

Short-Term Study Abroad Program
Ethics and Cultural Representations of the Atomic Age

REL 202-750: Atom Bomb Discourse (LS: RD)

REL 392-750: Foreign Study in Religion (LS: Experiential Learning)

Dates: Tuesdays, October 2, 9, 16, 23, 30, and November 6

Time: 6:00 p.m. – 9:15 p.m.

Room: TBA

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:

- *Summarize historical knowledge of periods before and after the atomic bombings, including **colonial history** of Asia (Japan being a colonizer)
- *Demonstrate the significance of the bombings historically, politically, philosophically, and religiously, in particular, **environmental consequences** that affects to this day
- * Understanding of survivors' **religious sensibilities**
- * Develop, through self-reflection and critical analysis, explain the lasting effects of suppressed experience of radiation exposure both in the US and Japan
- * Critically analyze multiple sources of information and interpretation of the historical event from a variety of points of views in order to demonstrate knowledge about historical roots of cultural representations of the atomic age both in the US and Japan

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.

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 Criteria:

- 1) **Effort:** 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.

A grade of C- or better is required to pass this course

A — (91-100) an excellent accomplishment of the objectives of the course, which are demonstrated through all the 9 criteria above;

B — (81-90) very good, which suggests that your work adequately fulfills criteria 1-7 above.

C — (71-80) the course objectives have been adequately met, which suggests that your work adequately fulfills criteria 1-5 above.

D — (61-70) poor accomplishment of the objectives, which suggests that your work fulfills some of the above criteria, but insufficiently.

F — (0-60) None of the above criteria is sufficiently fulfilled.

Above grades are subdivided as follows:

94-100	A	Outstanding
91-93	A-	Excellent
88-90	B+	Very Good
84-87	B	Good
81-83	B-	Above Average
78-80	C+	Upper Average
74-77	C	Average
71-73	C-	Below Average
68-70	D+	Poor
64-67	D	Very Poor
61-63	D-	Barely Passing
60 and below	F	Failed

Please consult *University Bulletin* for the meaning of grades.

- 1) **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.
- 2) **Creative Synthesis:** You are able to pull ideas and insights together in valid conclusions of your own.

Academic Integrity

Violations of academic integrity in any form are detrimental to the values of dePaul, to the student's own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, destruction or misuse of the university's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

Incomplete Policy

At the end of the quarter following the term in which the incomplete grade was assigned all remaining incompletes will automatically convert to "F" grades (end of Winter quarter for Autumn quarter incompletes; end of Spring quarter for Winter Quarter incompletes; end of Autumn quarter for Spring quarter and Summer session incompletes). In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. Note: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

*No extensions will be granted unless discussed and arranged in advance with the instructor.

Disability Accommodations

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD), enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu. **Lincoln Park Campus** - Student Center #370 - (773) 325-1677

Covid-19 Health and Safety Precautions

For the most current University Policies on Covid-19 safety precautions, please click [here](#).

Sexual and Relationship Violence

As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's [Title IX](#) Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and may not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) and/or the Title IX Coordinator (Lincoln Park: 312-362-8970 or titleixcoordinator@depaul.edu).

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

AI Policies

AI can be considered analogous to a person, and our relevant policies apply. [DePaul's Academic Integrity Policy](#) defines "Plagiarism" as "Any use of words, ideas, or other work products attributed to an identifiable source, without attributing the work to the source from which it was obtained, in a situation where there is a legitimate expectation of original authorship." In this way, content generated by AI is a "source" and should be cited appropriately; the policy is in the process of being updated to include AI as an example of a type of source that must be cited and cannot stand in for the student's own work. Similarly, the [Research Misconduct](#) policy defines "Plagiarism" as "the appropriation of another person's ideas, processes, results, or words without giving appropriate credit," and it is reasonable to consider AI as analogous to "another person" in this context.

Sessions and Readings: Assigned readings are found in the formats of **PDF** or **WORD** on **D2L**. For the online texts, the URL addresses are listed.

