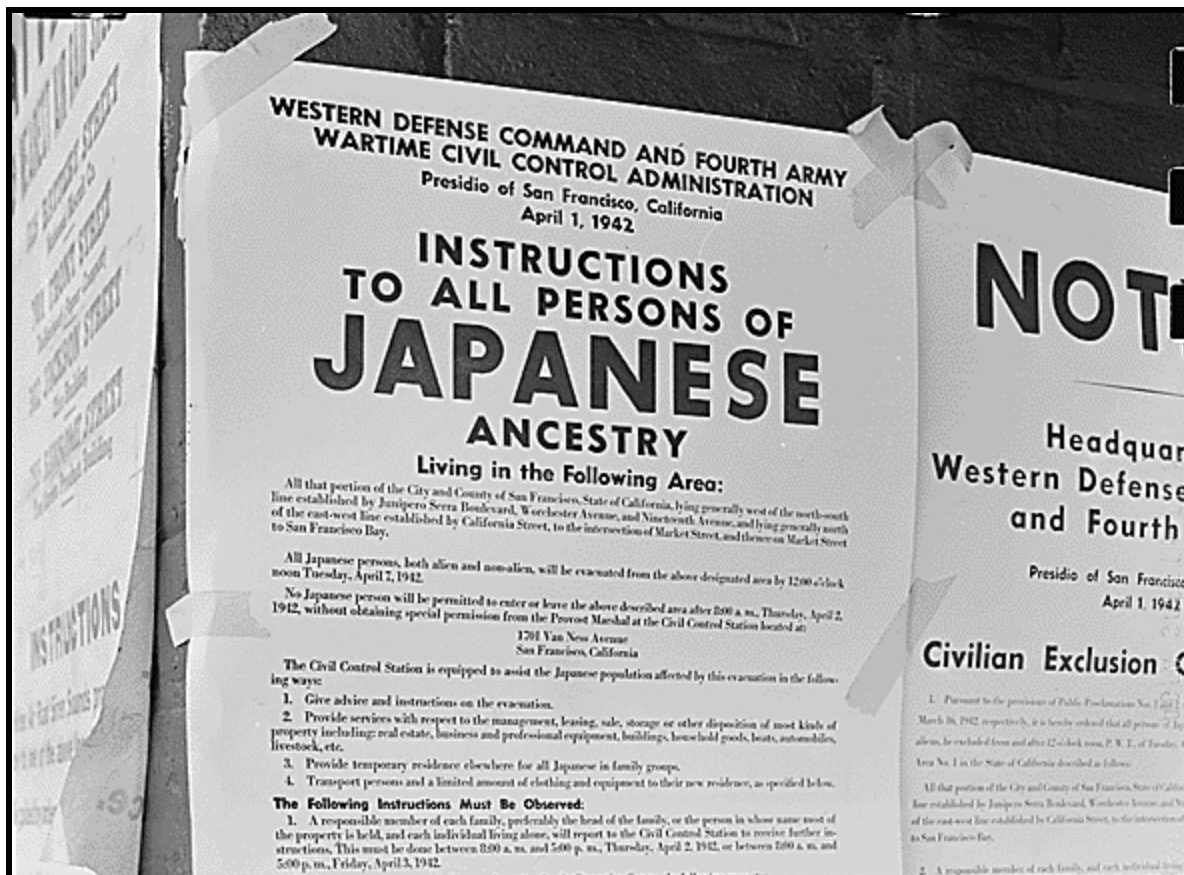
⁴⁸ Ibid.

⁴⁹ “Children of the Camps | CIVIL LIBERTIES ACT.” *PBS*, Public Broadcasting Service.

⁵⁰ *[USC02] 50 USC 4202: Statement of the Congress.*

Today, this historical event is considered one of the most barbaric violations of American civil rights. The actions communicated by the American people left a mark on the records that would never be forgotten by Japanese-Americans, and the American public. This event influenced the economic, social, political, and cultural climate during and after World War II as incarcerating the Japanese-Americans and being declared “unfaithful” to one’s own country without evidence is beyond what one could ever imagine, ruining what America, and its democracy stood for. This communication is significant, and not only for the consequences, which particularly included less faith in the American government, psychological anguish, lost property, and ultimately depriving them of their individual identities, that occurred as a result. But because it is an opportunity to educate ourselves so that when history echoes itself from the past, we can stop it from exacerbating further as though the wrongs of the internment camps were righted, anti-Asian sentiment did not end there with it still being present to this day.

