

LIVING WITH THE BOMB:
A Comparative Study of Gender, Race and Nationalism
In Japan and The United States, 1945-Present
Fall 2006

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"talking of the danger
as if it were not ourselves
as if we were testing anything"
Adrienne Rich

The explosion of the atomic bomb over Hiroshima is one of the pivotal moments in 20th century United States and Japanese history. Recent controversies in the United States over the Enola Gay exhibition at the Smithsonian Institution, conflicts in Japan between survivors, and media coverage of the current tensions between the U.S., North Korea, and Iraq testify to the continuing cultural and social impact of the bomb fifty years later. This course will focus on the moral, ideological and historical complexity of the explosion of the atomic bomb during World War II, and subsequent cultural responses in both the United States and Japan as people learned to live with the bomb.

We will discuss the U.S. decision to develop, deploy and test nuclear weapons during and after WWII, as well as Japan's experience as the only nation to have an atomic bomb dropped on it. Using cross-cultural approaches, we will explore nationalist and oppositional responses to the bomb. Throughout the course we will foreground questions of race and gender, especially as they are embedded in concepts of nation, in order to explore the ideological struggles to justify and live with the bomb. Most discussions of the bomb focus on military and political issues. This class instead will use feminist theories, studies of nationalism, and critical race theory in order to foreground comparative analyses of the significance of gender and race in both wartime and postwar political and social experiences, as well as cultural responses in Japan and the United States.

REQUIRED TEXTS

Bird, Kai and Lawrence Lifschultz, ed., *Hiroshima's Shadow*
Kurihara, Sadako, *When We Say Hiroshima: Selected Poems*
Masco, Joseph. *Nuclear Borderlands*
Nakazawa, Keiji, *Barefoot Gen: The Day After*, Vol. 2.

Articles listed on schedule can be located on ERES (Mudd Library's Electronic Reserve system).

COURSE REQUIREMENTS

(A) PREPARATION, ATTENDANCE, & PARTICIPATION:

An important component of the course will be class discussions and part of your grade is based on class participation. The course requires your thoughtful and continuous participation; therefore regular

attendance is required. *Attendance in class, however, does not constitute participation.* You must come to class having carefully read all material and be prepared to discuss, question, argue, and perhaps rethink issues raised in the readings. It would be beneficial for you to take notes on any material that you find enlightening, controversial, or objectionable. *By the way, asking questions about things you do not understand does constitute class participation.*

Blackboard Threaded assignment

To facilitate in-class discussion and clarification of course materials, students are required to post on Blackboard at least two questions, comments, or responses in each half of the semester (4 total). You should check the discussion page weekly as there may be discussions that are helpful for your understanding of the course material. Posts will be graded credit/no credit. NOTE: we expect you to adhere to the same rules of respectful interaction and citizenship as in class.

This course will also use Blackboard for the syllabus, handouts, and assignments.

(B) WRITTEN ASSIGNMENTS

You must complete all the written requirements in order to receive credit for the course, even if you elect the P/NP or CR/NE grading system.

1) 7 Discussion Papers, 2 pages; due dates listed in the syllabus

Over the course of the semester you will write seven short critical analyses that will explore issues raised in the readings, poems, and/or films. These analyses are meant to facilitate class discussions. Therefore, NO late papers will be accepted. The papers will receive grades of "check," "check plus," or "check minus." If you fail to hand in one paper, with a reasonable explanation, your *final* grade will not suffer. However, failure to submit 2 or more papers will result in reduction of the final grade by at least 1/3. *We will only accept typed papers.*

2) Midterm Exam, October 13.

This in-class exam will consist of identifications and essay questions.

3) Research Paper, 10-12 pages. DUE December 4 in class.

See separate assignment sheet. Topics due October 25.

4) Final Exam, December 18, 7:00-9:00 pm

This will be a closed-book exam of identifications, short answers, and one essay question.

ALL PAPERS MUST BE TYPED OR PRINTED: no handwritten papers will be accepted. You must submit hard copies of all assignments; no email attachments will be accepted.

Grading Policy

Class Participation	10%
Attendance & participation	
Blackboard Threaded Discussion	
Discussion Papers	15%
Midterm	20%
Research Paper	30%
Final Exam	25%

LATE WORK: All assignments must be completed on time. Papers not turned in on that date will be penalized in grading and will not receive written comments.

ACADEMIC INCOMPLETES at the end of the semester will not be given except in the case of emergency. You must get approval from the instructors at least 48 hours before the exam.

