



COURSE OUTLINE : ETH S 124

D Credit – Degree Applicable

COURSE ID 004068

Cyclical Review: February 2019

Revision: September 2021

COURSE DISCIPLINE : ETH S
COURSE NUMBER : 124
COURSE TITLE (FULL) : Japanese Experience in America
COURSE TITLE (SHORT) : Japanese Exper in America
ACADEMIC SENATE DISIPLINE: Ethnic Studies

CATALOG DESCRIPTION

ETH S 124 is an in-depth survey of the history of Japanese immigrants and their descendants in America from the 19th century to the present. Topics such as mass incarceration of Japanese Americans during the 1940s and the long-range effects of internment will illustrate the unique experience often marginalized by American History. The course is designed to meet the needs of students who wish to more fully understand the experience of Japanese immigrants and their descendants in America.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 1 Demonstrate the importance of the Japanese and Japanese American experiences in America;
- 2 compare and contrast the Japanese experience in America with that of mainstream immigrants in America;
- 3 assess the World War II camp experience of Japanese and Japanese Americans;
- 4 assess the importance of contributions made by Japanese Americans to the United States.

STUDENT LEARNING OUTCOMES

- 1 recognize US history from a Japanese American perspective
- 2 construct an argument using supportive and appropriate sources
- 3 identify and critique various political, economic, and social forces that have been key to the Japanese American community and its development within the United States

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	General Introduction to Japanese Experience in America • Origins and causes of Japanese immigration • Local, state and national response to Japanese immigration • Racism, discrimination and prejudice as applied to the Japanese immigrant and their descendants • Japanese American contributions • Japanese American contemporary issues: identity, assimilation, acculturation	10	0	10



2	<p>Early Japanese Experience in America (19th Century to 1924) 10 hours</p> <ul style="list-style-type: none"> • 19th Century Japan and U.S. penetration • Early immigration—origins and causes • Japanese immigrants to Hawaii • Japanese immigrants to the mainland • Japanese in railway and mining • Japanese in agriculture • Japanese immigrants and the American labor movement • Japanese immigrant women • Termination of Japanese immigration 	12	0	12
3	<p>Japanese Experience during the 1930's</p> <ul style="list-style-type: none"> • Japanese immigrant society • Japanese immigrant institutions • The second generation • Japanese American Citizens League 	12	0	12
4	<p>Japanese Experience during World War II</p> <ul style="list-style-type: none"> • Japanese in Hawaii • Social, economic and political background of evacuation • Evacuation • Internment and camp experience • Military experience of second generation 	10	0	10
5	<p>Japanese Experience from Post World War II 10 hours</p> <ul style="list-style-type: none"> • The second generation • Media and the Japanese American • Education and the Japanese American • The third generation • Reparations, political activism • Japanese American community today • Contemporary issues 	10	0	10
				54

OUT OF CLASS ASSIGNMENTS

- 1 short essays (e.g., analyze the Japanese American experience during World War II);
- 2 discussion boards on a campus-approved LMS (e.g., reflect on the legacy of the Korematsu decision).

METHODS OF EVALUATION

- 1 class participation demonstrating course exit standards;
- 2 class presentations (e.g. using themes discussed in class and primary sources, create a presentation that effectively demonstrates either the struggles or the autonomy of the Japanese American community);
- 3 three to five examinations;
- 4 final examination to demonstrate course exit standards.



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METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Japanese Americans: The Formation and Transformation of an Ethnic Group	Required	New Brunswick: Rutgers University Press			Spickard, Paul	978-0813544335	2009
Midnight in Broad Daylight: A Japanese American Family Caught Between Two Worlds	Required	Harper Perennial	1	Print	Sakamoto, Pamela Rotner	006235194X	2017