



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

Narrative

Sections of a Successful Application

The attached document contains the grant narrative and other selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Public Programs application guidelines (Notices of Funding Opportunities) and additional information on grant programs at <https://www.neh.gov/divisions/public>. Applicants are also strongly encouraged to consult with the NEH Division of Public Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, such as the design document, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Louisiana's Hidden History of Japanese Internment*

Institution: Louisiana State University

Project Director: Hayley Johnson

Grant Program: Digital Projects for the Public Discovery

Application Narrative

A) Nature of the Request

This proposal, submitted to the NEH Division of Public Programs for a “Digital Projects for the Public” Discovery Grant, constitutes a request in the amount of \$29,999 to support *Louisiana’s Hidden History of Japanese Internment*, the planning of an online project that will interactively engage with and present a buried facet of Louisiana’s history – the internment of Japanese men at Camp Livingston and Camp Algiers during World War II. *Louisiana’s Hidden History of Japanese Internment* will identify, digitize, and centralize scattered materials into one publicly accessible location in order to place this history into the larger historical context of America’s internment past. This project aims to collect and synthesize dispersed pieces of information and history that, if they were to remain at institutions scattered across the United States, would be contextually isolated and unable to inform the larger history of internment in Louisiana and more broadly, the United States. This online project, coupled with a narrative that circumscribes these primary documents and resources, will allow us to form a cohesive history and story of Camp Livingston, Camp Algiers, and the men who experienced these places. Once this cohesive picture is formed through primary documentation about Camp Livingston and Camp Algiers, the social, cultural, and racial contexts in which this internment occurred can be fully explored.

The goals of this project are: 1) Bring hidden histories of marginalized voices and experiences to the forefront of scholarly communication while also making them readily available for the wider public; 2) Hold a series of planning workshops with humanities scholars, digital humanities specialists, and web team to discuss materials being digitized and how to incorporate those into a digital platform that will unite a wide variety of audiences with the primary source materials; 3) To create a planning document for an online project that will provide equitable access to these materials in order to allow and promote participation and understanding of this history outside of the confines of a traditional brick and mortar archive.

B) Humanities Content

Asian American studies is a relatively recent field of interdisciplinary scholarship arising in the late 1960s and early 1970s in response to the Third World Strike and the formation of the field of Ethnic Studies. It encompasses the history, culture, and experiences of Asians in the United States and pulls from numerous disciplines such as sociology, history, gender studies, political science, literature, etc. Building upon these disciplines, humanities themes that underlie this project center upon the importance of uncovering difficult histories, crises of identity, and the power of the arts as a form of expression, resistance, and coping mechanism during times of impossible duress.

1. *Uncovering hidden histories of marginalized voices and the power of storytelling for social justice.* Louisiana as a site of internment of male U.S. permanent residents from Japan during World War II is a hidden history that is slowly becoming known. Louisiana’s involvement in World

War II is remembered mostly for housing numerous military bases, site of the famous Louisiana Maneuvers, creation of the Higgins Boat, and now as home to the National World War II Museum. Unknown to most, however, is the role Louisiana played in the internment of Japanese aliens residing in both the United States and Latin America during World War II at Camp Livingston and Camp Algiers. While the history of War Relocation Authority (WRA) incarceration is documented and personal accounts exist, the knowledge of a separate internment program, run by the U.S. Army and Department of Justice, for approximately 31,000 permanent alien residents is almost unknown.

The United States government interned over one thousand men from the West Coast, Hawaii, and Latin America, at Camp Livingston, in the geographic center of the state. These men, many of whom were religious and civic leaders in their communities, had been considered resident aliens, barred from becoming United States citizens because of archaic race-based legislation such as the Chinese Exclusions Acts and the revocation of the Gentlemen's Agreement between the United States and Japan. Meanwhile, during 1943-1944, the federal government shipped over two thousand ethnic Japanese considered "dangerous" from Latin America to New Orleans and held them temporarily at the Algiers Immigration Station before filtering the men into other camps like Camp Livingston.

