

Ethical Worlds: Moral Issues across Cultures — Atom Bomb Discourse

REL 202-101/AAS 226-101

Fall 2016

Instructor: Yuki Miyamoto, Ph.D.

Time: T/TH 2:40 – 4:10 p.m.

Room: Levan Center Room 301

Office: 2333 N. Racine Avenue, #201

Office Hours: T/TH 4:20 a.m. – 5:00 p.m. or by appointment

E-mail: [ymiyamot@depaul.edu](mailto:y Miyamoto@depaul.edu)

Course Description:

This course examines religious, ethical, and spiritual responses to the atomic bombings of Hiroshima and Nagasaki in 1945. We begin with investigations of the actual historical events, which will provide a basis for further discussion of present-day issues surrounding nuclear weaponry. Keeping in mind the influences of nuclear arms upon international relations, we will examine the atomic bombings, the reaction to the incidents from philosophical and religious circles, and responses to subsequent nuclear arms issues. Accordingly, the course is divided into two sections: the first section deals with the fact of the bombings—its force and influence from a historical perspective; the second section covers the intellectual history of war, peace, and the justification of nuclear weaponry, as well as investigates the way in which various religious traditions address the contemporary issue of nuclear arms, particularly in relation to current issues of terrorism, conflict, and war.

Course Methodology:

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. Accordingly, the course is divided into two sections: the first section has a strong emphasis on historical survey, while the second section will cover ethical theories in examining war, peace, justice, and nuclear weaponry. Such interdisciplinary approaches to ethical issues will allow us to deepen our understanding of the subject matter. The course will include lecture and discussion; the success of the course will depend heavily upon active student participation in class discussions and, in class presentations.

Course Objectives:

The primary objective of this course is to come to a fuller understanding of the atomic bombings through an appreciation of the diverse narratives 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. We will thus learn about such under-examined phenomena as the atrocities that the Japanese Imperial Army committed during the war, as well as the experiences of minority victims (such as Japanese-Americans) of the atomic bombs. Consequently, our discussion will extend to the philosophical, religious, and ethical discourses on nuclear issues and conflicts in other parts of the world. By the end of the term, students will be expected to form and articulate their understandings of the following topics:

***Historical knowledge of periods before and after the bombings** (University Learning Goals 1 and 4)

***The significance of the bombings historically, politically, philosophically, and religiously** (University Learning Goals 2, 3, 4, and 5)

***Just-war theory and other religious and philosophical theories relevant to contemporary war and conflicts** (University Learning Goals 3, 4, 5, and 6)

***Understanding of survivors' religious sensibilities** (University Learning Goals 3, 4, and 5)

The ability to articulate one's own opinions on the matters above fulfills in part the University Learning Goals and Departmental Objectives.

6 Learning Goals for DePaul University Graduates

Goal 1. Mastery of Content

Outcomes: DePaul graduates will demonstrate and be able to apply:

- general knowledge of cultures, religions, science, the arts, history, and computational reasoning.
- specialized knowledge and skills from within a specific discipline or field.

Goal 2. Intellectual and Creative Skills

Outcomes: DePaul graduates will be able to:

- systematically access, analyze and evaluate information and ideas from multiple sources in order to identify underlying assumptions, and formulate conclusions.
- solve quantitative problems.
- create and support arguments using a variety of approaches.
- use existing knowledge to generate and synthesize ideas in original ways.
- communicate clearly in speech and writing.

Goal 3. Personal and Social Responsibility

Outcomes: DePaul graduates will be able to:

- articulate their own beliefs and convictions, as well as others' beliefs, about what it means to be human and to create a just society
- articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- benefit their communities through socially responsible engagement and leadership.

Goal 4. Intercultural and Global Understanding

Outcomes: DePaul graduates will demonstrate:

- respect for and learning from the perspectives of others different from themselves.
- knowledge of global interconnectedness and interdependencies.
- knowledge to become a steward of global resources for a sustainable future.

Goal 5. Integration of Learning

Outcomes: DePaul graduates will be able to:

- relate their learning -- curricular and co-curricular -- to multiple fields and realms of experience.
- make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
- design, develop, and execute a significant intellectual project.

Goal 6. Preparation for Career and Beyond

Outcomes: DePaul graduates will be able to effectively:

- set goals for future work that are the result of realistic self-appraisal and reflection.
- articulate their skills and knowledge and represent themselves to external audiences.
- work toward goals independently and in collaboration with others.
- employ technology to create, communicate, and synthesize ideas.
- set priorities and allocate resources.
- apply strategies for a practice of life-long learning.