Appendix A



Exclusion Orders were posted to inform and direct Japanese-Americans living in California to be prepared to evacuate to what would be known as “relocation centers”.

National Archives and Records Administration, National Archives and Records Administration, catalog.archives.gov/id/536017.

Appendix B



Teachers had to make the best of what they could find and use to instruct and educate the students at relocation camps across the country as staff and resources were very limited and scarce.

“Prisoners at Home: Everyday Life in Japanese Internment Camps.” *Education and Sports* | DPLA, dp.la/exhibitions/japanese-internment/education-sports/?item=981.

Annotated Bibliography

Primary Sources

Digital Letters

Hirasaki, Tetsuzo. "Letter to Clara Breed from Tetsuzo (Ted) Hirasaki, Poston, Arizona, October 3, 1942". Clara Breed Collection. Collections & Research.

This letter, addressed to Clara Breed by Tetsuzo Hirasaku, informed of the mood that stirred in the camps as well as the major problems that many had to face. He describes how the lifestyle at camp is starting to be his and others' "new normal", explaining how it is "truly depressing". This source gave me details regarding the hardships that they were forced to endure, and how it overall impacted them physically and psychologically.

Okuda, Kenji, "Kenji Okuda letter to Norio Higano from Camp Harmony," Digital Public Library of America.

This letter, addressed to Norio Higano by Kenji Okuda, describes the horrendous weather, diseases, lack of privacy, lack of resources, and many more struggles in his camp. It gave me information as to what Kenji had felt about the idea of internment camps and the struggles that he along with many others had to endure, which was included in my paper.

Tsumagari, Fusa. "Letter to Helen McNary from Fusa Tsumagari, Arcadia, California, August 9, 1942". Museum Collections. Collections & Research.

This letter, addressed to Helen McNary, provided an insight into the perspective of Fusa Tsumagari, a victim of Japanese internment, about his view on the horror that was happening inside of the Santa Anita Assembly Center. He talks about the army's hostile treatment towards them, and how they stole money and removed items from their temporary houses, without showing what they had taken from them. It helped me realize how the actions that they were communicated with seemed to arouse anger within Japanese-Americans.

Uyeda, Joyce. "Japanese American Internment: Letters from the Inside", MiraCosta College.

This letter from Joyce Uyeda opens up to her and other people's perspectives about what they thought about the loyalty questionnaire. It shows what happens after many, including her father, had answered no to many of, what they thought as, ridiculous questions and how they were sent to another camp because they were convicted of being "unloyal" and a "threat" to America. This source gave me details regarding that even though Japanese-Americans were doing everything to prove their loyalty towards America, the government officials and society still had their doubts.

Oratories

Chan, Melissa. "Franklin Roosevelt Infamy Speech: Pearl Harbor Transcript." *Time*, Time, 6 Dec. 2018, time.com/4593483/pearl-harbor-franklin-roosevelt-infamy-speech-attack/.

This video is a recorded session of the meeting that took place on December 8th, 1941 right after Imperial Japan attacked Pearl Harbor . It includes the famous address to the nation, a "date which will live in infamy", and provides an explanation by President Franklin Delano Roosevelt of the catastrophic consequences that the attack had inflicted .

Densho. *Rejected from Volunteering for the Navy after the Bombing of Pearl Harbor - Lawson I. Sakai*. Youtube, 8 August, 2019, https://www.youtube.com/watch?v=gKALsbr6xwc&list=PL_txUBUpMcH4CS9Ggr6IezvCHolhYov-f&index=10&ab_channel=Densho

Lawson's oratory presents how life for Japanese-Americans had changed immediately after the "Bombing of Pearl Harbor". His testimony helped me gather details on how Japanese-Americans were repudiated by the American society and government, as he describes his revolting experience with being declined to join the navy, due to racism and discrimination, the day after Japan attacked the naval base.

FoundationINTERVIEWS. *George Takei on the Japanese internment camps during WWII*. Youtube, 28 Nov., 2011,

https://www.youtube.com/watch?v=yogXJI9H9z0&t=307s&ab_channel=FoundationINTERVIEWS

In George Takei's testimony, he opens up to what he and his family faced during their time in internment. He gives details about the history of discrimination against Asians and how it exaggerated after Japan had bombarded Pearl Harbor with a surprise attack. Additionally, he recounted on what was called "the loyalty questionnaire" and how it had dire consequences if anyone answered "no" to the two key questions that the government was really focusing on.