Histories of marginalized voices are rarely immediately obvious from mainstream historical source material such as textbooks. Uncovering and bringing these histories to light requires more in-depth research and a piecing together of various sources in order to create and understand the larger and more complete historical picture. Libraries and, more specifically, archives, play a pivotal role in the excavation of marginalized histories. When documents remain buried within an archive, it creates an archival silence that can only be broken through researchers dedicated to unearthing materials and widely sharing the histories they uncover in order to hold individuals, governments, and society accountable for past actions and as a result help to shape the future.

Through the uncovering of these hidden histories, a narrative and storytelling that promotes social justice can emerge. Storytelling and the power within narratives invites critical engagement with an audience that sees themselves as personally removed from past histories and those designated as 'other.' The utilization of narrative and storytelling promotes a connection between contemporary society and the past in order to form a shared representation of a difficult history and create a common vein of understanding and acknowledgment.

2. Questions of Citizenship and "American-ness" are central to immigrant histories in the United States. What makes a citizen? In times of national crisis, like the aftermath of Pearl Harbor and the entry of the United States into World War II, the civil liberties of American citizens in minority groups has historically been examined, questioned, and put to the test. Whether this targeting of minorities is based on race, ethnicity, or religious affiliation, it causes a fissure in the identity of immigrants and prompts an examination of what it means to be a citizen and an American. Japanese-born immigrants began arriving to the United States in the 1800s, but they were not allowed to become legal citizens of the United States until 1952. Instead, they were

relegated to alien status even though most immigrants effectively made the United States their home by building communities and by raising their American-born children here with no intent to ever return to Japan. Many people felt torn between two countries - that of their birth and that of their new home. Ultimately, when tensions erupted in 1941 with the start of World War II, men in this situation were afraid to fully denounce Japan, as they could not be a citizen in their adopted country.

Race-based legislation banning citizenship and immigration, effectively “othered” an entire group of people. Both Japanese immigrants banned from citizenship and Japanese American citizens felt this idea of “otherness” which led to the discriminatory practices leading up to, and including, Japanese internment. Japanese Americans who experienced internment felt the effects of their mistreatment. "Equally heavy on their minds was the unfairness of their exclusion; though 'American' in every other way, their putative or real physical difference – their 'otherness' - kept them in a subordinated position in society" (Tong, 8)¹. As has been seen with the forced removal and incarceration of more than 120,000 Japanese-Americans during WWII, abuses of power stemming from inflammatory and racist political rhetoric has led to attacks on the civil liberties of American citizens. This abuse was also used against Japanese aliens, unable to gain citizenship by law. On December 7, 1941, many of these men, alien immigrants, were picked up en masse to be put into U.S. Army and Department of Justice camps. Additionally, the U.S. government created the Enemy Alien Control Program during this time, wherein Japanese-born persons were kidnapped from Latin America and brought to Camp Algiers to be used for prisoner exchange. These little-known legacies of incarceration and internment further muddy the question and issues surrounding citizenship and civil liberties. What is a country’s obligation regarding the treatment of non-citizens and citizens? At the core of this is the issue of humanity. Reverberations at the intersection of “otherness,” civil liberties, and social justice are still being felt today with the Black Lives Matter movement, DREAMers, #NoDAPL, the Muslim ban of 2016, and the Family Separation Policy. The contemporary relevance of the consequences of “othering” a group and removing their civil liberties helps society today reflect on past experiences and prompts discussion and examination of current questions of civil liberties being removed from groups designated as other.

3. In response to the trauma generated by this unfair incarceration, members of the Japanese community developed various coping mechanisms, which provided outlets in dealing with incarceration. Imagine being incarcerated and then interned for months or even years based on nothing more than your ethnicity, religion, or place of birth. You have been separated from your family and taken from your home with no guarantee of being returned. What are your

¹ Tong, Benson. "Race, Culture, and Citizenship among Japanese American Children and Adolescents during the Internment Era." *Journal of American Ethnic History*, Vol. 23, No. 3 (Spring, 2004), pp. 3-40.

