

Hist202: Hiroshima's Shadows

Professor: Dr. Tanya Maus
Office: Hollenbeck 307
Phone: 327-6138
Email: tmaus@wittenberg.edu
Office Hours: M 10-11:00 a.m./Th
3-4:30 p.m. and by appointment
Classroom: Hollenbeck 313
Class Hours: T/TH 9:40-11:10 a.m.



Course description

This course explores how historians write and interpret history by examining the historical debates and historical memory of the atomic bombings of Hiroshima and Nagasaki in Japan from 1945 to the present. We will consider how the understanding of the atomic bombings and the reasons for the bombings have changed over time in Japanese public discourse by focusing on primary and secondary sources written by Japanese scientists, artists, and literary figures from 1945 to the present. The understanding of Japanese atomic bomb discourse will be deepened by also pursuing the changing historical memory of the atomic bombings in the United States, since the national narratives of the atomic bombing in the US and Japan are deeply intertwined. This course will engage students in the study of the diverse perspectives within Japan regarding the atomic bombing. Students' work will be evaluated through in-class participation, in-class quizzes, presentations and a variety of written assignments. This course is Writing Intensive and may be taken for a C credit.

Required Reading Materials

All books listed below can be found at the University Bookstore. All other readings listed on the syllabus can be found on Moodle or will be provided as handouts.

Nakazawa Keiji, *Barefoot Gen*, Vol. 1, Last Gasp
Walker, Samuel, *Prompt and Utter Destruction*, University of North Carolina Press
Sontag, Susan, *Regarding the Pain of Others*,

Course Objectives

1) Developing specific skills, competencies, and points of view needed by professionals in the field of history

- Understand the fundamentals of source analysis
- Understand the fundamentals of historiography and the practice of history

Primary coursework that advances this objective: Lectures, in-class discussion/participation, Moodle responses, midterm exam

2) Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view put forth regarding the atomic bombings

- Gain strong analytical skills (the ability to read in a way that allows you to examine the central themes, meanings, and arguments of a text) through reading primary and secondary sources.
- Learn to understand and speak from the position of the author/s of a primary or secondary source *before* applying critical analysis.

Primary coursework that advances this objective: In-class discussion/ participation, in-class group work, Moodle responses, Final Project

3) Developing skill in expressing yourself orally or in writing

- Take verbal risks in an unfamiliar environment by asking questions and responding to questions from peers and instructor.
- Express your knowledge of readings clearly and effectively in structured written work and oral communication.

Primary coursework that advances this objective: In-class participation, in-class group work, Moodle responses, Final Project

4) Acquiring skills in working with others as a member of a team

- **Develop professionalism in working with others:**
 1. Work with individuals who you may not know or may be outside of your social network in order to successfully complete a goal (your final project).
 2. Work with others who have different abilities and interests in order to successfully complete a common goal (your final project).
- **Develop and apply professional levels of commitment and responsibility:**
 1. Show commitment to the team by responding promptly to all team communications, and by arriving on time for team meetings.
 2. Complete all designated team tasks, and be prepared to actively participate in team meetings.
 3. Be fully prepared for final presentation in order to ensure the success of your team's project.
- **Develop professional oral presentation skills:**
 1. Visit the oral communication center in order to learn skills related to effective group oral presentation.
 2. Work to overcome issues of nervousness, shyness, anxiety regarding presenting in front of others to the best of your ability.

Primary coursework that advances this objective: Final Project

Student Assessment

Active Participation:	20%
Wright Patterson Museum Trip	Required for participation grade
Moodle Responses	20%
Presentation 1	20%
Presentation 2	20%
Midterm Exam	20%
	100%

Grade Scale

98-100%=A+	77-79%=C+
94-97%=A	74-76%=C
90-93%=A-	70-73%=C-
88-89%=B+	67-69%=D+
84-87%=B	60-66%=D
80-83%=B-	59>=F

Student Assessment Breakdown

1) Active Participation (20%)

- Participation means fully engaged listening, note taking during lectures and interacting with your professor and your peers during class time regarding lectures/in-class materials. I will call on you during lectures and discussion so be ready.
- I will assess your participation after each class according to (+), (√), (-) system.

More specifically you should consider these participation guidelines.

- Take notes in class and on readings
- Participate substantially: Raise questions about the lectures or readings, respond to comments of peers, provide information from assigned readings that contributes to class discussion, respond directly to peers and their contributions, answer questions of the instructor)
- Actively and cheerfully participate in small group activities with a willingness to foster a positive educational environment for oneself and others in the class
- Be alert and attentive in class. I will embarrass you if you text during class or fall asleep.

Classroom behavior or actions that will lower one's participation grade significantly would be a demonstration of a poor attitude (refusing to participate in group discussions; verbal or physical intimidation toward members of the class, including the instructor; refusing to foster a positive environment for others to excel in the class discussions/work; sleeping in class; tardiness; poor attitude; disruptive behavior that affects the instructor, peers or both groups).