Honor Code: This course adheres to the policies of the Oberlin College Honor Code which applies to all work submitted for academic credit, whether it is a creative project, a quiz, an exam or a paper. For quizzes and exams, this means you must complete the assignment independently of other students. For papers, you must cite all written sources that you consulted, whether you quote directly or paraphrase. This is true whether you are using electronic or printed materials. Incomplete or improper citations are a form of plagiarism. If you are unfamiliar with proper citation formats, or have questions please consult us, a reference librarian, a writing tutor and/or a style manual. Lack of familiarity with proper procedures is not a defense.

At the end of each academic exercise, students shall write in full and sign the Honor Pledge: "I affirm that I have adhered to the Honor Code in this assignment." See Oberlin Honor Code, http://www.oberlin.edu/students/student_pages/honor_code2.html, for more information.

Students with Disabilities: If you need disability-related accommodations for your work in this class, please let us know. Support is available through Student Academic Series. Contact Jane Boomer, Coordinator of Services for Students with Disabilities, for assistance in developing a plan to address your academic needs.

CLASS SCHEDULE

Week 1

9/ 6 The Nuclear Present : An Introduction

Unit One: Hiroshima and Nagasaki in Historical Memory

9/8 First Impressions
Reading Hida, "The Day Hiroshima Disappeared," 415-433 (Hiroshima's Shadow, hereafter HS)

Week 2

9/11 20th Century Wars
Reading: Poems: Lucien Stryk, "Return to Hiroshima;" Kurihara, "When We Say 'Hiroshima'" (ERES)

9/13 Memory and History
Dower, "Triumphal and Tragic Narratives of the War in Asia," (ERES)

9/15 Hibakusha Memory
Reading: Hara, "Summer Flowers," (ERES)
DISCUSSION PAPER #1 DUE

Week 3

9/18 Hibakusha Memory
Reading: Snider, "Hiroshima Memories," 453-461 (HS); Ibuse, *Black Rain* (ERES)

9/20 Hibakusha Memory
Reading: Toge, "A-bomb Poems," (ERES); Hayashi, "Ritual of Death," (ERES); Hayashi, "Empty Can" (ERES)

9/22 Commemoration and Urban Promotion
Reading: Yoneyama, *Hiroshima Traces* (ERES); Akiba, "2006 Peace Declaration,"
<http://www.pcf.city.hiroshima.jp/declaration/English/index.html>
DISCUSSION PAPER #2 DUE

Week 4

9/25 Visual Memories
Reading: Poems: Toge, "The Shadow;" Denise Levertov, "Gathered at the River" (ERES)

9/27 Commemoration Controversies: The Enola Gay Incident
Readings: Sherwin, "Memory, Myth, and History," 223-231 (HS)

9/29 Commemoration Controversies: The Enola Gay Incident
Goldberg, "The Smithsonian Suffers from Legionnaires Disease," 353-363 (HS);
Capaccio and Mohan, "How the U.S. Press Missed the Target" 364-375 (HS); and
excerpts from "War of the Op-Ed pages," 377-387 (HS)
DISCUSSION PAPER #3 DUE

Unit Two: Manhattan Project, the Arms Race and the Sociology of Nuclear Weapons

Week 5

10/2 NO CLASS – YOM KIPPUR

10/4 Strategic Bombing as a Weapon of Total War and the Culture of Violence
Readings: Selden, "The Logic of Mass Destruction," 51-55 (HS); Thomas, "When
Cruelty becomes Pleasurable," 269-271 (HS); and "The McCloy Diary" 511-512 (HS);
The Bissell Memoir: Prospects for Japan's Surrender, 533-537 (HS); Forrestal Diary,
Japanese Peace Feelers, 517-520 (HS); United States Strategic Bombing Survey, 1 July
1946, 501-502 (HS); Sherwin, History and Modern Memory, 223-231 (HS).

10/5 Film showing: *The Day After Trinity* (88 mins.)
7:00
Wilder 101

10/6 Manhattan Project
Readings: Goldberg, "Racing to the Finish," 119-129 (HS); Makhijani and Saleska, "The
Production of Nuclear Weapons and Environmental Hazards"(ERES); Blackett, "The
Decision to Use the Bombs," 78-89 (HS)
Poems: Antonia Quintana Pigno, "Oppenheimer," Barbara La Morticella, "A Liturgy for
Trinity" (ERES)
DISCUSSION PAPER #4 DUE
****HAND OUT MIDTERM EXAM STUDY GUIDE****

Week 6

10/9 Science and Moral Responsibility
Reading: Schweber, S.S. *In the Shadow of the Bomb: Bethe* (ERES); Lanouette, "Three
Attempts to Stop the Bomb," 99-118; "Rotblatt, Leaving the Bomb Project," 253-257;
"The July 17th Petition of the Manhattan Scientists" (HS, 552-560).