initial feelings? How do you cope with this? Moreover, do you ever heal from this trauma? While the actual act of internment has been documented and studied, the psychological effects felt by the men held in U.S. Army or Department of Justice Camps, like Camp Livingston and Camp Algiers, have not been studied in great depth. Like members of the larger Japanese-American communities forcibly removed to WRA camps, men in Camp Livingston sought ways to cope with their internment. The creation of art, the act of letter writing, and the formation of community within camp emerged as the primary means of coping and expression. “The art of Japanese internment highlighted the complexities of Japanese American identities during World War II, articulating opposition to political injustices while asserting the place of Japanese Americans within American society.”²

Japanese Americans were under a constant pressure to assimilate into the American culture, but in their times of duress and desolation during internment, creative pursuits, like art, helped to preserve their aesthetic, religious, and cultural traditions while at the same time serving as a narrative of life within the camp and a tangible symbol of identity. Art was utilized as a coping mechanism, but the creation of art that was traditionally Japanese was an act of resistance and reclamation of the identity that was, in effect, being punished by the government. The creation of art, as well as letter writing and community building, within the camps was a survival mechanism for the men who were ripped away from their families and with fates that were unknown. In the midst of disruption and isolation, these creative expressions served as a way for Japanese Americans to preserve cultural continuity and assert their identity and heritage, providing personal narratives of loss and creation from within internment camps.

Through including representations of the art forms and letters created by Louisiana internees, this digital project will serve as an archive of grief as well as resilience in the face of oppression. This project will join the growing number of museums and archives that have pursued the concept of archiving grief as a means to honestly and ethically share the human experience.

Significance of project

This project is significant because it will be the first instance of widely available public scholarship on Louisiana’s history as a site of internment during World War II. One example of why this type of scholarship is imperative and significant rests with the first conversations had with the Louisiana Maneuvers and Military Museum, the cultural institution dedicated to keeping the history of Camp Livingston. When first beginning our research journey into Japanese enemy alien internment at Camp Livingston, the museum had no records of or knowledge that this occurred there. The museum was only aware of the Prisoner of War (POW) camp that had existed inside of Camp Livingston and had no idea that civilian men had been kept at the camp for almost two years. This history is grossly unknown, and this project is a pivotal step in ensuring that it will not remain hidden any longer.

² http://oberlinlibstaff.com/omeka_hist244/exhibits/show/japanese-internment/arts

Related Projects

There are no other digital projects currently focused solely on Camp Livingston and Camp Algiers. Densho has some projects related to internment generally, but Camp Livingston and Camp Algiers are not represented in any of Densho's online content and other Department of Justice and Army camps located elsewhere in the country only amount to 5-10% of Densho's content.

Resources

This story will be told through the utilization and interpretation of primary sources such as government documents, photographs, memoirs, and oral histories. Examples of pivotal documents already identified include:

- First photographic evidence of Camp Livingston from the International Red Cross Archives
- First-person handwritten account/journal of a Japanese Episcopal priest from Nebraska who was held in Camp Livingston
- Camp Livingston Camp Completion Report Vol. 4: Alien Internment Camp and Hospital held at the National Archives at College Park, College Park, MD.

C) Project Format

The *Louisiana's Hidden History of Japanese Internment* project will conduct a series of in-person and Zoom meetings to discuss how to best identify, digitize, curate, and provide access to materials that will serve as an online exhibit for users to interact with and learn about Camp Livingston, Camp Algiers, and the men held there during World War II. Through these series of meetings, we will mock-up a digital project that will creatively curate content gathered from several institutions and individuals across the United States in order to effectively relay a history of internment that has gone largely unacknowledged and unexamined by scholars, the public, the state of Louisiana, and history textbooks across the country.

The goal of these planning meetings is to work collaboratively in order to create a final design document that will guide our future goals and assist us in curating the interpretative goals and resources necessary to continue moving forward with the project. Through these meetings, we aim to unify and create a collection in order to make it publicly accessible for the first time so that it can be interpreted and examined. Bringing together historians, Asian American scholars, alongside web developers, digital archivists, museum curators, and librarians in an effort to engage the general public in thought and dialogue about an unacknowledged history that is so tied to America's civic history and what happens when the rights of citizens are completely removed by the government due to race, religion, ethnicity, and a host of other factors.