7 Learning Goals for Department of Religious Studies

1. A Religious Studies major will demonstrate a working knowledge of some significant elements of religion—such as myth and narrative, symbol, ritual, law and doctrine, ethics, experience, and systems of cosmic, social and individual order—as they are manifested in particular traditions and cultures, past or present.
2. A Religious Studies major will be able to make critical comparisons among religious traditions, experiences, and practices across culture, time, ethnicity, race or gender.
3. A Religious Studies major will be able to explore the moral dimensions of religion and culture through specific examples.
4. A Religious Studies major will demonstrate the ability to read and critically interpret religious texts.
5. A Religious Studies major will be able to analyze the interaction of religion and other dimensions of culture.
6. A Religious Studies major will demonstrate an understanding of the relationship between religion and other elements of society in such issues as the connection between religion and power, the role of religious movements as forces of personal and social transformation and social justice, and the role of religion in social integration.
7. A Religious Studies major will demonstrate an integrated vision of the field of Religious Studies expressed in a focus on the student's area(s) of interest.

Requirements:

- 1) **Attendance** for the full class session is required. Attendance to each class meeting counts for one point (attendance thus accounts for **20%** of your final grade). Coming to class more than 10 minutes late time will result in a half-point, as will leaving the classroom more than 10 minutes prior to the end of the session. Missing more than 20 minutes of class time will count as an absence. Leaving the classroom for other reasons must be minimized (see below).
- 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.
***Important: chatting, text messaging, emailing, browsing online during class time is highly demoralizing and may result in a zero for the course attendance (20 points) and**

participation (10 points). Leaving the classroom during meeting time is very disruptive, and will likewise jeopardize your grade.

Evaluation of class participation

- a) 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?
 - b) 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?
 - c) Knowledge of the reading matter under discussion and the ability to grasp its central themes—Have you read the material carefully and critically?
 - d) 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?
 - e) 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?
- 3) Throughout the course, you will be given three writing **assignments** (single-spaced, 2-3 pages) and one **peer-review assignment**, each of which counts for **10 points (40 points** all together), one **group presentation** (a grade will be given by group, **10 points**), and one **final paper** (double-spaced, 8 pages, counting for **20 points**). Full class attendance amounts to **20 points**, while class participation will add another **10 points**. Skipping a class or missing a group presentation will significantly impact your grades, and missing the deadline for the examinations may result in failure of the class. Assignments and essays will be distributed and collected in class. No re-writes and no extensions will be allowed. Please see me during office hours if you have concerns or questions about your grade.
- 4) As the university learning goals indicate, **Articulate Communication** is one of the essential skills that you are expected to acquire and demonstrate in written assignments. For the examinations, what is expected is NOT mere book reports—rephrasing and explaining the authors’ thoughts (though this is a fundamental skill that you need to demonstrate); what is expected is your own analysis AND critical reflection on it.
- 5) **Plagiarism** is unacceptable, and 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. (**see below**).
- 6) Students in class are all expected to have read the assigned material(s), spending at least six hours per week on preparation. In addition to reading, critical thinking is also very important. That is, always try to draw the issues in class near to you. For example, consider what it means to discuss traumatic experiences as a victim or rather as simple conversationalist. What do religious languages provide with such experiences? How is “thinking of the atom bomb” relevant to you and to us in the 21st century? Is it still meaningful to talk about the event over sixty years later? What is the significance?

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 — (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

ACADMEIC 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.

Plagiarism

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university. You may find the entire plagiarism from the DePaul Student Handbook.

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.

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>

Sessions and Readings:

Required Readings:

*All assigned readings are available in **PDF (or Word) 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 assigned by the instructor.

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

Week 1: Introduction and the Facts about the Bombs

9/8 (Thu) Introduction: The Power of the Bombs

Week 1 + 2: The Atom Bomb Discourse

9/13 (Tue) The Atom Bomb Discourse

Reading: Laura Hein and Mark Selden, chapter 1 “Commemoration and Silence” (PDF);

[Video]: Hiroshima Nagasaki August 1945

9/15 (Thu) Politics and Myths

Reading: Joanne Esch, “Legitimizing the ‘War on Terror’: Political Myth in Official-Level Rhetoric (PDF)

[Video]: Fog of War (Errol Morris, 2003)

Week 2 + 3: The Myths and the National Narratives

9/20 (Tue) American Myth and History Controversy

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

9/22 (Thu) Japanese Myth: Victim Narrative

Reading: Yui Daizaburo, chapter 3 “Between Pearl Harbor and Hiroshima/Nagasaki: Nationalism and Memory in Japan and the United States,” from *Living with the Bomb* (PDF).

First Writing Assignment Due

Week 3 + 4: Outside the Boundaries

9/27 (Tue) Crimes against Humanity—Japanese Culpability

Reading: Andre Ryerson, “The Cult of Hiroshima” (PDF); and Saburo Ienaga, “The Horrors of War” from *The Pacific War: 1931-1945* (PDF).

[Video]: Factory of Death: Unit 731 (“60 Minutes” 1995)

9/29 (Thu) Nation-State Framework—Korean Hibakusha, American Hibakusha

Reading: Lisa Yoneyama, “Memory Matters: Hiroshima’s Korean Atomic Bomb Memorial and the Politics of Ethnicity” (PDF); and Sodei Rinjiro, chapter 11, “Were We the Enemy? American Hibakusha,” (PDF).