I know that participation may be a challenge for those who are not comfortable in a new group setting. If you are uncomfortable with my active participation guidelines, I invite you to come by my office and talk with me so that I can determine how best to assess your participation. **This must be a conversation that we have during the first week of class.**

2) Wright Patterson Museum Trip (required for participation grade)

- A ½ day group trip to the Wright Patterson Field Museum (with a one-to-two-page Moodle response) is required as part of this course. If you do not attend you will not receive a participation grade.
- The date for the trip will be scheduled during the first two weeks of the semester.

3) Moodle Responses (20%)

Objectives:

- To provide a starting point for in-class discussions
- To develop a consistent practice of reading assigned materials and expressing ideas about assigned materials in writing.
- To develop fundamental analytical reading skills that may be applied to any materials that you may read throughout your lifetime

How to complete a Moodle Response:

- 1) Each week I will upload questions to Moodle regarding the following week's readings. You must upload your response to those questions to Moodle by the date/time indicated on the syllabus.
- 2) Your Moodle response should be one paragraph long for **each** question. For example, if there are three Moodle questions for the week, you will write three paragraphs, one for each question.
- 3) Each paragraph should be properly composed with a topic sentence, and a fully developed paragraph discussion that supports the topic sentence.

Paragraphs must utilize proper grammar and be free of spelling and typographical errors. If I notice that you have difficulty with these areas I will request that you visit the Writing Center.

Moodle Response Assessment:

- 1) Moodle Responses will be evaluated according to the following criteria:
 - The response answers each question or questions posted on Moodle.
 - The response shows that you have read the material analytically (i.e., worked to understand underlying themes, meaning, and argument).
 - The response is a properly developed paragraph, free of grammatical, spelling, and typographical errors
- 2) Moodle responses that fulfill all of these criteria will be given (10) points (full credit). Moodle responses that fail to fulfill one of these criteria will be given (9) points. Moodle responses that fail to fulfill two of these criteria will be given an (8). Moodle responses that fail to fulfill all three of these criteria will be given a zero.
- 3) If you complete *all* required Moodle responses with a score of (9) or higher, 2% extra-credit will be added to your final grade.
- 4) *****Note:** Late Moodle Responses ***are not*** accepted for any reason; however, you will be given a free pass (no penalty to your grade) for (2) missed Moodle Responses during the semester. Any subsequent missed Moodle Responses will be given zero credit.

4) Presentations 1 and 2 (20% each):

- 1) Presentations 1 and 2 will be a team-oriented projects based upon course readings.
- 2) The class will be divided into roughly three to four teams who will complete an assigned project related to the above readings and present the results of the project to their classmates during the last three class sessions of the semester.
- 3) For both presentations, team members will be required to meet outside of class two times and to attend the Oral Communication center once. Team members will also meet with me once during class regarding the progress on their project.
- 4) Specific guidelines regarding the nature of each project will be provided approximately midway through the semester.

5) Midterm Exam (20%)

The date of the midterm exam is noted on the course syllabus. This exam will be primarily in essay format and will ask you to discuss the fundamentals of historiography based upon the lectures and readings. We will discuss how to write essay exams in class prior to the exams and there will be opportunities in class to ask questions about exam materials.

Classroom Administration

1) Attendance Policy

Absences

You are allowed (3) total absences during the semester *for any reason* (including illness, emergencies, personal reasons, extra-curricular activities such as athletics, theater, clubs, etc.). For each subsequent absence, your grade for the course will be lowered 3% (For example, if your grade at the end of the semester is 87% or a B+, and you miss four classes, your final grade will be 84% or a B. If your grade at the end of the semester is an 84% (B) and you miss six classes, your final grade will be a 75% or C). *If you are absent eight times or more **for any reason** you will receive an F for the course. There are no petitions and no exceptions to this rule.*

Tardiness

Important class information is given at the beginning of class so it's important that you are on time. Your grade for the course will be lowered 1% each time you are late.

In the event you are absent:

- Please **do not** send me an email notification for ordinary absences. (See the above policy.)
 - ***Exception: In the case of an emergency such as a death in the family, a critical accident, or a major extended illness, contact me as soon as you are able.
- You **do** need to contact a classmate regarding announcements and lecture notes.
- Once you have contacted a classmate and reviewed the lecture notes, feel free to stop by my office (preferably during office hours) to discuss any questions you have about the lecture or readings.

2) Reading Material Policy

You must bring all reading materials for the week with you to each class. Failure to have reading materials in hand on the day that we discuss them **will result in (1) absence.**

3) Academic Honesty

You are expected to uphold the standards of Wittenberg's Code of Academic Integrity and will be subject to action by the Honor Council should you fail to do so. At its most basic level, academic honesty means that you will not turn in someone else's writing as your own, quote from a source without acknowledging it, or provide a classmate with inappropriate help during or outside of class time. Sanctions for violating these rules range from receiving no credit for a particular assignment to failing the course for a significant act of academic dishonesty. If you are in doubt about any of these rules, please talk to me before submitting your work.