Densho is already well versed in digitizing, curating, and providing access to materials via three platforms that they currently utilize. The Densho Digital Repository contains almost 1,000 oral

video histories, most from individuals who were incarcerated during WWII, as well as over 80,000 related historical photographs, documents, newspapers, letters, and other primary source materials from immigration to the WWII incarceration and aftermath. A comprehensive Names Registry containing extensive demographic data from government records for all Japanese Americans incarcerated during WWII is also available. The Densho Encyclopedia contains approximately 1,500 articles enhanced with links to photos, documents and video. The Encyclopedia covers key concepts, people, events, and organizations that were part of the story of the forced removal and incarceration of Japanese Americans during WWII. The “Sites of Shame” website is an online reference documenting over 70 government facilities where Japanese Americans were unjustly incarcerated during WWII, including: "assembly centers," immigration detention stations, federal prisons, and incarceration camps.

The **first meeting** is tentatively scheduled for May 2020 in Los Angeles, California. The goal of this two-day meeting will be to lay the groundwork for subsequent meetings and discuss initial needs for the project, the types of content that we will be curating, and the principles that will guide this project. While in Los Angeles, the project team will also visit University of California at Berkeley, University of California, Los Angeles, and the Japanese American National Museum to identify documents to be digitized and finalize rights management for those items that have been pre-identified as being important to the project.

Participants: Hayley Johnson (Head of Government Documents and Microforms, Louisiana State University); Sarah Simms (Undergraduate and Student Success Librarian, Louisiana State University); Greg Robinson (Professor of History at Université du Québec À Montréal); Brian Niyya (Densho Content Director); Caitlin Oiyee Coon (Densho Digital Archivist); Natasha Varner (Densho Communications and Public Engagement Director); Duncan Ryukun Williams (Professor of Religion and East Asian Languages & Cultures and the Director of the USC Shinso Ito Center for Japanese Religions and Culture); Kristen Hayashi (Collections Manager, Japanese American National Museum).

The **second meeting** is tentatively scheduled for August 2020 in College Park, Maryland. This three-day meeting will be a follow-up to the first meeting during which possible materials held at National Archives at College Park will be evaluated for inclusion within the digital project. This meeting will also be an opportunity to begin developing ideas for user experience mockups and possible storyboarding ideas.

Participants: Hayley Johnson (Head of Government Documents and Microforms, Louisiana State University); Sarah Simms (Undergraduate and Student Success Librarian, Louisiana State University); Greg Robinson (Professor of History at Université du Québec À Montréal); Caitlin Oiyee Coon (Densho Digital Archivist); Natasha Varner (Densho Communications and Public Engagement Director); Derek Chang (Associate Professor of History and Asian American Studies at Cornell University); Haley Maynard (Archivist, National Archives at College Park);

The **third meeting** is tentatively scheduled for December 2020 in Seattle, Washington. This meeting will involve the core project team working together over a two-day period to come up with a final design document and plan next steps for implementing a prototype, including plans to procure additional funding for the next stages of the project.

Participants: Hayley Johnson (Head of Government Documents and Microforms, Louisiana State University); Sarah Simms (Undergraduate and Student Success Librarian, Louisiana State University); Greg Robinson (Professor of History at Université du Québec À Montréal); Caitlin Oiyee Coon (Densho Digital Archivist); Natasha Varner (Densho Communications and Public Engagement Director)

D) User-generated content

In the first phase of the project, we are planning on the selection and incorporation of material being carried out by the project team. In the production and implementation phases of the project, we plan to collect user-generated content from individuals who had family members held at Camp Livingston or Camp Algiers.

Densho already has a process in place by which to collect, digitize, and catalog those materials supplied by users. The ability to add user-generated content is especially important when working with a history that relies almost exclusively on first-person accounts that oftentimes exist only in private, family-held collections.

