

Short-Term Study Abroad Program
Hiroshima and Nagasaki in History, Memory, and Discourse
Fall

REL 202-750: Moral Issues Across Cultures: Atom Bomb Discourse (LS: RD)

REL 3920750: Foreign Study in Religion (LS: Experiential Learning)

Dates: Wednesdays; September 26, October 3, 10, 17, 31, and November 7

Time: 6:00 – 9:15 p.m.

Room: Levan Center, Room 401

10 Learning Goals of DePaul University

1. Mastery of Content

A DePaul graduate will establish mastery of a body of knowledge and skills in depth and breadth.

2. Articulate Communication

A DePaul graduate will be able to communicate articulately in both the spoken and the written word, being able to read and to listen critically in order to understand the conversation in progress, and to adjust diction and style to the anticipated audience, to the subject matter and to the purpose of the communication. This goal recognizes the necessity that a student's ability to communicate keep pace with the increasing subtlety, precision and depth of the student's knowledge, sensibilities and deliberative powers.

3. Capacity to Work Toward Accomplishing Goals Both Independently and Cooperatively

A DePaul graduate will have the capacity to work toward accomplishing goals both independently and as part of a team. This means being able to engage in inquiry, being self-directed in one's work, and being able to cooperate toward group accomplishment.

4. Knowledge of and Respect for Individuals and Groups Who are Different from Themselves

A DePaul graduate will have knowledge of and respect for individuals and groups who are different from themselves. This goal recognizes the importance of multicultural and global approaches to teaching and learning as core strands in our curriculum and that the study and examination of differences and diversity are integral to and interwoven throughout one's education at DePaul University.

5. Development of Service-Oriented, Socially Responsible Value and Ethical Framework

A DePaul graduate will develop or enhance his/her value and ethical framework and respect the religious and ethical foundations that are central to DePaul's mission. This goal requires the University to provide opportunities, incentives and resources to help students appreciate their responsibilities to others and to society.

6. Critical and Creative Thinking

A DePaul graduate will be capable of thinking critically and creatively, integrating knowledge and ways of knowing, making reflective judgments, identifying significant ideas and their underlying assumptions, biases, and presuppositions.

7. Development of Multiple Literacies

A DePaul graduate will develop multiple Literacies, including computer literacy, information literacy, math literacy or numeracy, linguistic literacy, visual literacy and scientific literacy.

8. A personal Arts and Literature Aesthetic in Formation

A DePaul graduate will form a personal arts and literature aesthetic as a component of keen judgement, flexible imagination, self-expression and moral sensibility.

9. Self-Reflection/Life Skills

DePaul graduates will be able to apply their DePaul education to life and learning, to reflect on learning and experiences, and discover what choices are available to them and how to make life's choices wisely.

10. Historical Consciousness

A DePaul graduate will develop knowledge and appreciation of the past and its role in shaping the present and the future.

Course Description:

This course explores ethical responses to the atomic bombings of Hiroshima and Nagasaki in 1945 and beyond, while investigating political, social, and religious structures that have constituted the atom bomb discourse. We begin with examinations of the actual historical events, which will provide a basis for further discussion of present-day issues surrounding nuclear weaponry. Despite the recent discussions of nuclear arms upon international relations, our knowledge of nuclear weaponry is often quite limited. This course not only fill the divergence of the upheaval of the current situation and our understanding of this weaponry, but also discuss how and why such information gap emerged and exists. Accordingly, the course covers a wide range of topics and disciplines, including the fact of the bombings—its force and influence from a historical perspective; the intellectual history of war, peace, and the justification of nuclear weaponry, as well as various religious traditions' address on the contemporary issue of nuclear arms, particularly in relation to current issues of terrorism, conflict, and war.

Course Methodology:

The fall section of the course is to deepen our understanding of the historical event of the atomic bombing in 1945, and the atomic bomb discourse surrounding it. In this course we will not only learn about historical issues of the atomic bombing, but also apply philosophical, religious, and political theories to the subject matter, calling into questions of history, memory, historiography, ethics, and so on.

The course will include lectures and discussions on the assigned readings and DVD clips played in class. The success of the course will depend heavily upon active student participation in class discussions.

A final synthetic paper or project, done alone or with others, will be required.