10/11 Scientific Hubris and Nuclear Power
Readings: O'Neill, "Alaska and the Firecracker Boys: The Story of Project Chariot," (ERES); Rogers, "From a Boon," (ERES); Mumford, "Gentleman, You are Mad" 284-287 (HS)

10/13 MIDTERM

10/16-10/20 *******FALL BREAK*******

Unit Three: Duck and Cover: Fear and Anxiety in Cold War Culture

Week 7

10/23 Domesticity and Nationalism
Readings: Zarlengo, "Civilian Threat, The Suburban Citadel, and Atomic Age American Women," (ERES); Poem: Dickey, "Armageddon" (ERES)

10/25 Cold War Cultures: Hiroshima Maidens
Reading: Simpson, "An Absent Presence" (ERES)
DISCUSSION PAPER #5 DUE

10/27 Library Instruction
Meet in the Computer Room, Science Library
Poems: Denise Levertov, "Watching 'Dark Circle,'" June Jordan, "Directions for Carrying Explosive Nuclear Wastes through Metropolitan New York;" Lyubov Sirota, "Radiophobia" (ERES)

Week 8

10/30 Cold War Cultures
PAPER TOPICS DUE IN CLASS

11/1 Psychic Numbing
Readings: Hersey, *Hiroshima* (ERES); Poems: David Romtvedt, "Eating Dinner at My Sisters;" Gregory Corso, "Bomb" (ERES).

11/2 Film Showing: Godzilla (80 minutes)
7:00
Wilder 101

11/3 Monsters and Mutants
Reading: Igarashi, *Bodies of Memory* (ERES).

Week 9

11/6 The Politics and Fantasy of Mutual Assured Destruction
Reading: Cohn, "Sex and Death in the Rational World of Defense Intellectuals," (ERES); Nuclear Non-Proliferation Treaty, <http://www.fas.org/nuke/control/npt/>

11/8 Nuclear Technoaesthetics: Atmospheric Testing, Virtual Testing
Reading: Masco, Ch. 2, 43-98; Gusterson, "People of the Bomb."

11/9 Film Showing: Kurosawa, *I Live in Fear* (105 mins.)
7:00
Wilder 101

11/10 Atomic Testing--a Visual Record
Reading: Poems: Kent Johnson, "High Altitude Photo of Hiroshima;" Dorianne Laux, "The Garden;" John Engman, "Mushroom Clouds"; John Bradley "Sailors Shielding Their Eyes During Atomic Bomb Test, Bikini, 1947" (ERES).

Week 10

11/13 MAD, & Axis of Evil in East Asia
Reading: Oe, "The Unsundered People," 433-442 (HS); Cumings, "Nuclear Imbalance of Terror," (ERES).

Unit Four: Oppositional Cultures

11/15 Anti-Nuclear Activism: A Women's Movement?
Readings: Wittner, "Gender Roles & Nuclear," (ERES); Thurlow, "The Atomic Bombing of Hiroshima and Nagasaki: The Role of Women in the Japanese Peace Movement" (ERES)

11/17 Peace Activism: Responding to the Threat
Readings: Kurihara, *When We Say Hiroshima* (all);
DISCUSSION PAPER #6

Week 11

11/20 Responding to Nuclear Proliferation
Readings: Masco, chap. 3; Gandhi, "The Atomic Bomb and Ahimsa," 258-259 (HS)

11/22 The Oppositional Voice of Comic Art
Reading: Nakazawa, *Barefoot Gen*, vol. 2

11/24 NO CLASS - Thanksgiving Break

Week 12

11/27 Disarmament Efforts and the Nuclear Freeze
Reading: MacKenzie, "Theories of Technology and the Abolition of Nuclear Weapons," 419-421, 424-431, 437-439 (ERES) Donnay, et al, "Russia and the Territories of the Former Soviet Union" (ERES).

11/29 Post Cold War Activism
Reading: Masco, chap. 4 and chap. 5

11/30 Film showing: *Dr. Strangelove* (93 mins.)
7:00
Craig Auditorium (Science Center)

12/1 Critiquing MAD
Discussion of *Strangelove*

Week 13

12/4 Missile Defense – Moving the Battleground to Space
RESEARCH PAPER DUE IN CLASS.