E) Audience and distribution

The targeted audience for *Louisiana's Hidden History of Japanese Internment* project extends beyond scholars in Asian American studies. Scholars in a wide variety of fields would utilize this resource. WWII historians, sociologists studying topics like xenophobia, civil rights scholars and immigration scholars could all employ this resource as its applicability extends to a wide array of disciplines.

The target audience for this project is anyone interested in the history of racially or ethnically targeted groups in the United States during times of crisis. Public sentiment can turn quickly in the wake of violent attacks and the wholesale targeting of groups based on ethnicity, race or religion has a historical significance that still reverberates today.

The project team will also reach out to teachers and scholars to share this project. Teaching materials will be provided on the website, including lesson plans.

Densho now hosts the internet's largest and most comprehensive collection of primary source materials about the experiences of Japanese Americans who were incarcerated during WWII, as well as many other pre and post WWII resources. Online resource usage is high, with approximately 726,000+ annual visits and 1.7M+ annual page views.

F) Rights, permissions, and licensing

The bulk of the materials that have been isolated thus far are government documents that are not subject to copyright. The remainder are housed in University archives and have rights and permissions statements attached to them. We will work collaboratively with those institutions to make sure that we obtain the proper permission for digitizing and making those works available online.

Densho already works with partner organizations to provide access to materials. Partner institutions include the Oregon Nikkei Endowment, the Japanese Cultural Center of Hawaii, the Japanese American National Museum and *The Pacific Citizen* among many others. One example of how Densho displays partner content can be found here: <http://ddr.densho.org/ddr-one-5-38/>

Densho utilizes open source software. The DDR platform is built primarily in Python, using a variety of open source technologies including Django, Redis, Nginx, Elasticsearch, and git/git-annex. The entire codebase is available on Github (<https://github.com/Densho>).

G) Humanities Advisors

Paula Arai is an Associate Professor of Religious Studies at Louisiana State University. She obtained her Ph.D. in Buddhist Studies from Harvard University in 1993. In the following years, she taught at Brown University, Vanderbilt University, Hong Kong University of Science & Technology, and Carleton College. In 2007, she joined the Religious Studies faculty at LSU. From 2010 to 2013, she served as the section head for Religious Studies. She is also a member of the faculties of Asian Studies, Women's and Gender Studies, and Chinese Culture & Commerce. She is the Urmila Gopal Singhal Professor in the Religions of India at LSU. She is the author of three books: *Women Living Zen*, *Bringing Zen Home*, and the forthcoming *Painting Enlightenment: Healing Visions of the Heart Sutra*. Dr. Arai can provide valuable insight into the Buddhist ministers who were held in camps as they made up a significant population of the internees.

Derek Chang is an Associate Professor of History and Asian American Studies at Cornell University. He also is part of the faculty of Cornell's American Studies Program and the Feminist, Gender, and Sexuality Program. He teaches courses on American race relations, Asian American History, and general U.S. history, and is a former director of Cornell's Asian American Studies Program. He received his Ph.D. in History from Duke University and is the author of *Citizens of a Christian Nation: Evangelical Christianity and the Problem of Race in the Nineteenth Century* (University of Pennsylvania Press, 2010). He has been the recipient of numerous fellowships and awards, including fellowships from the Social Science Research Council, Engaged Cornell for engaged teaching and research, and Cornell's Institute for the Social Sciences and awards for teaching and advising. He is currently working on a book project focusing on the place of Asians in the segregated American South.

Randy Gonzalez is an Assistant Professor of English at the University of Louisiana at Lafayette where he coordinates the professional writing program and teaches courses in professional writing and Asian American studies. Randy holds a PhD in English from The University of Southern Mississippi. His research focuses on Filipino American culture, history, and literature. His current book-length project explores the history of Filipinos in Louisiana and builds on his work with the Philippine Louisiana Historical Society and his digital project Filipino La. Dr. Gonzalez researches and teaches on the Asian American experience in Louisiana and can lend his professional writing expertise.

