

## Annotated Bibliography

### Primary Sources

Yoshizaki, Alice. Interview by author. November 21, 2016.

The interview with Alice Yoshizaki explains the past of personal experiences in the camps. It helps me understand the pain, fear, and sorrow she felt when she was uprooted from her home and put into the camp, and how it affected her livelihood by not being able to return to her life before internment. Mrs. Yoshizaki stated that “we can’t go back. We are all human beings,” which proves the importance of Japanese Americans taking a stand against injustice, and how the nation must learn from mistakes to ensure that the same mistake does not happen again. I established her feelings of the past in my performance.

Bishop, Katherine. “Day of Apology and ‘Sigh of Relief’” *The New York Times*. August 10, 1988. Accessed May 04, 2017. <http://www.nytimes.com/1988/08/11/us/day-of-apology-and-sigh-of-relief.html>.

The article “Day of Apology and ‘Sigh of Relief’” examines the reaction of the Japanese community following President Ronald Reagan’s signing of the Civil Liberties Act of 1988. The Japanese-American reaction is described as “a collective sigh of relief.” Ben Takeshita, a spokesperson of the Japanese American Citizens League, states that the money cannot compensate for the suffering and loss of personal freedom, but it showed that the Government’s apology was sincere. Fred Korematsu’s conviction was overturned in November 1983, and he was pleased with the legislation, but apologetic that a friend, Minoru Yasui, did not live to see its passage. The article helped me understand the Japanese perspective of the monetary compensation. I used the information to clarify the Japanese view on compensation and to learn about Fred Korematsu’s response to the signing of the legislation.

“The Civil Liberties Act of 1988.” PBS. Accessed November 23, 2016. <http://www.pbs.org/childofcamp/history/civilact.html>.

The document “The Civil Liberties Act of 1988” discusses the reasons outlining compensation and an apology to those who were interned. It helps me understand what the government used the findings of the Commission on Wartime Relocation and Internment of Civilians to prove that internment was unconstitutional. The document is a result of Japanese American advocacy for more government action, showing that their efforts to take a stand and achieve justice succeeded. I used this document in my performance.

*The First Lady visits the Gila River relocation camp in Arizona*. April 23, 1943. Franklin D. Roosevelt Presidential Library and Museum, Arizona.

The photograph depicts Eleanor Roosevelt, the wife of President Franklin D. Roosevelt, smiling among a crowd of young Japanese women. It helps me understand the perspective of the President's wife, for she supported efforts to allow students to leave the camps to attend college. I used the photograph to expand my knowledge on the different perspectives of the internment issue and referenced the attire of the Japanese women when putting together my costume for the mother character.

*Fumiko Hayashida holds her sleeping daughter.* March 1942. Seattle Post-Intelligencer Collection, Museum of history and Industry, Bainbridge Island, Washington.

The photograph shows Fumiko Hayashida as she cradles her sleeping daughter in her arms. Hayashida and her daughter wear the ID tags on their bulky coats. The photograph helps me understand the resignation that the Japanese community had undergone as a result of unjust government action. I used details of the photo, such as Hayashida's attire, to base the costume of the mother character around.

“Jimmy Carter: Commission on Wartime Relocation and Internment of Civilians Act Remarks on Signing S. 1647 Into Law. - July 31, 1980.” The American Presidency Project. July 31, 1980. Accessed May 04, 2017. <http://www.presidency.ucsb.edu/ws/?pid=44855>.

The dialogue of President Jimmy Carter and other politicians outlines the remarks on signing the Senate bill 1647 that establishes the creation of the Commission on Wartime Relocation and Internment of Civilians Act. President Carter discusses the impact of assessing Japanese internment when he notes that the act will be helpful in reconfirming the Nation's commitment to basic human rights. The dialogue helps me understand the immense effort of several politicians in enacting the bill and the trust they put in the government after several years of working to receive meaningful redress. I used the information to view the Japanese internment issue from the perspective of the President and to learn about his contribution to redress efforts.

“Korematsu v. United States.” LII / Legal Information Institute. Accessed November 23, 2016. <https://www.law.cornell.edu/supremecourt/text/323/214>.

The report “Korematsu v. United States” contains several viewpoints of Supreme Court members on the case. It helps me understand that from the perspective of Justice Hugo Black, who shared the opinion of the court, that even though submitting a single group to restrictions was under rigid scrutiny, appeasing the citizens of wartime hysteria was necessary, therefore justified the internment of Japanese. The report provides clear details in the word of the overall opinion of the court for their ruling of *Korematsu v. United States* and why internment was constitutional, which establishes why Japanese Americans were furious and sought change due to such words of the court. I used the information in my script to express how Japanese Americans reacted to the court ruling.

