

HIST355 Hiroshima: History and Memory

Spring 2014 MW1:00-2:40
Jones Hall 102

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Course Description

This course will provide students with a deeper understanding of the atomic bombings of Japan at the end of WWII, focusing especially on the Japanese perspective. We will look at the growing problems between Japan and the US leading up to the war; the scientific development of the atomic bomb, and its eventual deployment. In addition, we will look at how the bombings of Hiroshima and Nagasaki influenced later history. Finally, we will investigate different forms of culture to see how the Hiroshima experience is remembered.

Course Goals/Objectives and Ribbons of Excellence Goals

Course Goal/Objective	Ribbon Supported	Applied and Assessed Through
A basic understanding of important events related to the atomic bombings of Japan and their chronology.	Caring for humanity and the world Learning throughout a lifetime	Exam Homeworks Class Participation Mock Trial
Investigate how different academic disciplines (history, sociology, psychology, literature, political science) have studied the bombings	Crossing boundaries and disciplines Thinking critically	Homeworks Class participation
Develop an understanding of important trends in modern Japanese history.	Learning throughout a lifetime	Exams Homeworks Class Participation
Sharpen analytical skills.	Thinking critically	Research Paper Reading Reflection Homeworks Historiographic Paper Museum Assignment
Improvement in the ability to analyze primary sources (especially cultural material such as novels, poems, and movies) to gain historical understanding.	Thinking critically	Homeworks Museum Assignment Research Paper
Improve writing and other communication skills.	Developing creativity Learning throughout a lifetime	Research Paper Historiographic Paper Reading Reflection
Use of historical facts to discuss issues of morality and contemporary world issues.	Caring for humanity and the world	Mock Trial Homeworks Class Participation Museum Assignment

These course goals are shaped by Learning Objectives determined by the history department. See the **Appendix 1** for an explanation of how departmental goals and the Ribbons of Excellence are related in intent.

Designations

This course is designated as “Non-Western”. As a non-western course, students will learn about the values, politics, and culture of a non-European society (Japan).

Prerequisites

HIST295 or Instructor Permission

Course Requirements

Class Participation (20%)

Participating in discussions is an essential component of this course. Participation includes responding to other students and to me with intelligent comments and raising interesting questions. Students will be assessed on how actively and consistently they participate. Do not blow this off—I will give you a zero if you do not participate!.

Attendance

Students are allowed 2 absences (excused or unexcused, it doesn't matter). Each absence beyond 2 will result in a reduction of 1.5% off your final grade

Homework (20%)

Reading must be done before the class for which it is assigned. If you haven't done the reading, you won't be able to effectively participate in the discussion. Students will regularly be asked to reflect on their reading in short homework assignments. This will be a significant portion of your final grade.

Exam (10%)

Students will take an exam which covers the Pacific theater in WWII and the causes of friction between Japan and the United States. The exam will include identifications and an essay.

***Hibakusha* Reflection (5%)**

You will write a 3-4 page paper on your reaction to the book *Hibakusha*.

Mock Trial (10%)

You will participate in a mock trial that seeks to come to a conclusion about Truman's decision to drop the atomic bombs. This will be a simulation activity, and all students will be assigned roles to play.

Historiographic Paper (10%)

You will write a 3-4 page paper on the differing opinions of experts on the decision to drop the a-bomb on Japan. Instructor will provide materials for this assignment.

Research Paper (15%)

Students will write a short research paper (6-8 pages) on an issue of interest related to atomic bombs. The research paper will then be used to create a plan for a museum exhibition.

Museum Project (10%)

As your final assignment you will design a museum exhibit that expresses the thesis of your research paper.

Other Items

Course PowerPoints

As much as possible, PowerPoint presentations will be available on Blackboard. The purpose of this is to allow students to come to class with a rough outline of the issues to be discussed in class. Copying the PowerPoint will not substitute for taking actual notes in class, and relying exclusively on the PowerPoints will certainly lead to poor grades on the exams. Disclaimer: PowerPoints will not always be followed exactly.