12/6 Nukes, Nationalism and Secrecy
Reading: Masco, chap. 6

12/8 Nukes, Nationalism, and Religion
Reading: Roy, A., "The End of Imagination (ERES)
****HAND OUT FINAL EXAM STUDY GUIDE****

Week 14

12/11 Nuclear Waste and Sacred Sites
Reading: Masco, chaps. 7-8
DISCUSSION PAPER #7 DUE

12/13 Concluding Thoughts
Poems: Marc Kaminsky, "Questions;" Toge, "August 6, 1950;" David Romtvedt, "Black Beauty, A Praise" (ERES).

FINAL EXAM: Monday. December 18, 7:00pm – 9:00pm

ELECTRONIC RESERVE LIST

Cohn, Carol. "Sex and Death in the Rational World of Defense Intellectuals." *Signs* 12, 4 (1987): 687-718.

Cummings, Bruce. "Nuclear Imbalance of Terror." In *Parallax Visions: Making Sense of American-East Asian Relations at the End of the Century*. Durham, NC: Duke University Press, 1999. Pages 121-150, 246-251.

Donnay, Albert, Martin Cherniak, Arjun Makhijani, and Amy Hopkins, "Russia and the Territories of the Former Soviet Union." EXCERPT Pages 333-339. In *Nuclear Wastelands*, ed. Arjun Makhijani et al. Cambridge, Mass.: MIT Press, 2000.

Dower, John. "Triumphal and Tragic Narratives of the War in Asia." In *Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age*, ed. Laura Hein and Mark Selden, 37-51. New York: M. E. Sharpe, 1997.

Gusterson, Hugh. *People of the Bomb: Portraits of America's Nuclear Complex*. Minneapolis: University of Minnesota Press, 2004. Excerpts: 63-81; 147-164; 221-227.

Hara, Tamiki. "Summer Flowers." In *Hiroshima: Three Witnesses*, Richard H. Minear, editor and translator, 45-113. Princeton, N.J. : Princeton University Press, 1990.

Hayashi, Kyoko. "The Empty Can." In *The Crazy Iris*, ed. Oe, Kenzaburo, 127-143. New York: Grove Press, 1985.

Hayashi, Kyoko. "Ritual of Death," 21-57. *The Spirit That Moves Us*, vol. 7, number 1, 1985.

Hersey, John, *Hiroshima*. New York, A.A. Knopf, 1946. p. 1-26

Ibuse, Masuji, *Black Rain*. Translated by John Bester. Tokyo and Palo Alto, Kodansha International Ltd. 1969. Pages: 16-22, 44-57.

Igarashi, Yoshikuni. *Bodies of Memory: Narratives of War in Postwar Japanese Culture, 1945-1970*. Princeton: Princeton University Press, 2000. Pages: 114-122.

MacKenzie, Donald. "Theories of Technology and the Abolition of Nuclear Weapons." In *The Social Shaping of Technology*, ed. Donald MacKenzie and Judy Wajcman, 419-442. Philadelphia, Open University Press, 1999.

Makhijani, Arjun and Scott Saleska. "The Production of Nuclear Weapons and Environmental Hazards." In *Nuclear Wastelands*, ed. Arjun Makhijani et al. Cambridge, Mass.: MIT Press, 2000. Pages 23-28.

Molella, Arthur. "Exhibiting Atomic Culture: The View From Oak Ridge." *History and Technology* 19, 3 (2003): 211-226.

O'Neill, Dan. "Alaska and the Firecracker Boys: The Story of Project Chariot." In *The Atomic West*, ed. Bruce Hevly and John M. Findlay, 179-199. Seattle: University of Washington Press, 1998.

Rodgers, Ron. From a Boon to a Threat: Print Media Coverage of Project Chariot, 1958-62. *Journalism History* 30, 1 (Spring 2004): 11-19.

Roy, Arundhati. "The End of Imagination." In *The Algebra of Infinite Justice*, 3-41. New York: Penguin, 2002.

Schwartz, Charles. "Political Structuring of the Institutions of Science." In *Naked Science: Anthropological Inquiry into Boundaries, Power and Knowledge*, ed. Laura Nader, 148-159

Schweber, S.S. *In the Shadow of the Bomb: Bethe, Oppenheimer, and the Moral Responsibility of the Scientist*. Princeton: Princeton University Press, 2000. Pages 149-177.

Simpson, Caroline Chung. *An Absent Presence: Japanese Americans in Postwar American Culture, 1945-1960*. Durham: Duke University Press, 2001. 113-148

Thurlow, Setsuko. "The Atomic Bombing of Hiroshima and Nagasaki: The Role of Women in the Japanese Peace Movement." In *Women and Peace: Theoretical, Historical and Practical Perspectives*, ed. Ruth Roach Pierson, 225-235. London: Croom Helm, 1987.

