



**HIS 199, Hiroshima: Japan's Nemesis and the world's bomb,  
Department of History, Fall 2018**

**I. COURSE INFORMATION**

---

Instructor:	Dr. Fintan Hoey
Instructor's	fhoey@fus.edu
Email Office	Tuesdays and Fridays, 1600-1700 (other times
Hours:	by appointment)
Class location	LAC 6
Class meeting times	Tuesdays and Fridays, 1300-1415

**II. COURSE DESCRIPTION**

On the morning of 6 August 1945 an entire city was almost entirely destroyed by an attack from a single plane.

How humanity reached such a point of destruction and the ways people have dealt with this tragedy ever since are the focus of this course. Topics to be explored include Japan's rapid modernization from the nineteenth century and its twentieth century military culture, scientific advances, the difficult decisions of wartime, popular memory and commemoration, Japan's enduring 'nuclear allergy' and its effects on politics and popular culture, the prospect of imminent destruction throughout the Cold War and the continuing diplomatic standoffs regarding the proliferation of nuclear weapons.

The course makes use of a variety of sources including texts, original documents, manga, films (including Japanese anime) and other media.

### III. RATIONALE

---

Every FYS serves as a gateway to learning at university level. This particular FYS also counts towards the Major / Combined Major / Minor in History.

### IV. COURSE GOALS

---

In addition to preparing students for academic success in any course of study this particular First Year Seminar will give students an introduction to the study and uses of history, particularly the problems and challenges of evaluating sources and how commemoration is used. It also serves as a broad introduction to twentieth century international history with a particular emphasis on nuclear history.

### V. SPECIFIC LEARNING OUTCOMES

---

The First Year Seminar prepares you for academic success. To that end, the goals of this course, and of all First Year Seminars at Franklin, have the following learning outcomes:

- to develop critical thinking and analytical skills;
- to practice synthesizing information from classroom discussions and reading;
- to present this information in a variety of formats, including class discussion, oral presentation, and in short essays and homework assignments;
- to introduce students to the library and the Writing and Learning Center;
- to learn study and research skills that will carry through to other classes and other semesters

### VI. REQUIRED TEXTS AND MATERIALS

---

Please list which books are required, which optional, enrollment key for MOODLE, etc.

Hersey, John. *Hiroshima*. New York: Vintage, 1973.

Nakazawa, Keiji. *Barefoot Gen: A Cartoon Story of Hiroshima*. Translated by Project Gen. Vol. 1. San Francisco: Last Gasp, 2004.

Nakazawa, Keiji. *Barefoot Gen: A Cartoon Story of Hiroshima*. Translated by Project Gen. Vol. 2. San Francisco: Last Gasp, 2004.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses and Dissertations: Chicago Style for Students and Researchers*. 8<sup>th</sup> Edition. Chicago: University of Chicago Press, 2013

---

## VII. ASSESSMENT OVERVIEW

Assignment	Date Due	Midterm Weight	Final Weight
Participation	n/a	33 $\frac{1}{3}$ %	15
Rapid Responses	(see Course Calendar)	(4 @ 16 $\frac{2}{3}$ %) 66 $\frac{2}{3}$ %	(4 @ 5%) 20%
Library assignment	9 November	n/a	10 %
Essay - First Draft	21 November	n/a	20%
Essay - Final Draft	7 December	n/a	25%
Showcase project	7 December	n/a	10%

---

## VIII. ASSESSMENT DETAILS

The written assignments in this course are distinct but linked by building towards your final essay. This should be on a topic generally related to the themes of the course (i.e. modern Japanese history, the Cold War, commemoration, artistic responses to tragedy etc.) and your **research question** must be approved by me. Reading with an open and inquisitive mind and by keeping an eye out for inconsistencies or the unexplained is the best way to come up with a **research topic** and a **research question**.

Rapid Responses are designed to help you develop your **reading** and **writing** skills to an academic level. You're expected to write a response to a particular class reading (see course calendar) where you distil the author's main **argument**.

The Library Assignment is intended to help you get used to navigating our library's many resources and also to start tracking down sources for your paper.

You will then write a **first draft** of your essay and should then re-draft this on foot of my comments, suggestions and corrections and submit a **final draft**.

Further information on the written assignments will be given in-class.

Lastly you will be expected to participate in the FYS showcase at the end of the semester. You should think of the best way to show the campus community what you have learned and experienced in this class. Your Academic Mentor will take the lead in coordinating this....which leads on nicely to:

---

## IX. ACADEMIC MENTOR

First-Year Seminar students benefit from the experience and guidance of an Academic Mentor (AM). Students should not hesitate to contact their mentor for academic advice of any kind.