10/1 (Sat) Opening for the Atomic Bomb Exhibition at Japanese Culture Center

1016 W Belmont Ave, Chicago, IL 60657

Week 4 + 5: Gendering Nuclear: The Beauty and the Beast

10/4 (Tue) Gojira—The Beast

Reading: Edward J. Ingebretsen, “Staking the Monster: A Politics of Remonstrance” (PDF); and Peter H. Brothers, “Japan’s Nuclear Nightmare: How the Bomb Became a Beast Called ‘Godzilla’” (PDF).

[Video]: Gojira (Ishirō Honda, 1954)

10/6 (Thu) The Hiroshima Maidens

Reading: David Serlin, “The Clean Room: Domesticating the Hiroshima Maidens” (docx); and David Mura, “Asia and Japanese Americans in the Postwar Era: The White Gaze and the Silenced Sexual Subject” (PDF)

[Video]: Trinity and Beyond: The Atomic Bomb Movie (Peter Kuran, 1995)

Second Writing Assignment Due

PART II: PHILOSOPHICAL AND RELIGIOUS RESPONSES TO WAR, PEACE, AND NUCLEAR WEAPONRY

Week 5 + 6: Religion, Ethics, and Nuclear Weapons

10/11 (Tue) Armageddon Theology

Reading: Charles B. Strozier and Laura Simich, “Christian Fundamentalism and Nuclear Threat” (PDF).

[Video]: Constantine’s Sword (Oren Jacoby, 2007); Religulous (Larry Charles, 2008)

10/13 (Thu) Group Presentation 1 and 2: Just War Theory

Reading: Excerpts from St. Augustine (PDF); and US Catholic Bishops, *The Challenge of Peace* Sections 1- 65 (PDF).

Week 6 + 7: Theodicy and Religious Understanding of the Atomic Bombing

10/ 18 (Tue) Group Presentation 3: Hiroshima Buddhist Understanding

Reading: Paul Winemiller, “Shin Buddhism” (PDF); and Kōji Shigenobu’s interpretation of the atomic bomb experience (PDF)

10/20 (Thu) Group Presentation 4: Nagasaki Catholic Understanding

Reading: Excerpts from Nagai Takashi, *The Bells of Nagasaki* (PDF) and Ian Buruma, “The War Over the Bomb” from *The Missionary and the Libertine: Love and War in East and West* (PDF)

Recommended Reading: Pope John Paul II, *Salvifici Doloris*

(http://www.vatican.va/holy_father/john_paul_ii/apost_letters/documents/hf_jp-ii_apl_11021984_salvifici-doloris_en.html)

Week 7 + 8: Science, Bomb, and Responsibility

10/25 (Tue) Group Presentation 5: Scientists Responsibility

Reading: Allen Buchanan, “Judging the Past: the Case of the Human Radiation Experiments” (PDF); and Curtis W. Hart “J. Robert Oppenheimer: A Faith Development Portrait” (PDF).

[Video]: Radiation: A Slow Death A New Generation of Hibakusha (Hitomi Kamanaka, 2003).

10/27 (Thu) Group Presentation 6: Hindu and Islamic Interpretations of the Bomb

Reading: Mahatma Gandhi, “The Atomic Bomb and Ahimsa” (PDF), and Sohali H. Hashmi, chapter 17 “Islamic Ethics and Weapons of Mass Destruction,” from *Ethics and Weapons of Mass Destruction* (PDF).

[Video]: War and Peace (Anand Patwardham, 2002)

10/28 (Fri) 3:00 – 5:30 p.m. Mr. Teramoto (Hibakusha)’s Testimony

Richardson Library, Room 300

Week 8 + 9: Breaching National Security or Working for Justice?

11/1 (Tue) Group Presentation 7: Civil Disobedience and Nuclear Weapons

Reading: Martin Luther King Jr. “Letter from Birmingham Jail” (PDF); and Sharon Erickson Nepstad, “Disruptive Action and the Prophetic Tradition: War Resistance in the Plowshares Movement” (PDF).

11/3 (Thu) Group Presentation 8: Fukushima

Reading: “We need to recognize this hopeless sight... To recognize that this horrible crime is what our country is doing to us” Interview with Mutō Ruiko (PDF).

Final Paper Draft Due

Week 9 + 10: American Hibakusha

11/8 (Tue) Group Presentation 9: Downwinders

Reading: Terry Tempest Williams, “The Clan of One-Breasted Woman” from *Refuge: An Unnatural History of Family and Place* (PDF); and Judith Butler, “Introduction: Precarious Life, Grievable Life” from *Frames of War* (PDF).

[Video]: The Forgotten Bomb (Stuart Overbey, 2010)

11/10 (Thu) Group Presentation 10: Depleted Uranium

Reading: Amit Sen Gupta, “Lethal Dust: Effects of Depleted Uranium Ammunition” (PDF); and David Stevens “Nationalism as Religion” (PDF).

[Video]: America Banzai ~ God Bless America (Yukihisa Fujimoto, 2008)

Peer-Review Due

Week 10: Conclusion—Where Are We Going?

11/15 (Tue) Revisiting the Atomic Bombing

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

11/22 (Tue) by 4:00 p.m. Final Exams Due. No extensions are allowed