The Oregonian. *1943 U.S. government-produced film "Japanese Relocation" addresses relocation camps*. Youtube, 15 Feb., 2017,

https://www.youtube.com/watch?v=yVyla11ZtAE&t=211s&ab_channel=TheOregonian

The War Relocation Authority sermonizes on the fixed nature of the identity of Japanese-Americans in this video, as its purpose is to supplant any doubts that anyone might have about interning the Japanese-Americans with thoughts of certainty. It provides an insight into the camps and what was provided in them, though it does not uncover the troubles that the individuals faced during their time incarcerated.

Reagan Library. *President Reagan's at the Japanese-American Internment*

Compensation Bill signing on August 10, 1988. Youtube, 19 June, 2016,

https://www.youtube.com/watch?v=kcaQRhcBXKY&ab_channel=ReaganLibrary

This video focuses on the signing of the Civil Liberties Act of 1988, which grants all Japanese-American survivors who were victims of being incarcerated in internment camp a presidential apology and a redress of \$20,000 dollars to each victim. It provided a beneficial apprehension of what it meant for all Japanese-Americans, which was justice, even though it could never make up for the many losses that several encountered.

Studies Weekly. *Takashi Hochizaki Interview: Japanese Internment Camp Prisoner.*

Youtube, 12 April, 2016,

https://www.youtube.com/watch?v=Ws2T3l3yWBc&ab_channel=StudiesWeekly

Takashi Hochizaki narrates his personal experiences regarding the prejudice they faced before the attack on Pearl Harbor, them being escorted to internment camps, the loyalty questionnaire, and cases that were standing up against the confinement of Japanese-Americans. He describes the doubts that the individuals in the camp were experiencing about their lifestyle and the legality of their incarceration, which resulted in them filing cases against the idea of the evacuation and internment of Japanese-Americans.

Documents

#058: 02-12-98 - ATTORNEY GENERAL RENO ANNOUNCES UPCOMING END OF PROGRAM TO COMPENSATE JAPANESE AMERICANS INTERNED DURING WORLD WAR II, www.justice.gov/archive/opa/pr/1998/February/058.htm.html

I had used the words of Attorney General Reno at the beginning of my paper for my starting quote, as her words had spoken the truth of her perspective of the aftermath of the internment of Japanese-Americans. It helped me better understand how many had deeply regretted this barbaric event that occurred during World War II that would leave a scar on the history records of America.

“Children of the Camps | CIVIL LIBERTIES ACT.” *PBS*, Public Broadcasting Service, <https://www.pbs.org/childofcamp/history/civilact.html>

The Civil Liberties Act of 1988 granted Japanese-Americans who survived their time in internment camps a redress of \$20,000 to each victim. It enabled me to understand that even though the government could not make up for the losses they had caused for many to suffer, they still regretted their mistake inflicted upon Japanese-Americans and tried to provide justice in any way they could.

“Children of the Camps | PRESIDENTIAL LETTER.” *PBS*, Public Broadcasting Service, <https://www.pbs.org/childofcamp/history/clinton.html>

This document, a presidential apology to the victims of the internment camps,

addresses Japanese-Americans and how the government apologizes on behalf of the American society for the damage that it caused many to suffer, both physically and psychologically. This allowed me to grasp a better understanding of how this event would not be forgotten in the history of America as it caused a grave injustice to those of Japanese descent.

“Chinese Exclusion Act (1882).” *Our Documents - Chinese Exclusion Act (1882)*,

<https://www.ourdocuments.gov/doc.php?flash=false&doc=47&page=transcript>

This document, the Chinese Exclusion Act, prohibited any other people of Chinese descent from entering the country of America due to the mass inundation of Chinese that were located in the nation which caused a feeling of uneasiness within the society. This helped elucidate the beginning of racism against the Chinese and Japanese in America, and how action was taken in order to fulfill the motive of Americans to get rid of Asians in their country, which meant that future Asian immigrants would face many obstacles through their process of inhabiting America.

Digital History, www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=50.

This document, *Ex parte Endo* 323 U.S. 283, provides an explanation of what was to happen after Endo had successfully convinced the judges to unanimously side with her. It included, as cited in my paper, allowing the Japanese-Americans to be wholeheartedly incorporated into the American society without any

objections, which helped me realize how big of an impact the Endo case had made.