Kristen Hayashi is a Ph.D. candidate in History at the University of California, Riverside, where she is currently engaged in the study of Public History, Asian American Studies, and the history of Los Angeles. Her dissertation research examines the return and resettlement of Japanese Americans in Post-WWII Los Angeles. She holds a Master's Degree in History from UC Riverside and a B.A. in American Studies from Occidental College. She is a public historian with experience ranging from being part of the curatorial team for *Becoming Los Angeles*, a semi-permanent exhibition at the Natural History Museum of Los Angeles County to being on the board of directors for the Little Tokyo Historical Society and Historical Society of Southern California. Her interest in the intersection of historic preservation and Japanese American history led her to collaborate with the Little Tokyo Historical Society to research and write an application for a local historic cultural monument designation for the Japanese Hospital in Boyle Heights in 2016. She currently oversees the permanent collection at the Japanese American National Museum.

Hayley Johnson, Head of Government Documents & Microforms at Louisiana State University. She received her MLIS from Louisiana State University. For the past eight years, she has worked exclusively with government documents. Through American Library Association grant-funded research on Camp Livingston, she (in partnership with Sarah Simms) was able to uncover the first photographic documentation of internment at Camp Livingston. Both Johnson and Simms continue to work to uncover Camp Livingston's history and continue to share their findings via conferences and various public presentations.

James Linn IV is a curator at The National WWII Museum in New Orleans. He first became involved with the institution then known as The National D-Day Museum in 2001 as an eighth-grade volunteer on weekends and during the summer. In addition to leading tours at the Museum in New Orleans and abroad, and working on the Museum's permanent exhibits, Linn curated the Museum's special exhibit: *The Pelican State Goes to War: Louisiana in World War II*. Linn attended the University of New Orleans, earning his B.A. in history in 2011 and an M.A. in public history in 2016. His master's thesis, *Supplying the Asia-Pacific Theater: United States Logistics and the American Merchant Marine in World War II* discusses the movement of men, ships, and material across the Pacific during World War II.

Marilyn G. Miller is Associate Professor of Latin American and Caribbean Studies and Sizeler Professor in Jewish Studies in the Department of Spanish and Portuguese at Tulane University. She focuses on issues of race, slavery, popular culture and emancipatory poetics in inter-

American contexts. She has published the monograph *Rise and Fall of the Cosmic Race. The Cult of Mestizaje in Latin America* and edited *Tango Lessons. Movement, Sound, Image, and Text in Contemporary Practice* as well as numerous essays in journals such as *Hispanic Review*, the *Colonial Latin American Review*, *Revista Iberoamericana*, *Hispania*, *Journal of Latin American Cultural Studies*, and *Comparative Literature*. Her research on the Latin American Jewish detainees at Camp Algiers, Louisiana as part of the U.S. Enemy Alien Control Act during World War II was recently featured in the radio programs *Tripod: New Orleans at 300* and *Latino USA*. She is at work on a book-length study of that topic titled *Port of No Return: Camp Algiers and New Orleans' Role in the WWII Enemy Alien Internment Program*, forthcoming from LSU Press.

Kelli Y. Nakamura is an Assistant Professor at Kapi'olani Community College who also served as the interim Distance Education (DE) Coordinator to assist in the writing of Kapi'olani Community College's DE Plan. Her research interests focus upon Japanese and Japanese American history and she has published articles in the *Pacific Historical Review*, *Journal of World History*, *Amerasia*, the *Historian*, and the *Hawaiian Journal of History*. Nakamura was the recipient of an American Association of University Women (AAUW) American Fellowship and was an American Historical Association (AHA) and National Endowment of the Humanities (NEH) Bridging Cultures Awardee. In 2018, she was awarded the Judith Lee Ridge Prize by the Western Association of Women Historians for her article, "'Into the Dark Cold I Go, the Rain Gently Falling': Hawai'i Island Incarceration," that was published in the *Pacific Historical Review*. She also teaches at the Ethnic Studies, Women's Studies, and History Department at the University of Hawai'i at Mānoa focusing on gender and race during World War II. Since a majority of the men interned in Louisiana were from Hawaii, Kelli will be instrumental in identifying possible documents and collections pertaining to these camps held in Hawaiian institutions.