Remember though that the AM is there to help and guide you, not to do your work for you. Your AM is **James Fahey**, [james.fahey@student.fus.edu](mailto:james.fahey@student.fus.edu)

## **X. GRADING POLICIES AND EXPECTATIONS**

The following letter grades will be used for all assessments which correspond to the following grade points and percentages.

A	4.0	94	Excellent
A-	3.7	90	
B+	3.3	88	Good
B	3.0	84	
B-	2.7	80	
C+	2.3	78	Satisfactory
C	2.0	74	
C-	1.7	70	
D+	1.3	68	Unsatisfactory
D	1.0	64	
D-	0.7	60	
F	0	N/A	Failure

### Grade Descriptions

'A' grade material will demonstrate a comprehensive, highly-structured, focused and concise response to the task. It will consistently demonstrate an extensive and detailed knowledge of the subject matter and its context, be based on extensive background reading and display a highly-developed ability to apply this knowledge to the task set. It should be based on critical insight and be written in an original, creative, and logical way, amply supported by evidence, citation or quotation; and be clear, fluent, and in an excellent presentation (spelling, grammar etc.).

'B' grade material will demonstrate a competent and well-organized response to the task, demonstrating a broad knowledge of the subject matter as well as a reasonable familiarity with the relevant background literature and its framework. It should also demonstrate a well-developed capacity to analyze issues, organize material, present arguments clearly and cogently well supported by evidence, citation or quotation. It should be written in a clear and fluent style.

'C' grade material will be an acceptable response to the task showing a basic grasp of the subject matter and some familiarity with the relevant literature and context but somewhat lacking in focus and structure. Some effort to apply knowledge to the task, but only limited development of an argument and limited originality, with only some evidence, citation or quotation. Satisfactory presentation with an acceptable level of minor presentation errors.

'D' grade material will be a somewhat adequate but unsatisfactory answer which shows a weak to fair understanding of the main issues, makes arguments that are weak and has a low level of written expression, and poor use of citations and / or incorrect use of the citation style.

An 'F' will be given to work which is unacceptable; which fails to address the question resulting in a largely irrelevant answer or material of marginal relevance predominating; has no developed or structured argument, no use of evidence or citation (and/or incorrect use of the correct citation style) and includes serious omissions / errors and/or major inaccuracies; has unacceptable levels of presentation (grammar, spelling etc.).

## **XI. HOW TO DO WELL IN THIS COURSE (POLICIES / REQUIREMENTS)**

---

There's no magic formula. It's relatively straightforward:

Come to class. Pay attention. Do the assignments. Get them in on time. Get help or advice from the AM or the instructor if needed.

Attendance is obligatory. More than two absences will result in a lowering of the final course grade by 5%. Five absences will result in a student being reported to the Registrar and the Dean of Academic Affairs. Late arrivals may be recorded as absences.

A late assignment will be penalised 10% per working day late.

No assignments will be accepted seven days after the deadline and these will receive an F.

Rapid Responses are due **before** the relevant class. All other assignments are due by 2355 on the due date. All papers/written assignments need to be typed and submitted to Moodle. The instructor reserves the right to alter any grade following an interview with the student.

Do not use your cell phone in class, even for taking notes. Laptops / tablet computers may only be used for note taking, though that's a terrible idea. Ask the instructor's permission before leaving class during the class period.

## **XII. ACADEMIC INTEGRITY: STATEMENT ON CHEATING AND PLAGIARISM**

---

A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied.

See the Academic Catalog for full statement (page 199):

[https://www.fus.edu/images/pdf/FUS\\_ACADEMIC\\_CATALOG\\_2018\\_2020\\_web.pdf](https://www.fus.edu/images/pdf/FUS_ACADEMIC_CATALOG_2018_2020_web.pdf)

### XIII. TUTTE LE STRADE

---

According to the Italian proverb, *tutte le strade portano a Roma*, all roads lead to Rome. Franklin's 'tutte le strade' program is designed to lead to success in living on campus, in Lugano and the surrounding region.

You must participate in at least **four** of these events. Two mandatory events are Convocation and one of the Alcohol

Knowledge and Awareness sessions (highlighted below). You should choose another two from the list below.

Participation in these co-curricular events is essential for completing the FYS. Record your participation by checking into the event on the class's facebook page. You should also post a short report (c. 200 words) and/or a photo if possible.