Toge, Sankichi. *A-Bomb Poems*. In *Hiroshima: Three Witnesses*, Richard H. Minear, editor and translator. Princeton, N.J. : Princeton University Press, 1990.

Wittner, Lawrence. "Gender roles and Nuclear Disarmament Activism," 1954-1965. *Gender & History* 12,1 (2000): 197-222.

Yoneyama, Lisa. *Hiroshima Traces: Time, Space and the Dialectics of Memory*. Berkeley: University of California, 1999. Pages 43-82.

Zarlengo, Kristina. "Civilian Threat, The Suburban Citadel, and Atomic Age American Women." *Signs* 24, 4 (1999): 925-958.

POEMS ON ERES – all entries, except Toge, A-Bomb Poems, from:

Bradley, John. *Atomic Ghost: Poets Respond to the Nuclear Age*. Minneapolis, MN: Coffee House Press, 1995.

Bradley, John, "Sailors Shielding Their Eyes During Atomic Bomb Test, Bikini, 1947"

Corso, Gregory, "Bomb"

Dickey, William, "Armageddon"

Engman, John, "Mushroom Clouds"

Johnson, Kent, "High Altitude Photo of Hiroshima"

Jordan, June, "Directions for Carrying Explosive Nuclear Wastes through Metropolitan New York"

Kaminsky, Marc, "Questions"

La Morticella, Barbara "A Liturgy for Trinity"

Laux, Dorianne, "The Garden"

Levertov, Denise, "Watching 'Dark Circle'"

Levertov, Denise, "Gathered at the River"

Pigno, Antonia Quintana, "Oppenheimer"

Romtvedt, David, "Black Beauty, A Praise"

Romtvedt, David, "Eating Dinner at My Sisters"

Sirota, Lyubov, "Radiophobia"

Stryk, Lucien, "Return to Hiroshima"

Toge, Sankichi, "August 6, 1950"

Toge, Sankichi, "The Shadow"

MAIN RESERVE

- Bird, Kai and Lawrence Lifschultz, ed., *Hiroshima's Shadow* Stony Creek, Conn.: Pamphleteer's Press, 1998.
- Bradley, John. *Atomic Ghost: Poets Respond to the Nuclear Age*. Minneapolis, MN: Coffee House Press, 1995.
- Cummings, Bruce. *Parallax Visions: Making Sense of American-East Asian Relations at the End of the Century*. Durham: Duke University Press, 1999.
- Hein, Laura and Mark Selden, eds. *Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age*. New York: M. E. Sharpe, 1997.
- Hersey, John, *Hiroshima*. New York, A.A. Knopf, 1946.
- Hevly, Bruce and John M. Findlay, eds. *The Atomic West*. Seattle: University of Washington Press, 1998.
- Ibuse, Masuji, *Black Rain*. Translated by John Bester. Tokyo and Palo Alto, Kodansha International Ltd. 1969.
- Igarashi, Yoshikuni. *Bodies of Memory: Narratives of War in Postwar Japanese Culture, 1945-1970*. Princeton: Princeton University Press, 2000.
- Kurihara, Sadako, *When We Say Hiroshima: Selected Poems*. Translated with an introduction by Richard H. Minear. Ann Arbor, Mich.: Center for Japanese Studies, the University of Michigan, 1999.
- MacKenzie, Donald and Judy Wajcman, eds. *The Social Shaping of Technology*. Philadelphia, Open University Press, 1999.
- Makhijani, Arjun et al, eds. *Nuclear Wastelands*,. Cambridge, Mass.: MIT Press, 2000.
- Masco, Joseph. *Nuclear Borderlands: the Manhattan Project in post-Cold War New Mexico*. Princeton, NJ: Princeton University Press, 2006.
- Minear, Richard H., editor and translator. *Hiroshima: Three Witnesses*. Princeton, N.J. : Princeton University Press, 1990.
- Nakazawa, Keiji, *Barefoot Gen: Life After Bomb*, Vol. 1-3. Last Gasp Press.
- Schweber, S.S. *In the Shadow of the Bomb: Bethe, Oppenheimer, and the Moral Responsibility of the Scientist*. Princeton: Princeton University Press, 2000.
- Yoneyama, Lisa. *Hiroshima Traces: Time, Space and the Dialectics of Memory*. Berkeley: University of California, 1999.

Films on Reserve

- Dr. Strangelove*
Godzilla
I Live in Fear
The Day After Trinity