Lange, Dorothea. *Members of the Mochida family wait for the bus.* May 8, 1942. Franklin D. Roosevelt Presidential Library Museum, Hayward, California.

The photograph is of a Japanese family awaiting the bus that will take them to an internment camp. Each of the family members wears an ID tag and a small luggage lays at their feet with the name “Mochida” written across the front of it. The photograph helps me understand the ID tag concept and how it was worn. The few belongings the family had brought reaffirmed the idea of livelihoods left behind as a result of Executive Order 9066. I used the name tags and the luggage as a reference for props.

Mieth, Hansel. *Crowded Living Quarters of Japanese American Family Interned in a Relocation Camp*. 1943. LIFE Photo, Heart Mountain, WY, US.

The photograph *Crowded Living Quarters of Japanese American Family Interned in a Relocation Camp* shows the living quarters in the Heart Mountain internment camp. It helped me analyze the picture through its distinct details. The expression of the detainees, the objects in the room, and the comfortable atmosphere that the image captures enables me to look at life in the internment camps with a different perspective. Despite the harsh conditions of the camps, hope is seen in the faces of the Japanese Americans in such times of disparity. I used the details I gathered to portray hopeful and resolute emotion in my performance.

Molotsky, Irvin. “Senate Votes to Compensate Japanese-American Internees.” U.S. April 21, 1988. Accessed October 14, 2016. <http://www.nytimes.com/1988/04/21/us/senate-votes-to-compensate-japanese-american-internees.html>.

The article “Senate Votes to Compensate Japanese-American Internees” addressed the measures taken to compensate Japanese Americans including statements of the senator who became the principal advocate for the bill. This helped me understand that the bill to compensate Japanese Americans with \$20,000 was backed by the majority of the Senate, and why the compensation was a vital component to redressing the internment during World War II. The article provided me with the idea of Senator Spark M. Matsunaga taking a stand for his rights as the bill’s principle advocate.

Rabinovitz, Jonathan. “Blackboard - Revisiting Japanese Internment - NYTimes.com.” The New York Times - Education. April 7, 1991. Accessed October 27, 2016. <http://www.nytimes.com/1991/04/07/education/blackboard-revisiting-japanese-internment.html>.

The article “Blackboard; Revisiting Japanese Internment” explains the implementation of the history of Japanese Americans during World War II into new curriculum. The article helps me understand the importance of teaching children that even governments can make mistakes, and it could happen again. It brings information about the views children have on the historical occurrence and assists me in realizing that the majority agree that the internment was not morally justified in which Japanese Americans justifiably took a stand for their rights. I used this information and the foundation of this article as a character and setting reference.

*This is the Enemy*. 1942. In *Artifacts Journal - University of Missouri*. By Hannah Miles. March 2012. Accessed March 24, 2017. <https://artifactsjournal.missouri.edu/2012/03/wwii-propaganda-the-influence-of-racism/>.

The propaganda poster *This is the Enemy* was made to show the Japanese as animalistic in order to dehumanize them. I used this as a prop in my performance.

United States Information Service. *Jap Trap*. 1941. Densho Digital Archive. In *History Matters*. Accessed March 24, 2017. <http://historymatters.gmu.edu/d/8332/>.

The propaganda poster *Jap Trap* depicts the Japanese as rodents during World War II since people believed in the widespread assumption that those of Japanese descent were foreign and untrustworthy. I used this in my performance as a visual aid for the mother character.

## Secondary Sources

“A More Perfect Union.” A More Perfect Union. June 1994. Accessed September 29, 2016. <http://amhistory.si.edu/perfectunion/resources/touring.html>.

The exhibit that was digitally published called *A More Perfect Union: Japanese Americans and The United States Constitution* helped me understand the start of Japanese internment and the extent of efforts to prove loyalty through cooperation and war assistance. It establishes the legal battles in the fight for justification and the need for an apology on behalf of the United States for the violation of basic rights. This helps me by outlining the tragic impact on lifestyles upon returning from the camps, providing a reason for standing up to government policies. I used the exhibit in my script to explain the reasons why the Japanese took a stand.

Chicago-Kent College of Law at Illinois Tech. “Korematsu v. United States.” Oyez. Accessed June 11, 2017. <https://www.oyez.org/cases/1940-1955/323us214>.

The website outlines the details of the Supreme Court case, *Korematsu v. United States*, such as the location, argued and decided dates, facts of the case, and the Supreme Court’s reasoning behind the case decision. The reasoning behind the Supreme Court’s decision provides perspective as to why the government interned Japanese Americans. I used the information in the teacher’s dialogue to emphasize the government’s perspective on internment.