Description	Date and Time	Location
Convocation	Tuesday 28 Aug. 1900	Auditorium
Alcohol Knowledge and Awareness	Thursday 30 Aug. 1000	Auditorium
Bellinzona Castles	Saturday, 1 Sep, TBD	Meet at Airone
Alcohol Knowledge and Awareness	Monday 3 Sep. 1730	Auditorium
Alcohol Knowledge and Awareness	Tuesday 4 Sep. 1400	Auditorium
More Than Just Mountains and Cheese	Thursday 6 Sep. 1900	Falcon's Nest
Italian Crash Course	Tuesday 11 Sep. TBD	Falcon's Nest
Guest Lecture by Jean-Patrick Villeneuve	Wednesday 19 Sep. 1800	Auditorium
WLC Workshop	Wednesday 26 Sep. 1200-1245	WLC
Chiesa degli Angioli (augmented reality tour)	Wednesday 10 Oct. 1600	Chiesa degli Angioli

**XIV. COURSE SCHEDULE**

Date	Topic	Reading	Assignment
Thursday 23 Aug	First Meeting		
Friday 24 Aug	Advising sessions		
Tuesday 28 Aug	Setting the scene: The Meiji Restoration		
Friday 31 Aug	What is research?	Read chapters one and two of Turabian	
Tuesday 4 Sep	Citations: Why they are so important, or, The easiest way to get marks	Read chapter 15 of Turabian.	
Friday 7 Sep	Japan's Empire	Chapter three of Pyle, Kenneth B. <i>Japan Rising. The Resurgence of Japanese Power and Purpose</i> . New York: Public Affairs, 2007. (Moodle)	<b>RR 1</b> Summarise the main points Pyle makes. What is Pyle's central <i>thesis</i> or <i>argument</i> ? Is it persuasive?
Tuesday 11 Sep	The Road to Pearl Harbor	Chapter five of Pyle. <i>Japan Rising</i> (Moodle)	
Friday 14 Sep	How and why the bomb was developed	Read chapter one of Martin Sherwin. <i>A World Destroyed: Hiroshima and its Legacies</i> . 3 <sup>rd</sup> Edition. Stanford: Stanford University Press, 2003. (Moodle)	
Tuesday 18 Sep	Why was the bomb dropped and was it needed?	Asada, Sadao. 'The Shock of the Atomic Bomb and Japan's Decision to Surrender: A Reconsideration.' & chapter five of Hasegawa, Tsuyoshi. <i>Racing the Enemy: Truman, Stalin and the Surrender of Japan</i> . Cambridge MA: Harvard University Press, 2005. (Moodle)	<b>RR 2 Due</b> Summarise the main points each historian makes. What conclusions do they draw? How do they differ? Who is more persuasive and why?

Date	Topic	Reading	Assignment
Friday 21 Sep	Library Visit		<b>Meet at the Grace Library on the Kaletsch Campus</b>
Tuesday 25 Sep	Responses to the Bomb 1	Stimson, Henry Lewis. 'The Decision to use the Atomic Bomb.' <i>Harpers</i> (February 1947) (Moodle)	
Friday 28 Sep	Responses to the Bomb 2	Chapters one and two of Hersey and all of <i>Barefoot Gen</i> volumes 1 and 2	<b>Rapid Response 3</b> Compare and contrast the different ways <i>hibakusha</i> (A-bomb survivors') stories are told. Which style is more effective and why?
Tuesday 2 Oct	The Occupation of Japan	Chapter one of Schaller, Michael. <i>Altered States: The U.S. and Japan since the Occupation</i> . New York: Oxford University Press, 1997. (Moodle)	
Friday 5 Oct	Responses to the Bomb 3	<i>Barefoot Gen</i> film	
Tuesday 9 Oct	Atomic Guilt	Chapter six of Shibusawa, Naoko. <i>America's Geisha Ally: Reimagining the Japanese Enemy</i> . Cambridge MA: Harvard University Press, 2006. (Moodle)	<b>Rapid Response 4</b> What is Shibusawa's central argument? What evidence and methods does she employ? Is her thesis convincing? Does she differ from other writings on this topic (i.e. Hersey)? If so how and why