Course Objectives:

The primary objective of this course is to come to a fuller understanding of the atomic bombings of Hiroshima and Nagasaki through an appreciation of the diverse narrative strains that have developed since 1945. Our goal will not be to attain definitive conclusions concerning the meaning of the historical events, but rather better comprehension of the immense complexity of the bomb and surrounding issues, and acquire skills to apply critical thinking to other issues that concern us.

Consequently, our discussion will extend to the philosophical and ethical discourses on nuclear issues and conflicts in other parts of the world. By the completion of the course requirement, participants will be expected to form and articulate their understandings of the following topics:

- *Historical knowledge of periods before and after the atomic bombings
- *The significance of the bombings historically, politically, philosophically, and religiously
- *Understanding of survivors' religious sensibilities
- * The development of nuclear weapons after 1945 and the theories of use in warfare modern
- *Just-war theory and its relation to the 1945 bombing and to contemporary war issues

Requirements:

- 1) Since our class meetings are only five times prior to the trip, **attendance** for the full class session is required. **One** unexcused absence will lower your final grade by one letter. **Two** unexcused absences will be considered excessive and lead to failure of the course. Excused absences will be granted only for serious reasons.
- 2) Participation in the classroom process is vital to the success of our discussion and to the individuals' achievement. It is imperative that each student comes to class prepared by prior reading and reflection to share insights and judgments, questions and problems with the rest of the class.
- 3) Students are required to submit **a final project proposal** at the end of this quarter.

Required Readings:

Word or PDF files on D2L

Plagiarism

Plagiarism is unacceptable. It will seriously influence your grade. A definition of plagiarism is given in the University *Bulletin* as well as in the *Student Handbook*. Please consult these materials to see what is considered plagiarism.

Grading and Grading Criteria:

- A — an excellent accomplishment of the objectives of the course,
- B — very good accomplishment of the objectives of the course
- C — the course objectives have been adequately met
- D — poor accomplishment of the objectives,
- F — the course objectives are not fulfilled.

At the end of the Fall quarter, the grade IN will be assigned for the course in which you registered. At the end of the Winter quarter, that grade will be changed to the final grade for the course. At the end of the Winter quarter, you will also be assigned your final grade for the course for which you register in the Winter quarter.

Final grades will be assigned using several criteria:

- 1) **Preparation:** You come to class regularly and prepared *by notes*; sharing your ideas and participating class discussion.
- 2) **Comprehension:** You have a basic understanding of the information as presented in the readings, class lectures, and discussions
- 3) **Accuracy:** You are able to show that you have correctly understood the information and can explain it in your own words.
- 4) **Completeness:** You recognize which aspects of an issue or which questions concerning a topic must be considered for adequate treatment, and you meet assignments in all required parts.
- 5) **Evidence:** Your arguments are adequately supported by data, examples, etc. drawn from the readings, class lectures and discussions, and you cite your sources accurately and properly.
- 6) **Analysis:** You are able to analyze material well by breaking it down into its constituent parts and explaining the relationships between these parts.
- 7) **Application:** You are able to make use of acquired knowledge in new contexts, for example, by applying theoretical categories or models to concrete examples, or by deriving theoretical issues from such examples.
- 8) **Evaluation:** You can judge generalizations and theoretical ideas concerning their strong points and weaknesses. This refers not only to the in/adequacy of other people's religious orientations, but also to your own.
- 9) **Creative Synthesis:** You are able to pull ideas and insights together in valid conclusions of your own.

Evaluation of Class Participation

- 1) **Attentive listening**—Are you alert and actively engaged in thinking about the material under discussion? Are you respectful of the ideas of your fellow students and as prepared to learn from them as from the instructor?
- 2) **Frequency and clarity of your oral contributions**—Are you adequately prepared for each class discussion? Do you make a consistent effort to contribute to the class discussion?
- 3) **Knowledge of the reading matter under discussion and the ability to grasp its central themes**—Have you read the material carefully and critically?
- 4) **The ability to take an independent stance towards the ideas under discussion and to develop the position reflectively**—Have you thought through the issues and come to your own conclusions?
- 5) **The overall development of your power of oral expression during the course of the quarter**—Has your ability to contribute to the class grown during the quarter?

Students with Disabilities

- Students who are registered with the Center for Students with Disabilities should already have their accommodation requests available for the instructor to review on Campus Connect.