“Document for August 10th: An Act to implement recommendations of the Commission on Wartime Relocation and Internment of Civilians.” National Archives and Records Administration. Accessed May 04, 2017. <https://www.archives.gov/historical-docs/todays-doc/?dod-date=810>.

The document lists the details of the H.R. 442. It helped me understand the specific intention of the H.R. 442. I used the complete name for H.R. 442, “[a]n Act to implement recommendations of the Commission on Wartime Relocation and Internment of Civilians,” to clarify the significance of the H.R. 442.

“FDR signs Executive Order 9066.” History.com. Accessed June 11, 2017. <http://www.history.com/this-day-in-history/fdr-signs-executive-order-9066>.

The website explains the day Frank Delano Roosevelt signed Executive Order 9066 and the reasoning behind such actions. It helps me with my topic by providing President Roosevelt and many Californians’ perspective as to why internment was necessary at the time. I used the information in the teacher’s dialogue to provide multiple perspectives in the performance.

Ford, Matt. “The Return of Korematsu.” The Atlantic. November 19, 2015. Accessed October 02, 2016. <http://www.theatlantic.com/politics/archive/2015/11/the-shadow-of-korematsu/416634/>.

This article “The Return of Korematsu” offers expertise views on the internment of Japanese Americans. It provided me with extensive information on the moral controversy, and the views of professors and justices in their argument of the immoral effects due to fear of threat, which justifies the internment of Japanese Americans as unconstitutional. This brings forth the idea that the Japanese had every right to fight for their liberties. I used the article as part of my script to justify why the internment needed to be addressed with an apology and compensation.

Guo, Jeff. “Before People Start Invoking Japanese American Internment, They Should Remember What It Was like.” Washington Post. November 18, 2015. Accessed November 23, 2016. <https://www.washingtonpost.com/news/wonk/wp/2015/11/18/before-people-start-invoking-japanese-american-internment-they-should-remember-what-it-was-like/>.

The article “Before people start invoking Japanese American internment, they should remember what it was like” explains an overview and the means behind the internment and the views of a detainee. It helps me understand the personal feelings of Japanese Americans and those who advocated for the constitutionality of the camps. The article provides several viewpoints and affirms the tragic conditions and losses as a result of the camps, giving a reason for Japanese Americans to stand up to domestic discrimination. I incorporated the interviews into my script for the Japanese American dialogue since it portrayed an overall perception of injustice actions that detainees were condemned to during and after the camps.

Hennessy-Fiske, Molly, and Cindy Carcamo. ““What Happened in World War II Is Happening Again”” Los Angeles Times. April 11, 2016. Accessed October 06, 2016. <http://www.latimes.com/nation/la-na-internment-detention-20160411-story.html>.

The article “What What Happened in World War II Is Happening Again” aided me in my understanding of the correlation between the past and present times of fear and hysteria. The article examines the hysteria that led to the internment of Japanese Americans, and follows the journey of a detainee, Satsuki Ina, as she spreads awareness of not repeating

the mistakes of the past. Current circumstances of racial discrimination after terrorist attacks and the detainment of Central Americans are brought to light as examples of repeating the past. The information catered to the emphasis of my topic, that the detrimental acts of discrimination caused by fear cannot recur in the future. I used this information to support how Japanese Americans stood up to government policies and encouraged this experience as one to learn from.

Nishikawa, A. H. "Looking back at the Civil Liberties Act of 1988." National Constitution Center. August 9, 2013. Accessed May 04, 2017. <https://constitutioncenter.org/blog/looking-back-at-the-civil-liberties-act-of-1988>.

The article "Looking back at the Civil Liberties Act of 1988" tells the story of A. H. Nishikawa as he looks back at the drive to pass the Civil Liberties Act of 1988. Nishikawa discusses that some bills were passed to recompense Japanese, but the trauma of the camp experience kept the Japanese community silent and focused on becoming more "Americanized." The information emphasized the lack of immediate protest against Japanese internment. I used the information I gathered to further understand the limitations preventing immediate Japanese response to the internment issue.

Prois, Jessica, and Kimberly Yam. "Japanese-Americans Imprisoned For Ethnicity Speak Out In Defense Of Muslims." The Huffington Post. March 22, 2017. Accessed May 04, 2017. [http://www.huffingtonpost.com/entry/japanese-internment-survivors-muslims\\_us\\_584811b7e4b0b9feb0da5492](http://www.huffingtonpost.com/entry/japanese-internment-survivors-muslims_us_584811b7e4b0b9feb0da5492).