Date	Topic	Reading	Assignments
Friday 12 Oct	The Bomb and the World 1	<p>Broschius, S. David. 'Longing for International Control, Banking on American Superiority.' <i>Cold War Statesmen Confront the Bomb</i></p> <p>Drogan, Mara. 'The Nuclear Imperative: Atoms for Peace and the Development of US Policy on Exporting Nuclear Power, 1953-1955.' <i>Diplomatic History</i> 40, no. 5 (Moodle)</p>	
Tuesday 16 Oct	The Bomb and the World 2	<p>Sherwin, Martin J. 'The Cuban Missile Crisis at 50: In Search of Historical Perspective.' <i>Prologue Magazine</i> 44, no. 2 (Fall 2012). Accessed 26 August 2018.</p> <p><a href="http://www.archives.gov/publications/prologue/2012/fall/cuban-missiles.html">http://www.archives.gov/publications/prologue/2012/fall/cuban-missiles.html</a>.</p>	
Friday 19 Oct	Engaging With Sources and Planning your Argument	Read chapters four and five of Turabian.	
	<b>ACADEMIC TRAVEL</b>		
Tuesday 6 Nov	Library Workshop		<b>NB Meet in Mac Lab</b>
Friday 9 Nov	Living with the Bomb: <i>Dr. Strangelove</i>	Maland. 'Nightmare Comedy and the Ideology of Liberal Consensus.' <i>American Quarterly</i> (Winter 1979) (Moodle)	<b>LIBRARY ASSIGNMENT DUE</b>
Tuesday 13 Nov	Writing Workshop		
Friday 16 Nov	Progress Presentations 1	Chapters six and seven of Turabian.	

Date		Topic	Reading	Assignments
Tuesday	20 Nov	Progress Presentations 2		<b>ESSAY - FIRST DRAFT DUE (Wednesday 21 Nov)</b>
Friday	23 Nov	<b>THANKSGIVING BREAK</b>	<b>NO CLASS ☺</b>	
Tuesday	27 Nov	Japan's Nuclear Posture	Hoey, Fintan. 'Japan and Extended Nuclear Deterrence: Security and Non-proliferation.' <i>Journal of Strategic Studies</i> (2016) Accessed 26 Aug. 2018. <a href="http://dx.doi.org/10.1080/01402390.2016.1168010">http://dx.doi.org/10.1080/01402390.2016.1168010</a>	
Friday	30 Nov	South Africa's (Brief) Deterrent	Van Wyk, Anna-Mart. 'South Africa's Nuclear Programme and the Cold War,' <i>History Compass</i> 8, no. 7 (July, 2010): 562-572	
Tuesday	4 Dec	North Korea's Deterrent	Narang, Vipin and Ankit Panda. 'North Korea is a Nuclear Power. Get Used To It.' <i>New York Times</i> , 12 June 2018. Kristensen, Hans M. & Robert S. Norris. 'North Korean nuclear capabilities, 2018'. <i>Bulletin of the Atomic Scientists</i> 74, no. 1 (2018): 41-51.	
Friday	7 Dec	Showcase preparation		<b>ESSAY - FINAL DRAFT DUE</b>
Friday	14 Dec	<b>FINAL EXAM PERIOD 1100-1300</b>		

## **XV. RESOURCES AVAILABLE**

---

A number of resources are available to help ensure your academic success. In addition to the library and IT Services perhaps the most important is the Writing and Learning Center.

## **XVI. SELECT BIBLIOGRAPHY**

---

Arai, Tatsuchi, Shihoko Goto, and Zhend Wang (eds.) *Contested Memories and Reconciliation Challenges: Japan and the Asia-Pacific on the 70<sup>th</sup> anniversary of the end of World War II*. Washington DC: Wilson Center, 2015.

<http://www.wilsoncenter.org/sites/default/files/ContestedMemories.pdf>

Breen, John, ed. *Yasukuni, the war dead and the struggle for Japan's past*. London: Hurst, 2007.

Galicchio, Marc. *The Unpredictability of the Past: Memories of the Asia-Pacific war in U.S.-East Asian relations*. Durham, NC: Duke University Press, 2007.

Gavin, Francis. *Nuclear Statecraft: History and strategy in America's atomic age*. Ithaca, N.Y: Cornell University Press, 2012.

Hein, Laura and Mark Selden, eds. *Living with the Bomb: American and Japanese cultural conflicts in the Nuclear Age*. Armonk, N.Y.: M.E. Sharpe, 1997.

Maddock, Shane J. *Nuclear Apartheid: The quest for American atomic supremacy from World War II to the present*. Chapel Hill : University of North Carolina Press, 2010.

Miyoshi Jager, Sheila and Rana Mitter, eds. *Ruptured Memories: War, memory, and the post-Cold War in Asia*. Cambridge MA: Harvard University Press, 2007.

Rotter, Andrew J. *Hiroshima: The world's bomb*. New York: Oxford University Press, 2008

Schlosser, Eric. *Command and Control: The story of nuclear weapons and the illusion of safety* London: Penguin Books, 2013.

Zwigenberg, Ran. *Hiroshima: The origins of global memory culture*. Cambridge: Cambridge University Press, 2014