“Executive Order 9066: Resulting in the Relocation of Japanese (1942).” *Our Documents - Executive Order 9066: Resulting in the Relocation of Japanese (1942)*, <https://www.ourdocuments.gov/doc.php?flash=false&doc=74&page=transcript>

This document, Executive Order 9066, played a major role as it authorized the military personnel to evacuate any people of Japanese descent to internment camps where they would spend a miserable four years of their lives incarcerated. It gave details regarding who would be authorized to take this action and gave the power to the military to make appropriate decisions based on what they thought and wanted for the Japanese-Americans.

“Ex Parte MITSUYE ENDO.” *Legal Information Institute*, Legal Information Institute, <https://www.law.cornell.edu/supremecourt/text/323/283>

This case was the turning point in the incarceration of Japanese-Americans as it singled out the Japanese-American internment as unconstitutional rather than an evacuation. This was crucial to my understanding of how the process of interning Japanese-Americans ended, and how these individuals were freed from the injustice they had suffered during their time in the camps.

“The Gilder Lehrman Institute of American History.” *Japanese Announcement of the*

Attack at Pearl Harbor, 1941 | Gilder Lehrman Institute of American History,
www.gilderlehrman.org/history-resources/spotlight-primary-source/japanese-announcement-attack-pearl-harbor-1941.

This document provides a printed announcement delivered to America by the Japanese government declaring their victory over the Americans for the attack on Pearl Harbor. This document helped me understand the motive behind the Imperial Japan bombing the naval base in Hawaii, which I had detailed in my paper.

[USC02] 50 USC 4202: Statement of the Congress,
uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title50-section4202&num=0&edition=prelim

This document, cited in my paper, provides a transcript of the statement of the Congress that proclaims their apology and recognizes the grave injustice that had been inflicted upon the Japanese-Americans. It enabled me to realize how until the internment of Japanese-Americans had ended, everyone that had sided with the idea of incarcerating Japanese-Americans had realized that they had committed a mistake.

Periodicals

“193 Aliens, Chiefly Japanese, Moved to Sharp Park Camp to Ease Immigration

Station.” *The San Francisco News*, 31 March, 1942.

As stated in my paper, the newspaper article topics, such as the propaganda of Japanese-Americans, were inspired by the mood of the American society to catch their attention. This newspaper article focuses on the Japanese-Americans getting prepared to be sent to the assembly centers, and the perspective of the author who wrote this article, stating how it was occurring for their own good to be protected from the sabotage of the enemy non-alien, or in other words, Japanese-Americans.

Caylor, Arthur. “Behind the News With Arthur Caylor.” *The San Francisco News*, 29 April, 1942.

This newspaper article talks about how the Japanese-Americans, when they are to return to their homes, will not be welcomed by the American society and its government. It provides details regarding how the residents feel about Japanese-Americans returning to their estates when the time is right and how certain influential groups are suggesting ideas to keep them from mingling with their own selves, such as building a barrier around where they live.

Fares, Melissa. “75 Years Later, Japanese Americans Recall Pain of Internment Camps.” *Reuters*, Thomson Reuters, 17 Feb. 2017, www.reuters.com/article/us-usa-japanese-anniversary/75-years-later-japanese-americans-recall-pain-of-internment-camps-idUSKBN15W2E2.

This article provides testimonies of Japanese-Americans who were victims of being interned, and what memories they recall from them. This benefited me and helped me better understand more of the many perspectives that several people had from their time in internment camps.

“Goodby! Write Soon!: Alien Exodus Like an Outing.” *San Francisco News*, 7 April, 1942.

This newspaper article focuses on the transportation of Japanese-Americans getting prepared to leave for their incarceration and internment. It describes the jolliness in the air as the Japanese-Americans are leaving with their smiles and their thumbs up in the air, helping me realize that this newspaper article was giving its support to the government for making the appropriate decision.

Ishida, George, “Japanese Have Faith.” *San Francisco News*, 13 April, 1942.

This editorial responds to another newspaper article as to “Why Discriminate” and provides details regarding the intolerant thinking of Americans fueled by racial prejudice which resulted in consequences that caused many others to suffer. It also explains how Japanese-Americans are ready to give up everything for the nation of America, and place their fates into the hands of the American society and government, only to prove that this injustice was a mistake and that they are wholeheartedly loyal to the country of America.

Images

Arbuckle, Alex. "Heartbreaking Scenes of Japanese-Americans Assembling for Internment Camps in 1942." *Mashable*, Mashable, 9 Oct. 2016, mashable.com/2016/10/09/japanese-american-evacuations/.