BlackBoard

All assignments and much of the readings for this course will be made available on BlackBoard. If any student is unfamiliar with BlackBoard and needs help navigate the course within BlackBoard, s(he) should talk to the instructor immediately.

Academic Honesty and Dishonesty

You are expected to conduct yourself with integrity in this class. That means that cheating and plagiarism will not be tolerated. Plagiarism is the borrowing of ideas or writing of another without proper citations, and it applies to information that you find on websites or get from friends as well. Violating these policies will result in an F for the assignment and may result in an F for the course. You will sign a non-cheating statement for this class, which I will keep on file.

Technology and Student Responsibility—Blackboard, Emails, Printers, and Cell Phones

I expect students to behave **RESPONSIBLY** with technology in this course. You are all adults, and should conduct yourself that way.

Blackboard readings You will receive many reading assignments through Blackboard. The pdf's are sometimes large, and this can occasionally cause problems when retrieving them. Therefore, you should get your reading assignments from Blackboard well ahead of time. Inability to open a pdf is not a valid excuse for coming to class unprepared!

Emailed assignments Unless otherwise specified, all assignments should be turned in as hard copies and on time. If you email me an assignment and I don't receive it or can't open it—too bad for you! Your email

problems are not my responsibility.

Printers Your printer problems are not my problem. Assignments turned in late will be counted as late, even if the printer in the computer lab wasn't working or you ran out of ink.

Cell phones Cell phones are fun and useful, and completely inappropriate to use in class. For each time I catch you looking at your cell phone during a regular class periods, I will remove 1% off of your final grade. You will not be notified every time I catch you. So just because I don't say anything to you when you're doing it, doesn't mean you aren't losing the points. If I catch you looking at your cell phone during a quiz or exam, you will receive a 0 on that quiz or exam.

Disability Statement

If you have a documented disability, accommodations can be made to class assignments. Please speak to me and to the staff in the Academic Services.

Instructor Responsibilities

The instructor will provide an encouraging environment in which to learn. Any student who feels confused, uncomfortable, or unsafe in the classroom should bring it to the instructor's attention. The instructor will work to remedy the situation as expeditiously as possible.

The instructor will provide timely feedback on assignments. Students should feel comfortable inquiring about their performance and standing in the class at any time.

The instructor will be available to students. Please feel free to come to office hours or make arrangements to meet and discuss issues related to the course.

Required Readings

Hiroshima in History and Memory (HHM) by Michael Hogan, et al.

Trinity: A Graphic History of the First Atomic Bomb (T) by Jonathon Fetter-Vorm

Hibakusha: Survivors of Hiroshima and Nagasaki (HIB) edited by Gaynor Sekimori

Blackboard Readings (**BB**)

Class Schedule

Schedule is subject to change by instructor. Readings will be added at the instructor's discretion.

Date	Topic	Readings	Assignments
<u>WEEK 1</u> Demons on the Shores			
1/13	Japan and the West	BB "Double Bolted Land" from <i>American Nexus</i>	HW 1
<u>WEEK 2</u> Playing the West's Game			
1/20	Nationalism and Imperialism	BB "Thought Control and Indoctrination," "Imperialism" Folder	MLK Jr. Day—No Class (Mon) HW 2

		<u>WEEK 3</u> Holding their Noses and Taking the Plunge	
1/27	World War II	BB “The Pacific War”	HW 3
		<u>WEEK 4</u> The Biggest Collections of Eggheads Ever	
2/3	The Science	T 2-52	Exam (Mon) HW 4
		<u>WEEK 5</u> “I am become Death, the Destroyer of Worlds”	
2/10	The Manhattan Project	T entire book BB “Manhattan Project Primary Sources”	HW 5
		<u>WEEK 6</u> Permanent Shadows	
2/17	Ground Zero	HHM “Understanding the Atomic Bomb and the Japanese Surrender,” “Hiroshima in History and Memory” BB TBA	Mock Trial Roles Assigned HW 6
		<u>WEEK 7</u> Pika-don! Flash-bang!	
2/24	Survivors	HIB Ten Chapters	Reflection Paper Due (Mon) HW 7
		<u>WEEK 8</u>	
3/3		Spring Break	
		<u>WEEK 9</u> The Historical “Truth”? Soviets, Race, Technology	
3/10	Historians	HHM “The Decision to Use the Bomb”	HW 8 & 9
		<u>WEEK 10</u> Japan’s “Atomic Sunshine”	
3/17	Reaction, Response, and Politics	HHM “The Quest for a Peace Culture”	Historiographic Paper Draft (Mon) HW 10
		<u>WEEK 11</u> Judging the Bombs	
3/24	Is Truman a war criminal?		Mock Trial (Wed)
		<u>WEEK 12</u> Black Rain: Guilt, Victimhood, Nationalism, and Peace	