4) Classroom etiquette

This course is intended to provide a respectful, friendly atmosphere for learning. Don't disrupt this atmosphere by talking, whispering, passing notes, or text messaging during lectures, or by talking about matters unrelated to the readings during discussions. In such instances, out of respect for all of students in the course, I'll ask you to leave. In addition to the normal etiquette of respectful behavior, cellular phones and other electronic devices must be turned off.

With the exception of a documented disability, PCs ARE NOT ALLOWED for note-taking in this course.

5) Disabilities and Accommodations

Wittenberg University is committed to providing reasonable accommodations for eligible students with disabilities. In keeping with this policy, if you are eligible for course accommodation due to a disability, you need to provide me with your self-identification letter from the academic services office, 208 Recitation Hall, during the first two weeks of the semester so that we may discuss appropriate arrangements.

Course Schedule and Assigned Readings

(Syllabus is subject to change; all announcements regarding changes to the syllabus will be made in class. Please have your syllabus on hand to make notes when there are changes.)

Week 1 (1/12-14):

<u>Date</u>		<u>Assignments Due</u>
T (1/12)	INTRODUCTION	
TH (1/14)	NAKAZAWA KEIJI, <i>BAREFOOT GEN</i> , VOLUME 1	Moodle Response 1 NS #1

Unit I: Historiography I: The Methods and Crafts of the Historian

Week 2 (1/19-21):

<u>Date</u>		<u>Assignments Due</u>
T (1/19)	HOWELL AND PREVENIER, 1-17	NS#2
TH (1/21)	HOWELL AND PREVENIER, 17-27, 64-68	Moodle Response 2

Week 3 (1/26-28):

<u>Date</u>		<u>Assignments Due</u>
T (1/26)	Faculty Retreat. No Class.	NS #3
TH (1/28)	WILSON, CHAPTER 1, 1-17	Moodle Response 3 NS #4

Week 4 (2/2-4):

<u>Date</u>		<u>Assignments Due</u>
T (2/2)	WILSON CHAPTER 2, 17-27	
TH (2/4)	GROUP MEETINGS "THE LEGEND OF BOBBY DUNBAR"	Moodle Response 4 NS #5

Unit II: Historiography II: Historical Interpretation and Reconstructing the Past

Week 5 (2/9-11):

Date

T (2/9) PRESENTATIONS
TH (2/11) P.M.S. BLACKETT, "THE DECISION TO USE THE BOMBS"/NEWMAN, CHAPTER 4, "BLACKETT'S ATTACK"

Assignments Due

**Presentation 1 due
Moodle Response 5**

Week 6 (2/16-18):

Date

T (2/16) STIMSON, THE DECISION TO USE THE BOMB
TH (2/18) BARTON BERNSTEIN, SEIZING THE CONTESTED TERRAIN OF EARLY NUCLEAR HISTORY;

Assignments Due

Moodle Response 6

Week 7 (2/23-25):

Date

T (2/23) *PROMPT AND UTTER DESTRUCTION*
TH (2/25) *PROMPT AND UTTER DESTRUCTION*

Assignments Due

Moodle Response 7

Week 8 (3/2-4):

Date

T (3/2) **Exam Q&A**
TH (3/4) **Midterm Exam**

Assignments Due

Week 9 (3/8-12): Spring Break!

Unit III: The Power of the Image Within Historiography and Social Memory

Week 10 (3/16-18):

Date

T (3/16) "KNOW YOUR ENEMY JAPAN"
TH (3/18) DOWER, "KNOW YOUR ENEMY"

Assignments Due

Moodle Response 8

Week 11 (3/23-25):

Date

T (3/23)

TH (3/25) "WHITE LIGHT BLACK RAIN"

Assignments Due

Moodle Response 9

Week 12 (3/30-4/1):

Date

T (3/30) SONTAG, *REGARDING THE PAIN OF OTHERS*

TH (4/1) SONTAG, *REGARDING THE PAIN OF OTHERS*

Assignments Due

Moodle Response 10

Week 13 (4/6-8):

Date

T (4/6) SONTAG, *REGARDING THE PAIN OF OTHERS*

TH (4/8) SONTAG, *REGARDING THE PAIN OF OTHERS*

Assignments Due

Moodle Response 11

Unit IV: Historiography vs. Social Memory: The Enola Gay Controversy

Week 14 (4/13-15):

Date

T (4/13) CONFERENCE MEETINGS

TH (4/15) *READINGS FROM HIROSHIMA'S SHADOW*

Assignments Due

Moodle Response 12

Week 15 (4/20-22):

Date

T (4/20) *READINGS FROM HIROSHIMA'S SHADOW*

TH (4/22) *READINGS FROM HIROSHIMA'S SHADOW*/ Evaluations

Assignments Due

Moodle Response 13

Week 16 (4/27-29):

Date

T (4/27) Rumi Hanagaki visit (**Classroom Change: Hollenbeck 131!!!**)

TH (4/29) Class Presentations (2) (Groups 3, 1)

Assignments Due

Week 17 (5/4):

Date

T (5/4) Class Presentations (2) (Groups 4,2)

Assignments Due