These images include records of Japanese-Americans getting evacuated from their areas and being transported to internment camps, as well as pictures of the type of propaganda that the American society had used and posted. It enabled me to grasp an understanding of how the American society would communicate with Japanese-Americans saying that they did not want them settling in their country.

"More: Perfect: Union." A, amhistory.si.edu/perfectunion/non-flash/internment_permanent.html.

These images elucidate the pain that Japanese-Americans are suffering throughout their artwork, attached along with quotes from witnesses or victims which helped me understand that instead of taking out their rage on America, they did it through a more peaceful way.

Paul Kitagaki Jr., T.A. Frail. "The Injustice of Japanese-American Internment Camps Resonates Strongly to This Day." *Smithsonian.com*, Smithsonian Institution, 1 Jan. 2017,

www.smithsonianmag.com/history/injustice-japanese-americans-internment-camps-resonates-strongly-180961422/.

These images, taken by Dorothea Lange, show Japanese-Americans who are stuck in assembly centers and internment camps. It helped me better understand the injustice that these individuals suffered, only because of the actions that the American government and society had communicated with them.

Secondary Sources

Books

Hay, Jeff. *The Internment of Japanese Americans*. Greenhaven Press, 2012.

This book focuses on key historical events that occurred during the internment of Japanese-Americans and provides a mix of primary and secondary sources, with first-person narratives from survivors who suffered and an overview on the entire event. This helped a lot as the first-person accounts of what they had suffered through added a new perspective to my paper.

Sakurai, Gail. *Japanese American Internment Camps*. Childrens Pr, 2002.

This book aided me with the details of the “Bombing of Pearl Harbor” which dreadfully ended with the Japanese-Americans being incarcerated in their own home. It provided statistics of what happened during the attack on Pearl Harbor and a clear explanation of what this had caused many people to think about

people from Japanese descent.

Sandler, Martin W. *Imprisoned: the Betrayal of Japanese Americans during World War II*. Bloomsbury Children's Books, 2013.

This book proved to be the most useful in my research as it gives logical explanations to why the internment of Japanese-Americans was a mistake committed by America's government. It provides specific details to what internment camps were, the major problems that caused many to suffer, and the perspectives of Japanese-American survivors.

Wukovits, John F. *Internment of Japanese Americans*. Lucent Books/Gale Cengage Learning, 2013.

This book helped me grasp a better understanding of the long history of discrimination that Orientals faced. It covered the Japanese immigration and the anti-Japanese movement, which enabled me to write my first section of my paper.

Websites

"At Pearl Harbor, Japanese Americans Were Victims of the Attack - and Their Own Government." *The World from PRX*,
www.pri.org/stories/2016-12-09/pearl-harbor-japanese-americans-were-victims-attack-and-their-own-government.

This website helped me understand what actions the government had proceeded with after the surprise attack on Pearl Harbor which raised suspicion for the American government and its society that Japanese-Americans were spies for Imperial Japan.

“Block.” *Block* | *Densho Encyclopedia*, encyclopedia.densho.org/Block/.

This provided an insight into what the internment camps and assembly centers were composed of, but mostly digs into what were barracks and what was provided in the Japanese-American’s living quarters.

Chinese Immigration and the Transcontinental Railroad,

www.uscitizenship.info/Chinese-immigration-and-the-Transcontinental-railroad/.

This website contains information regarding details about Chinese immigration and how they aided in the construction of the transcontinental railroad. It helped me understand how their scenario was similar to the Japanese-American’s scenario as they both were discriminated against because of their race.

Encyclopædia Britannica, Encyclopædia Britannica, Inc.,

www.britannica.com/study/timeline-of-the-attack-on-pearl-harbor

This website enabled me to better understand why Imperial Japan had attacked the naval army at Pearl Harbor, and the tension that was building between them for years that led up to the attack.

“Families, Food, and Dining.” *National Parks Service*, U.S. Department of the Interior,
www.nps.gov/miin/learn/historyculture/families-food-and-dining.htm

This website provides details regarding what the dining was like in the internment camps where Japanese-Americans were forced to endure intolerable conditions. This provided a great help for it was another major problem that I had written in my paper about.

“FDR Orders Japanese Americans into Internment Camps.” *History.com*, A&E Television Networks, 16 Nov. 2009,
www.history.com/this-day-in-history/fdr-signs-executive-order-9066.

This website includes information about the issue of Executive Order 9066, a document that changed the lives of thousands. As I included in my paper, it also stated how the cabinet members thought that issuing the internment of Japanese-Americans was unconstitutional and unnecessary, but despite the warnings, Franklin Delano Roosevelt issued it anyway.