3/31	Cultural Legacy of the Bombings	BB “Hiroshima and <i>Yuiitsu no hibakukoku</i> ” (Orr), “Hiroshima” (Buruma), excerpts from Lifton	Historiographic Paper Due (Mon) HW 11
<u>WEEK 13</u> Atomic Breath and Spider Bites: Power and Destruction Imagined			
4/7	Culture and Memory	BB “The Bombed: Hiroshimas and Nagasakis in Japanese Memory,” “Making Things Visible,” “Autobiography of Gen” (Nakazawa)	HW 12 & 13
<u>WEEK 14</u> The Enola Gay Flies Alone			
4/14	Memorials and Museums	HHM “The Enola Gay Controversy” BB “Enola Gay” Script, “Korean War Memorial”	Research Paper Due (Wed) HW 14
<u>WEEK 15</u>			
4/21	Museum Presentations	No reading	Presentations
<u>WEEK 16</u>			
4/28			No Exam

Explanation of Grading with Rubrics

1. Class Participation (20%)

Description	Possible Percentage Points
Provides interesting, creative, and thoughtful contribution frequently during every class.	18-20
Provides interesting, creative, and thoughtful contributions most Classes	17
Provides contributions a few times each week.	16
Rarely contributes, but usually seems interested and pays attention.	14-15
Contributes once in a blue moon.	13

Never participates and rarely engages in class.	12
Never participates or engages in class.	0-11

2. Homework (20%).

Each homework will be assessed using the rubric below. At the end of the semester homework points will be converted to a percentage towards the final grade out of a possible 20%.

Rubric for Each Homework

Description	Assessment	Possible Points
Homework meets all expectations, which include: Typed. Written in the acceptable format (ie., as an essay) with good grammar and spelling. Thoughtfully answer all questions asked. Incorporates details from readings or research effectively and thoroughly. Displays a strong understanding of the readings or research done.	Well done	4
Homework meets only 3-4 of the expectations listed above. Or homework meets all 5, but not all are met strongly.	Satisfactory	3
Homework meets 2 or less of the expectations listed above. Or does a poor job in most categories, though there is indication that some reading was done.	Poor	2
Homework seems to be mostly guesswork with little indication that the readings/research has been completed.	Unsatisfactory	1
Homework not turned in.	Missing	0

3. Exam (10%)

The exam will consist of two parts. The first part will include five terms (5 points each) which must be identified by the student. The student must explain what the term refers to, when it was of importance, who was involved, and why the term is of significance to modern history and to this course. The second portion of the test will be an essay (25 points). Essays must answer the question with a clear thesis and include specific evidence (examples, support, etc.) from the readings and class lectures/discussions to support the thesis. All essays must have an introduction and conclusion.

Identifications (5 points each)

Description	Possible Points
Explains the term.	2
Explains the significance of the term to history and to the class.	2
If appropriate explains when the term took place or who was involved in the term.	0.5
Displays a sound understanding of the term.	0.5
Possible Total	5

Essay (25 points each)

4. Hibakusha Reflection (5%)

Students will read 10 chapters of their choosing from Hibakusha and write an essay reflecting on the following questions:

How did the atomic bombings impact survivors socially and psychologically?