Brian Niiya is a graduate of Harvey Mudd College and holds an M.A. in Asian American Studies from UCLA. His professional life has been dedicated to Japanese American public history and information management, having held various positions with the UCLA Asian American Studies Center, the Japanese American National Museum, and the Japanese Cultural Center of Hawai'i that have involved managing collections, curating exhibitions, developing public programs, and producing videos, books, and websites. He has lived and worked in Honolulu and frequently visits Hawai'i.

Greg Robinson is Professor of American History at l'Université du Québec À Montréal. A specialist in North American Ethnic Studies and U.S. Political History, he has written several notable books, including *By Order of the President*: (Harvard UP, 2001) which uncovers President Franklin Roosevelt's central involvement in the wartime confinement of 120,000 Japanese Americans, and *A Tragedy of Democracy*: (Columbia UP, 2009), winner of the 2009 AAAS History book prize, which studies Japanese American and Japanese Canadian confinement in transnational context. His book *After Camp*: (UC Press, 2012), winner of the Caroline Bancroft History Prize, centers on post war resettlement. His most recent solo book is *The Great*

Unknown: Japanese American Sketches (UP Colorado 2016) which offers an alternative history of Japanese Americans through portraits of unusual figures.

Sarah Simms, Undergraduate and Student Success Librarian at Louisiana State University. She received her MLIS from Long Island University. In her role as Undergraduate and Student Success Librarian, she teaches information literacy sessions to undergraduate students, mostly in their first and second years of college. In addition to teaching, Sarah is an avid social justice advocate and with Johnson, has uncovered the forgotten history of Japanese alien internment at Camp Livingston. Simms and Johnson have given numerous presentations on this topic and recently were invited to give a TEDxLSU talk on the subject.

Duncan Ryuken Williams is currently a Professor of Religion and East Asian Languages & Cultures and the Director of the [USC Shinso Ito Center for Japanese Religions and Culture](#). Previously, he held the Shinjo Ito Distinguished Chair of Japanese Buddhism at University of California at Berkeley and served as the Director of Berkeley's Center for Japanese Studies for four years. He has also been ordained since 1993 as a Buddhist priest in the Soto Zen tradition and served as the Buddhist chaplain at Harvard University from 1994-96. He is the author of a monograph entitled *The Other Side of Zen: A Social History of Soto Zen Buddhism in Tokugawa Japan* (Princeton University Press, 2005) and co-editor of seven volumes including *Hapa Japan* (Kaya Press, 2017), *Issei Buddhism in the Americas* (U-Illinois Press, 2010), *American Buddhism* (Routledge, 1998), and *Buddhism and Ecology* (Harvard University Press, 1997). He has also translated four books from Japanese into English including *Putting Buddhism to Work: A New Theory of Economics and Business Management* (Kodansha, 1997). His latest book is [American Sutra: A Story of Faith and Freedom in the Second World War](#) (Harvard University Press, 2019). He has previously received research grants from the American Academy of Religion, Andrew W. Mellon Foundation, the Lilly Endowment, the Japan Foundation, the Japan Society for the Promotion of Science, the Numata Foundation/Society for the Promotion of Buddhism. In 2011, Williams received a commendation from the Japanese government for deepening the mutual understanding between the peoples of Japan and California.

H) Digital Media Team

Caitlin Oiyee Coon (Densho Digital Archivist) graduated from the University of Washington with a BA in History. She also holds an MA in History/Archives and Records Management from Western Washington University and an MLIS from San Jose State University. Caitlin has over 10 years of experience working with information and content management systems. At Densho, she developed and manages their digitization program, helps establish best practices, and creates training curriculum for partner organizations.

Natasha Varner (Densho Communications and Public Engagement Director) holds a PhD in Latin American history from the University of Arizona and is the communications and public engagement director at Densho. In addition to ongoing scholarly pursuits, Dr. Varner is committed to creating and cultivating public facing scholarship. This work includes writing for

PRI's The World; developing and teaching anti-racist history curriculum; organizing public events, collaborating with artists and the media, and facilitating community dialogues.

