

Homework 12 Reading Response

In “‘No Jap Crow’: Japanese Americans Encounter the World War II South” of *The Journal of Southern History*, Jason Morgan Ward examines the impact of Japanese American soldiers and internees as a “third race” in the ~~polarized and~~ segregated southern US during WWII. Specifically, he argues that introduction of Japanese Americans to the South proved White southerners’ “increasing inability” to defend segregation and reflected broader racial trends in the south in WWII.¹ Ward explains that Southern officials ~~had essentially~~ put Japanese American soldiers on “the white side of the color line,” or gave them some of the privileges of being White, but Japanese American soldiers defied this ~~place they had been assigned in segregated society.~~² Ward also explains that many southern officials feared Japanese Americans would undermine white supremacy and as such backed the anti-Japanese movement. Also, Japanese American leaders and vocal members in Black press used the Japanese American experience in the South as an example of how American war rhetoric was incompatible with segregation.³ Ward argues that the controversy surrounding Japanese Americans in the South reflected broader racial trends in the US in WWII, as the South became a “common point of reference” in the fight against racial discrimination after the war.⁴ In sum, Ward’s argument is that the introduction of Japanese Americans to the South forced Southerners to unsuccessfully defend segregation and reflected broader trends of racial discrimination in the south.

¹ Jason Morgan Ward, “‘No Jap Crow’: Japanese Americans Encounter the World War II South,” *The Journal of Southern History* 73, no. 1 (2007): 77.

² Ward, 77.

³ Ward, 103.

⁴ Ward, 103.

Ward's argument is quite effective because he uses primary sources from people of different races to support his argument, demonstrating his credibility as an author. One instance of this is when he claims that Japanese American soldiers defied the rules of segregated society. He first uses a primary source from Japanese American soldier Joseph Hattori who had recounted how he and other Japanese soldiers sat at the back of a bus to make a statement.⁵ Ward then uses a primary source from a Black American, Arvarh Strickland, who recalled that his community enjoyed the conflicts between Japanese American soldiers with their acts of defiance and White bus drivers and policemen.⁶ By providing the perspectives of both Japanese and Black Americans, Ward demonstrates his credibility, as he is considering perspectives from people of different races. Ward can support his argument that Japanese soldiers did in fact defy rules of segregated society because members of other races supported Japanese American soldiers' recounts. Another instance of Ward's effectiveness is when he states that Japanese American activists weren't the only ones to respond to the attacks southern congressmen made against them. Ward had first used a primary source from JACL leader Saburo Kido who linked Japanese internment to African American struggle by declaring that Black Americans would be next to be victim to race-baiters.⁷ He then used primary sources from Black militant groups expressed through Black press—the *Chicago Defender*—that also linked Japanese internment with segregation.⁸ By including evidence from both of these sources, Ward again demonstrates his credibility, as bringing in similar perspectives from different races suggests he is well-informed and as such strengthens the reliability of his overarching arguments. Overall, Ward's argument is effective because he demonstrates his credibility by supporting his argument using primary

⁵ Ward, 98.

⁶ Ward, 98.

⁷ Ward, 94.

⁸ Ward, 94, 95.

sources from people of different races.