Rubric

Category	2	0.5	0
<i>Thesis</i> Does your essay have a main argument?	Has an interesting point (argument).	Has a topic, but no point.	Lacking focus.
<i>Evidence</i> Does the essay refer to enough examples from the readings?	Refers to the experiences of at least 6 individuals from the book. Examples support the thesis.	References to 2-5 individuals from the book.	Refers to 1 or less individuals from the book.
<i>Organization</i> Is the essay structured well?		Organization is rational and helps build the argument.	
<i>Writing</i> Does the essay read well?		Effort put into making the writing interesting (ie., descriptive language and complex sentences), and few grammatical and spelling errors.	Many grammatical and spelling errors and/or stylistically boring.

5. Mock Trial (10%)

Students will conduct a mock trial of President Harry S Truman for war crimes associated with the dropping of the atomic bombs. For this assignment each student will be assigned a different role. Two students will be made lawyers—one prosecuting, one defending—who will conduct the cases. All other students will be required to create a portfolio for their role before the trial, and may be called to the stand to testify. The instructor will act as judge. Rubrics will be supplied to students when they are assigned their roles.

6. Historiographic Paper (10%)

Students will be given two scholarly articles related to the history of the atomic bombings. They will then write short papers of 3-4 pages which evaluated and analyze the articles.

Criteria 210.50 Completeness

		Addresses both articles	Address 1 or less articles.		
Summary	Includes thorough, but concise summaries of the readings.	Includes summaries, but the summaries are incomplete, too long, or confused.		No summary.	
Thesis Identification		Identifies the articles' theses, and shows a sound understanding of those theses.	Tries to identify the theses, but doesn't seem to understand the theses well. Or only addresses the thesis for one article.	No attempt to identify theses.	
Analysis: Thesis	Critically discusses theses by considering their rationality and how well supported they are.	Attempts to analyze the theses, but incomplete.		No attempt to analyze the theses.	
Analysis: Support	Discusses the authors' support by considering whether the sources are appropriate; whether there are enough sources; and whether there are any holes in those sources.		Mentions the types of sources used, but offers little analysis of those sources.	Does not consider the sources.	
Analysis: Comparison		Offers an interesting and insightful comparison of the two articles.	Some effort at comparison made, but lacks insight.	No comparison attempted.	

Writing and Organization		Well-written and organized. Strong spelling and grammar. Easy to read	Some grammatical and spelling mistakes. Occasional awkward phrases. Some problems with transitions. Organization does not promote these.	Writing style and mistakes make it difficult to understand analysis. No organization	
Verdict			Provides a sensible assessment of the value of the articles to historical understanding.	No assessment of articles provided or makes little sense.	
					Total (10 poss)

7. Short Research Paper (15%)

Students will turn in a short research paper during the last week of the semester. The paper should be 6-8 pages, typed, double-spaced, and properly cited. Follow these guidelines:

Determining Your Topic and Sources

Pick a topic related to atomic bombs that interests you. Your topic may relate to Japan and the United States, but does not need to. Topic must be approved by the instructor.

Keep in mind that your paper will be the basis for a museum you will design. Therefore, think about how your topic might be reflected through the types of artifacts and other items one might find in a museum.

You must use at least 4 academic sources for your paper. Academic sources are typically written by scholars (ie., professors), and are published as articles in academic journals or as monographs (books) by respected publishing houses (often university presses). They follow the accepted rules of research for the academic field; cite their sources; are peer-reviewed by other scholars in the same field; and put through a rigorous editing process. This is why I insist that you use academic sources.

The instructor will give you a homework assignment aimed at developing a bibliography for your research paper. The assignment will have you located sources (both articles and books) in the Shipman library, from academic databases, and from other libraries.

Submit Inter-Library Loan (ILL) requests for sources not available at Shipman.

Doing Research

Read actively! Read your sources and take notes based on the topic you've chosen. Make sure that you indicate page numbers in your notes so that you will have an easier time making citations later. Some researchers use note cards for each bit of information that they pull from a book so that they can rearrange that information when they are organizing their paper.

Make note of any quotes from the reading that you find particularly interesting and might want to include in your paper.

Based on what you are learning in these books, begin to form a thesis.