- Students who feel they may need an accommodation based on the impact of a disability should work with the Center for Students with Disabilities and may also contact me privately to discuss their specific needs. All discussions will remain confidential.
- To ensure that you receive the most appropriate accommodation based on your needs, contact me as early as possible (preferably before the course begins), and make sure that you have first contacted:
- The Center for Students with Disabilities at 773-325-1677, 2250 N. Sheffield, Student Center 370 or 25 E. Jackson Blvd, Lewis Center 1420, both csd@depaul.edu, or see <http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>

Topics and Readings

Required Readings:

*Assigned readings, in addition to the book above, are found in **Word (doc/docx)** or **PDF (PDF) files** on **D2L**.

*[**Video**] indicates that the instructor may show the video in class. Students are not responsible for watching these videos prior to the class meeting, unless otherwise indicated by the instructor.

Recommended Film:

White Light/Black Rain: The Destruction of Hiroshima and Nagasaki (Steven Okazaki, 2007)

PART I: THE POWER AND INFLUENCE OF THE ATOMIC BOMBS—HISTORICAL SURVEY

Wednesday, September 26

Week 1: Introduction: the Power of the Bombs and American Myths

Readings: Barton Bernstein “A Postwar Myth: 500,000 U.S. Lives Saved,” Adam Goodheart, “The Invasion That Never Was” from *Hiroshima’s Shadow: Writings on the Denial of History and the Smithsonian Controversy* (PDF); and excerpts from Paul Fussell, *Thank God for the Atom Bomb* (PDF).

Activities: Put together the introduction sheet; assign the discussion leaders

[**Video**]: Hiroshima Nagasaki August 1945 (Erik Barnouw, 1970)

Week 2: Road to the Bomb—Japanese Myths

Wednesday, October 3

Readings: Yui Daizaburo, Chapter 3 “Between Pearl Harbor and Hiroshima/Nagasaki from *Living with the Bomb* (PDF) and excerpts from Saburo Ienaga, “*The Pacific War: 1931-1945*.”

[**Video**]: *Comfort Women / Unit 731 (Dateline, 1994)* and *Fog of War* (Errol Morris, 2003)

Week 3: Religious Understanding of the Bomb: Roman Catholicism and True Land Buddhism

Wednesday, October 10

Readings: Charles B. Strozier and Laura Smich, “Christian Fundamentalism and Nuclear Threat” (PDF), excerpts from Nagai Takashi, *The Bells of Nagasaki* (PDF), and Shigenobu Koji’s testimony (PDF).

[**Video**]: *Constantine’s Sword* (James Carroll, 2007); and *Radio Bikini* (Robert Stone, 1988)

Activities: First Zoom Session with Nagasaki University students--Introduction

Week 4: Gender, Race, and Ethics around the Bomb

Wednesday, October 17

Reading: David Mura, “Asia and Japanese Americans in the Postwar Era: The White Gaze and the Silenced Sexual Subject” (PDF); and Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals” (PDF).

Suggested Reading: Judith Butler, Introduction from *The Frames of War* (PDF).

Week 5: For the Greater Good? Responsibilities of Scientists

Wednesday, October 31

Guest: Ms. Erica Rideaux of Study Abroad Office

Reading: Allen Buchanan, “Judging the Past: The Case of the Human Radiation Experiments” (PDF); and Sharon Ghamari-Tabrizi, “Book Review: A Cold War Colonial Science: the Atomic Bombing Casualty Commission’s Study of Genetic Mutations in the Children of Atomic Bomb Survivors” (PDF).

Discussions: The Final project

Week 6: Preparation for the Trip

Wednesday, November 7

Suggested Reading: Terry Tempest Williams, “The Clan of One-Breasted Women” from *Refuge; An Unnatural History of Family and Place* (New York: Vintage, 1991) (PDF); Lisa Yoneyama, “Memory Matters: Hiroshima’s Korean Atom Bomb Memorial and the Politics of Ethnicity” from *Living with the Bomb* (PDF); and Sodei Rinchiro, “Were We the Enemy?: American Hibakusha” from *Living with the Bomb* (PDF).

Activities: Second Zoom Session with Nagasaki University students--Discussion

Final Itinerary Distributed

11/21 (Wed) by 4:00 p.m. Final Project Draft Due. No extensions are allowed

....And we are going to JAPAN!!

DEPARTURE: MONDAY, NOVEMBER 26, 2018 (ARRIVING JAPAN TUESDAY, NOVEMBER 27, 2018)

RETURN: MONDAY, DECEMBER 10, 2018 (ARRIVING CHICAGO ON THE SAME DAY)