Useful Sites:

Atomic Age (<http://lucian.uchicago.edu/blogs/atomicage/>);

Bulletin of the Atomic Scientists (<http://thebulletin.org/>)

Japanese American hibakusha (<https://encyclopedia.densho.org/Japanese%20American%20Hibakusha>)

Video: [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 specified as **required**.

Recommended Films:

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

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.

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

Week 1: Introduction: the Shadow of Oppenheimer

Tuesday, October 1

Readings: Barton Bernstein “A Postwar Myth: 500,000 U.S. Lives Saved” (pp. 130-134); Adam Goodheart, “The Invasion That Never Was” from *Hiroshima’s Shadow: Writings on the Denial of History and the Smithsonian Controversy* (pp. 135-140); and excerpts from Paul Fussell, *Thank God for the Atom Bomb* (pp.13-37).

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

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

Week 2: Japan’s Colonial Subjects and the American Gaze

Tuesday, October 8

Readings: Lisa Yoneyama, “Memory Matters: Hiroshima’s Korean Atom Bomb Memorial and the Politics of Ethnicity” from *Living with the Bomb* (pp. 202-231); Sodei Rinchiro, “Were We the Enemy?: American Hibakusha” from *Living with the Bomb* (pp. 232-259); David Serlin, “The Clean Room/Domesticating the Hiroshima Maidens”

(<https://www.cabinetmagazine.org/issues/11/serlin.php>).

[**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

Tuesday, October 15

Readings: Charles B. Strozier and Laura Simich, “Christian Fundamentalism and Nuclear Threat” (pp. 81-96); excerpts from Nagai Takashi, *The Bells of Nagasaki* (pp. 99-110); Shigenobu Koji’s testimony (pp.1-8).

[**Video**]: *Constantine’s Sword* (James Carroll, 2007)

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

Tuesday, October 22

Reading: Masako Nakamura, “‘Miss Atom Bomb’ Contests in Nagasaki and Nevada: The Politics of Beauty, Memory, and the Cold War” (pp. 117-143); Abby J. Kinchy, “African Americans in the Atomic Age: Postwar Perspectives on Race and the Bomb, 1945-1967 (pp. 291-315); Eunjeong Oh, “Nationalism and reflexive Cosmopolitanism in Korean A-bomb Victims’ War Memory and Transnational Solidarity” (pp.303-316).

Suggested Reading: Judith Butler, Introduction from *The Frames of War* (pp. 2-32).

Week 5: For the Greater Good? Responsibilities of Scientists

Tuesday, October 29

Reading: Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals” (pp. 687-718); Allen Buchanan, “Judging the Past: The Case of the Human Radiation Experiments” (pp. 25-30); 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” (pp. 403-411).

Final Project Proposal Due

Week 6: Environmental Colonialism/Preparation for the Trip

Tuesday, November 5

Reading: Terry Tempest Williams, excerpts from “The Clan of One-Breasted Women” from *Refuge: An Unnatural History of Family and Place* (pp. 281-290); Susanne Rust, “How the U.S. betrayed the Marshall Islands, kindling the next nuclear disaster” (<https://www.latimes.com/projects/marshall-islands-nuclear-testing-sea-level-rise/>); Chicago City Resolution of the US Treaty of Prohibition of Nuclear Weapons (PDF).

Discussions: The Final project

Guest Speaker: Maria Hudden

[Video]: Radio Bikini (Robert Stone, 1988) or Nuclear Savage: The Islands of Secret Project 4.1 (Adam Jonas Horowitz, 2011)

11/12 (Tue) by 11:59 p.m. Final Project Draft Due. No extensions are allowed

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

DEPARTURE: MONDAY, DECEMBER 2, 2024 (ARRIVING JAPAN TUESDAY, DECEMBER 3, 2024)

RETURN: MONDAY, DECEMBER 16, 2024 (ARRIVING CHICAGO ON THE SAME DAY)