The Thesis

The thesis is the argument (or point) that you want to make in your paper. It is not the same thing as a topic. For example, "Atomic Bomb Movies in Japan" is a topic. It indicates what the subject

of the research is about, but not what you want to say about that subject. “Atomic bomb movies in Japan expressed a mixture of guilt over Japan’s role in initiating WWII and victimhood as the only country to be atomic bombed as an act of war” is a thesis statement. It is making a claim about movies in postwar Japan. In order to prove that claim, the author will need to provide supporting evidence and a full (and nuanced) understanding of that evidence.

Writing the Paper

Once you have completed your research and determined a thesis that you believe you can provide reasonable evidence to support, you need to organize your paper. Organization is important. Even if you have a great thesis and fabulous information to support that thesis, a badly organized paper is difficult to read and that thesis can get lost. Make sure you have a strong beginning that introduces the topic (without going into too much detail) and lays out the thesis statement so that the reader knows where the paper is heading.

The following paragraphs should be organized around subpoints or subtopics that help explain the topic and support the thesis. Those paragraphs need topic sentences to indicate what they are about, along with evidence and analysis of that evidence.

And don’t forget a conclusion to tie everything up.

Polishing the Paper

Make sure you have used proper citations (Chicago-style) where appropriate in your paper. If in doubt, ask the instructor.

Reread your first draft and edit. Spelling and grammar are important.

Make sure to avoid awkward phrases. Make sure all your sentences make sense when read.

This is a formal paper—make sure it sounds formal and not like you’re talking to a buddy.

Remove colloquialisms and clichés.

Remove irrelevant information. You will learn a lot from your sources, but not all of it is important to your topic. Leave only what helps further your thesis.

Pay attention to style—is your paper fun and interesting to read, or have you written it in a very boring monotonous way?

Rubric

Criteria210.50Thesis

Has a thoughtful argument.	Has an argument.	Has a theme, but not thesis.	No thesis or theme.	
Sources	4 academic history sources used.	3 academic history sources used.	1-2 academic history source used.	No academic history sources used.
Support	Thoroughly brings in relevant information from the sources, without relying too heavily on just one source. Uses quotations to give weight to argument.	Brings in information from the sources, but misses some points of relevance. Uses quotes but not always successfully.	Uses sources somewhat, but not thorough enough. No real uses of quotations in any effective manner. Too many unsupported opinions	Doesn’t display an understanding of the sources. No use of quotes.

Citations		Sources are properly cited with footnotes or endnotes. Bibliography provided at end of paper.	Citations are not thoroughly done or are inaccurately done.	No citations or bibliography.	
Historical Consciousness	Shows a good understanding of historical context.	Generally understands the flow of history, but inconsistent.	Attempts to show historical context, but misunderstands much of that context.	Shows little to no understanding of the historical context.	
Rationality	.	Argument is rational. Makes sense.	Argument makes little sense.	No argument to judge.	
Organization	Organized in a way that strengthens the argument.	Has organization, but not the most effective.	Little organization.	All over the place.	
Grammar/ Spelling	Good.	Some mistakes.	Lots of mistakes.	Grammar and spelling are so bad that it gets in the way of understanding the points being made.	
Style		Fun to read.	Reads okay, but a little boring.	I want to gouge my eyes out	
				Total (poss 15)	

8. Museum Project (10%)

At the end of the semester, the class will be reading about controversies surrounding proposals for exhibitions and memorials related to WWII and the atomic bombings of Japan. The museum project will be your chance to design an exhibit that would teach people something you think is important about this topic. It will be based on your research paper, and parts of the research paper may become the text for your exhibit. The thesis of your research paper will help you determine the message of the exhibit. These are the essential elements of this project:

1. A 2-3 page write up which identifies your message, explains your reason for choosing that message; and offers a general description of the exhibit.
2. A layout for the exhibit. The layout should indicate where each item that you will use will be placed. Think about how the exhibit will be shaped for maximum effect. Your layout should also have a one-paragraph explanation for the design. For example, do you want a layout that makes the museum-goer walk through the development of the bomb

chronologically as it unfolds? Do you want a layout that suggests the make-up of the city of Hiroshima? Do you want the exhibit in the shape of a bomb? Etc. **Be creative!**

3. Copies of at least 10 items that you will use in the exhibit, along with captions for each item. Each caption should tell me why each item is being used to support your message. You may print out pictures from the internet for this, make copies from books, etc. If you want to borrow any of my books, come to my office. You must provide citations indicating where each item came from.