I) State of the project

The team's core humanities team, Hayley Johnson, Sarah Simms, and Greg Robinson, have done extensive research into the Japanese internment that occurred in Louisiana during World War II. They have begun to identify the initial set of documents that will appear on the site (see Bibliography Attachment) and worked extensively to begin to assess and receive the rights required to disseminate them on a public facing website. A catalog of available documents, some of which have already been digitized, and others which need to be digitized, have begun to take shape. The core digital media team, Caitlin Oiyee Coon & Natasha Varner, have acquired commitment letters from Densho. They have mapped out potential architectures for building the site, long-term support, and plans for future growth.

Johnson and Simms have received prior grant funding from the American Library Association and the Louisiana Board of Regents in the amount of \$47,800.00 which has assisted in isolating numerous collections that contain materials related to Camp Livingston and Camp Algiers.

Greg Robinson has received a \$2000 grant from Tulane University's Center for the History for the Global South and a \$4000 grant from the Historic New Orleans Collection that have assisted in identifying collections with materials related to Camp Algiers and Camp Livingston, as well as locating newspaper collections with articles on Japanese Americans in New Orleans. With assistance from a \$72000 CAD grant from the Social Science Humanities Research Council (Canadian government funds), he has explored materials from the War Relocation Authority's New Orleans relocation office, which sought to resettle confined Japanese Americans in Louisiana during 1944-1945.

J) Work Plan

March – April 2020 – Organize travel arrangements and finalize agenda items for the initial group meeting.

May 2020 – First group meeting in Los Angeles, California. The goal of this meeting is to facilitate discussion of goals, timelines, and themes that will guide this project. While in Los Angeles, the project team will also visit a selection of archives to identify documents for digitization and begin rights management discussions for those items. Participating scholars at this meeting include Duncan Williams and Brian Niiya.

June 2020 – Zoom meeting between core project team and Kelli Nakamura to discuss possible Hawaiian connections and collections. Begin to further discuss humanities themes and how they relate to identified collections.

July 2020 – Johnson and Simms meet with James Linn at the National World War II Museum to discuss project progress and possible partnership for educational components.

August 2020 – Second group meeting in College Park, Maryland. Identify and discuss possible documents and collections for inclusion. Digitize one volume of the Camp Livingston Completion Report dedicated to the building of the internment camp. This is significant as this has been the only copy of this volume we have been able to source. Begin storyboarding and narrative development.

September 2020 – Meeting with Marilyn Miller and Randy Gonzalez regarding findings at National Archives and input on the development of the storyboard with specific insight regarding Camp Algiers and Asian Americans in Louisiana.

October 2020 – Zoom meeting between core project team and Derek Chang to discuss possible connections with southern history and humanities themes.

November 2020 -- Zoom meeting between core project team and Paula Arai to discuss the implications of Buddhism as a factor for selection of individuals for internment as well as Buddhism's role as a coping mechanism for the men detained.

December 2020 – Third and final group meeting in Seattle, Washington with core project team with the goal of drafting the design document that will be used to pursue additional support for the next phase of the project.

January 2021 and February 2021 – The design document drafts will be sent to all participating humanities scholars for feedback and review.

March 2021 – Submission of final design document to NEH. Preparation of applications for future funding to JACS and NEH Public Programs for Prototyping Grant and conclusion of project.

K) Organizational Profile

Louisiana State University is the Flagship institution of the state of Louisiana. LSU is a designated Land, Sea, and Space Grant institution whose mission is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts. The LSU Libraries supports the academic mission of the university by fostering teaching, learning, and research. Through its commitment to excellence in collections, services, and spaces, the Libraries serves as an indispensable intellectual resource for the state of Louisiana, and indeed to communities worldwide.

Densho was founded in 1996 with the initial mission of seeking out Japanese Americans across the U.S. who experienced unjust incarceration during WWII, documenting their visual histories, and sharing these histories through evolving technology. Over time, Densho expanded its online archives to also include photos, documents, videos, contextual articles, educational curriculum, family and organizational collections, and linked collections through partnerships. These resources have become increasingly useful for their historical value and as a means to spotlight and explore the topics of democracy and civil rights.