Gwenn M. Jensen / 21 Jun 2008. “Dysentery, Dust, and Determination: Health Care in the World War II Japanese American Detention Camps.” *Discover Nikkei*,
www.discovernikkei.org/en/journal/2008/6/21/enduring-communities/.

This website described the harsh conditions in the camp, such as the terrible dust storms and the type of illnesses that plagued the camps, which helped me

understand that the staff and resources in the camps were very limited.

History.com Editors. "Japanese Internment Camps." *History.com*, A&E Television Networks, 29 Oct. 2009, www.history.com/topics/world-war-ii/japanese-american-relocation.

This website includes an overview of the process of internment, which helped enable me to understand how the Japanese-Americans ended up being interned and incarcerated in desolate compounds, also known as "relocation centers".

"The Incarceration of Japanese-Americans during World War II." *Atomic Heritage Foundation*, 20 July 2016,

www.atomicheritage.org/history/incarceration-japanese-americans-during-world-war-ii.

This website also provided an overview of what the incarceration of Japanese-Americans really meant and why it had occurred. This helped me realize that there were many mixed emotions that people were feeling during their time in concentration camps.

"Internment of Japanese Americans." *Military Wiki*,

military.wikia.org/wiki/Internment_of_Japanese_Americans.

This website included information that helped me understand that Japanese-Americans were not wanted in America at all, regardless of what the law stated about citizenship. It provided details regarding how

Japanese-Americans with as little as one-sixteenth of Japanese blood had to prepare themselves for being interned in internment camps.

“Life in the Camps.” *Japanese Internment*,

per5msmillergroup1.weebly.com/life-in-the-camps.html.

This website provided information on many of the major problems that Japanese-Americans faced during their time in internment. But, what it really helped me understand was what the food consisted of and what were the living quarters of Japanese-Americans like.

“Pearl Harbor Oahu History - Tours Site, Bookings, Reservation.” *Pearl Harbor Tours Oahu*, www.pearlharboroahu.com/history/.

This website helped elucidate the reason why the U.S. was unprepared for the surprise attack on the naval army in Pearl Harbor, Hawaii by Imperial Japan, who was seeking to expand their territory by conquering other land.

“Prisoners at Home: Everyday Life in Japanese Internment Camps.” *Employment | DPLA*,

dp.la/exhibitions/japanese-internment/employment

This website provides detailed information regarding the employment in internment camps, such as how the Caucasian counterpart got a higher wage

than Japanese-Americans, which helped me understand that the government regarded them as “inferior”.

“Shock, Aftermath of Pearl Harbor Attack Laid Out at US Museum.” *Voice of America*,
www.voanews.com/arts-culture/shock-aftermath-pearl-harbor-attack-laid-out-us-museum

This website explains the feelings of shock that the attack on Pearl Harbor and its aftermath had brought to the people of America. It was very useful to me for my research as it was the start of the exaggeration of long-standing prejudice that landed Japanese-Americans to be incarcerated.

UCLA Film and Television Archive, Japanese American National Museum. “Before the War.” *EO9066*, eo9066.library.manoa.hawaii.edu/beforewar/earlymigration.html

I used this website to gain information on what one of the mayors, James Duval Phelan, perspective was about the immigration of Japanese-Americans to America. I had used one of his sayings in my paper which elucidated how the Americans considered the Japanese people no less than the Chinese.

“World War II.” *Ducksters*,
www.ducksters.com/history/world_war_ii/japanese_interment_camps.php.

This website provided information regarding who were sent to the internment camps, and the reason why they were interned. It also provided information, such as how despite the harsh conditions the Japanese-Americans faced, they still

remained peaceful and loyal to their country and home, America.

Appendix Graphics

National Archives and Records Administration, National Archives and Records Administration, catalog.archives.gov/id/536017.

As I had included in my Appendix A, this image shows one of the official notices stating that Japanese-Americans in the following area had a limited time to settle their matters, including leasing or selling their property. It was a dreadful time for Japanese-Americans as their beloved souvenirs were being sold for a price so cheap that it broke them, mentally.

“Prisoners at Home: Everyday Life in Japanese Internment Camps.” *Education and Sports* | DPLA, dp.la/exhibitions/japanese-internment/education-sports/?item=981.

As I had included in my Appendix B, this image showed Japanese-American students listening to their volunteer teacher instructing a lesson. As resources and staff were very scarce, volunteers were left to use what they could in any way that would be beneficial to the students' education.