4. A presentation of no more than 10 minutes to be done during the last week of the semester. Presentations should be well-prepared and include visuals.

Rubric

Category 210.50 Museum Narrative

Message /Thesis	.	Exhibit's message is clear and interesting.	Exhibit has a topic, but no message.	Unclear.	
Explanation	All aspects of the exhibit are explained well: motivation for message, reason for layout, appropriateness of visuals.	Explanation makes sense, but not thorough enough. Not all components explained.	Little thought put into explanation.	Missing.	
Writing		Proper spelling and grammar. Reads well with descriptive language and complex sentences.	Some grammatical mistakes, or boring to read.	Difficult to read. Many grammatical mistakes.	
Layout	Creativity		Interesting layout with an imaginative concept that supports the point of the exhibit.	Layout provided, but not very imaginative.	No effort made.
	Polish		Looks nice. Effort spent in drafting the layout.	Sloppy.	No schematic included.
Visuals	Completeness	Includes 15 or more visuals.	Includes at least 10 visuals.	Includes 5-9 visuals.	Includes less than 5 visuals.
	Appropriateness		All items fit the message of the exhibit.	Some items do not make sense for this exhibit.	Items make no sense for the message of this exhibit.
	Captioning		All items have captions	Some items have captions.	No captions provided.
	Citations		Sources of all items are made clear.	Sources for some items are not made clear.	No sources made clear.

Appendix 1: Departmental Objectives and ROE

Objectives and Goals for HIST 239

Departmental Learning Outcomes		Explanation			Ribbons of Excellence	
Constructing Persuasive Arguments	Thesis-driven essay assignments and presentations, supported by appropriate evidence.		X		X	X
Expressing Ideas Effectively	Emphasis on multiple drafts, rhetorical precision, and coherence of argument. Discussion-driven classes.		X		X	X
Formulating Analytical Questions	Open-ended research assignments. Responsibility for leading class discussions. Formulation of thesis statements. Assessment of primary and secondary historical evidence.		X		X	X
Considering Various Perspectives	Comparative analysis of primary and secondary sources. Inclusion of categories of race, class, and gender whenever appropriate.	X	X	X		

Understanding Important Historical Trends and Their Relationship to Modern Society	Assignments and discussions that link past and present.	X	X			X
Obtaining Knowledge of Local, regional, and global cultural systems	Art history periods are paired with case studies to connect international trends with local iterations.	X	X	X		X
Developing Visual Literacy	Study of art and visual culture in order to recognize iconographies and visual grammars that reoccur across materials, cultures, and time.		X	X	X	X

Caring For Humanity Thinking Critically Crossing Boundaries and Disciplines Developing Creativity Learning Throughout a Lifetime

Appendix 2: Adrian College History Department Academic Honesty Contract

I. Plagiarism

Plagiarism is the theft of another person's words or ideas.

You are plagiarizing if you take ideas, sentences, research, or phrases from a book, internet website, friend, classmate, or another source and then insert them into your paper without citation.

You are also plagiarizing if you use more than two consecutive words from a source and insert them into your paper without putting quotation marks around them in addition to citing them. It is also plagiarism if you paraphrase a source and do not provide a citation.

II. Academic Dishonesty and Cheating

Submitting the same paper for two different classes without clearing it with both professors is academic dishonesty.

Submitting a paper that you did not write yourself is academic dishonesty.

Unless the assignment is specified as a group project, collaborating with friends and classmates is academic dishonesty. If you have any questions about this, ask your professor.

III. Consequences

If you plagiarize or commit academic dishonesty, you will receive a zero for the assignment and possibly fail the class. Your professor will also take official disciplinary action by filing reports with the Deans for Student Affairs and Academic Affairs.

I understand plagiarism and academic dishonesty and the consequences of engaging in them.

Your signature

date

Your name (please print)