The article "Japanese-Americans Imprisoned For Ethnicity Speak Out In Defense Of Muslims" examines the perspectives of Japanese internees on xenophobia towards Muslim Americans. The internees defend Muslims due to their own experiences with hysteria and discrimination in the United States. One of the internees, Madeleine Sugimoto, promotes that Asian-Americans should share their experiences with racial prejudice on behalf of Muslims, but she also acknowledges the Asian cultural obstacle of keeping quiet and trying not to disrupt everything. The information helps me understand the reason behind the lack of early advocacy for government redress. I used the information to enhance my understanding of traditional Japanese values and how it impacted redress efforts.

Qureshi, Bilal. "From Wrong To Right: A U.S. Apology For Japanese Internment." NPR. August 09, 2013. Accessed March 24, 2017. <http://www.npr.org/sections/codeswitch/2013/08/09/210138278/japanese-internment-redress>.

The article "From Wrong To Right: A U.S. Apology For Japanese Internment" examines the redress campaigns established decades after Japanese internment in the United States. One of the Japanese American Citizens League campaign leaders, John Tateishi, shares his view of the meaning and goals of the campaign. The information demonstrated the work of civil rights advocates who campaigned for redress and brought attention to the internment issue. I incorporated the information into my script.

Steven, Heather. "Japanese American Internment During World War II." Accessed November 11, 2016. [http://www.umbc.edu/che/tahlessons/pdf/Japanese\\_American\\_Internment\\_During\\_World\\_War\\_II\(PrinterFriendly\).pdf](http://www.umbc.edu/che/tahlessons/pdf/Japanese_American_Internment_During_World_War_II(PrinterFriendly).pdf).

The document "Japanese American Internment During World War II" about the occurrences that caused Japanese internment and the impacts of it on the nation. It helps me with my topic because it is necessary to know the reason behind the Japanese's stance against the actions of the United States in order to explain how their stand impacted the nation. It helps me understand that anti-Japanese sentiment was present previous to the attack on Pearl Harbor, and how that fear took the form of the Executive Order 9066; it justifies the Japanese's reasons for standing up to policies and discrimination. I incorporated this information into my script to prove my thesis and explain the reason they took a stand.

"The War At Home." PBS. Accessed March 24, 2017. [http://www.pbs.org/thewar/at\\_home\\_civil\\_rights\\_japanese\\_american.htm](http://www.pbs.org/thewar/at_home_civil_rights_japanese_american.htm).

The article "The War At Home" describes the efforts of civil rights advocates who worked challenged authority, but were inevitably ignored. It helps me with my topic because it explains that there was an effort in pushing for redress, but redress took a long time because the government refused to acknowledge the issue until decades later. I used the information in the dialogue of the teacher character.

"World War Two - Japanese Internment Camps in the USA." History on the Net. June 08, 2014. Accessed March 25, 2017. <http://www.historyonthenet.com/world-war-two-japanese-internment-camps-in-the-usa/>.

The article "World War Two - Japanese Internment Camps in the USA" examines the impact of internment camps on the war. The information helps my thesis since not one person of Japanese descent was convicted for spying for Japan. I used this in the dialogue of the teacher character to explain the overall impact of internment camps.

Wright, Steven. *The Civil Liberties Act of 1988*. Dartmouth College. Untitled Document. Accessed November 23, 2016. <http://www.dartmouth.edu/~hist32/History/S06 - Civil Liberties Act of 1988.htm>.

The scholarly report "The Civil Liberties Act of 1988" explains the process taken to pass the proposal during the Civil Liberties Act of 1988 and the reaction upon compensation. It helps me understand that the process of passing the proposal to compensate and formally apologize was lengthy, for legislations died and new redress proposals were created before it was accepted and signed off for approval. The report provides information on how the Japanese spent a great amount of time to obtain government action, demonstrating how the fifty-year fight for justice was a form of taking a stand. I used the information I collected from the report in the dialogue of the teacher.

Yamamoto, Eric K. "Racial Reparations: Japanese American Redress and African ..." December 1, 1998. Accessed December 5, 2016. <http://lawdigitalcommons.bc.edu/cgi/viewcontent>.

[cgi?article=1190&context=twlj](#).

The scholarly report “Racial Reparations: Japanese American Redress and African American Claims” discusses the impact of the government apology in America’s fight for racial reparations. It helps me understand the full impact of Japanese American action in the fight against injustice. It provides insight on how their action of taking a stand was one step forward in repairing a racially divided country, initiating change within the nation. I plan used this information in my script to express the conclusion.