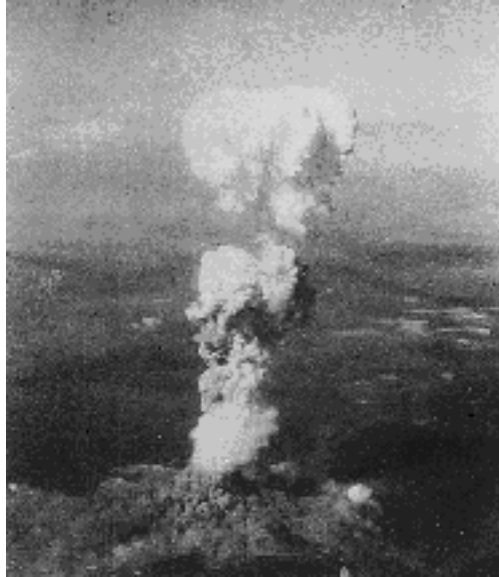


**History 192C:  
Seminar in Recent Interpretations of Asian history  
Hiroshima as History**

Fall 2016; Mondays and Wednesdays 1:30-2:45; ARC 3009



"Now, I am become Death, the destroyer of worlds."  
-- J. Robert Oppenheimer quoting *Bhagavad-Gita*

***General Information***

Prof. Jeffrey Dym

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Office Hours: Mondays 11:00-12:00,

Tuesdays and Thursday 10:30-11:45,

& by appointment

***CSUS Catalog Description***

Reading seminar in recent scholarship and current trends in the interpretation of Asian history. Designed especially for History majors and present and prospective history teachers. Note: not open to lower division students. 3 units.

***Course Description***

To some people, history is nothing more than an unending series of names, places, events, and dates—what some might call “facts.” The serious student of history knows, however, that a deep understanding of a historical “fact” only comes from placing that fact within the context of other facts and applying cogent analysis. It is through interpretation that meaningful understanding arises. Some insist that history

is objective and complain that historians are constantly rewriting history—a complaint based on the supposition that historical understanding never changes. In reality, there is a never ending sublime reinterpretation of facts based on an ever evolving understanding of the world. Moreover, each historian’s unique understanding of the world, affects his or her understanding and interpretation of history.

This course will primarily focus on two historical facts: at 8:15 on August 6, 1945 an atomic bomb exploded above Hiroshima, Japan, and at 11:02 on August 9, 1945 another atomic bomb exploded over the city of Nagasaki. Few events in world history have so clearly demarcated a drastic change in human civilization as the atomic bombings of Hiroshima and Nagasaki. Over the next 15 weeks we will examine how various people over the last 70 years have interpreted these events and how their understanding of these events have been influenced by the world in which they wrote. Gender, race, nationality, education, and political views are just a few of the factors that weave their way into one’s analysis of history. We will try and uncover these elements in the writings about the atomic bombings of Hiroshima and Nagasaki that we will be reading and in your analytical writings on these readings. In addition, we will view a number of movies, video clips, photographs, and other audio-visual material to give us a visual history of what transpired. These audio-visual depictions will also reveal an evolution in how people have interpreted the bombings. We will also look at how the bombings have shaped the national identities of Japan and America.

### ***Course Objectives***

- To gain a deeper understanding of the nature of historical scholarship.
- To delve into the interpretation of history.
- To gain a sense of how to read, think, and write critically about history.
- To understand how one’s world view affects one’s understanding of history as well as one’s writing about history.

### ***Required Texts***

Ienaga Saburo, *Pacific War, 1931-1945* (1979).  
E.B. Sledge, *With The Old Breed: At Peleliu and Okinawa* (1981).  
Gar Alperovitz. *The Decision to Use the Bomb* (1995).  
Richard B. Frank, *Downfall: The End of the Imperial Japanese Empire* (1999).  
Tsuyoshi Hasegawa, *Racing the Enemy: Stalin, Truman and the Surrender of Japan* (2005).  
John Hersey. *Hiroshima* (1946; 1985).  
Susan Southard, *Nagasaki: Life After Nuclear War* (2015).  
George L. Hicks, *The Comfort Women: Japan's Brutal Regime of Enforced Prostitution in the Second World War* (1994).  
Takashi Yoshida. *The Making of the “Rape of Nanking”* (2006).  
James J. Orr. *The Victim as Hero: Ideologies of Peace and National Identity in Postwar Japan* (2001).

## ***Requirements and Grading Rubric***

Class attendance	10%
Class participation	20%
Class presentation and discussion leader	10%
Position papers	60%

### ***Attendance***

Attendance is expected at all class meetings. (How else can you learn?) Students should notify me in the event of extended absence. Withdrawals will be permitted only up to the scheduled deadline.

No students may leave the classroom before the class hour ends unless I am informed before class of an unavoidable appointment.

All cellular telephones must be set on Silent Mode. Using your phone in class **will negatively** affect your grade.

### ***Readings***

Since everyone is required to participate in the class discussion, it is imperative that you do the reading.

### ***Class Participation & Attendance***

Class participation forms a major portion of your grade. Everyone is expected to be prepared and to participate in class discussion. I am looking for quality insightful comments. You will be given a grade for participation for every discussion day we have that you read the book for.

Attendance is expected at all class meetings. I do understand that you all have lives outside of Sacramento State and that at times obligations come up that you must deal with. Thus, you are allowed to miss two class before your grade is affected. For each class over two that you miss, your final grade will be reduced by 4% and you lose the "B- Agreement."

I also expect you to pay attention and to be engaged in class, even when you did not read the book. Doing homework for another class, for example, WILL result in points being taken off your discussion grade.

### ***Discussion Leader***

Every week one or two students will lead the class discussion on the reading. Discussion leaders must come to class prepared to lead the discussion with prepared discussion points. Discussion leaders do not have to turn in a paper for the book or articles they are a/the leader on.

### ***Position Papers***

Position papers should be double spaced and at least 600 words, but no more than 1000 words in length. Roughly two to three pages. These papers should contain a succinct summary of the thesis of the work and your critical reaction to it. Through the position paper you must show me that you have thought critically about the reading. Do not summarize the reading! Focus on the thesis of the reading and write a cogent and analytical paper that takes a position for or against the thesis and is supported with evidence. Position papers must take into consideration who the author is and what sources are used to back up the arguments. Position papers should be clearly organized and well written.

You must write a position paper for every reading you are assigned, except for the one in which you are the discussion leader. Since each group has 9 readings, that works out to 8 position papers. For certain weeks I will guide you in terms of a focus for your paper. **I will not accept any late position papers.**

### ***Academic Honesty***

This course follows the CSUS Academic Honesty policy. If you are not familiar with California State University, Sacramento's Policies and Procedures Regarding Academic Honesty, please read them.

In short, **CHEATING OR PLAGIARISM** will not be tolerated and may result in failure of the course and possible referral for academic discipline. I expect your position papers to be your own work. If they are not, beware!

### ***“THE B- AGREEMENT”***

I imagine that this will be one of the most demanding courses you will take while an undergraduate at Sacramento State. Thus, I would like to acknowledge the effort you put into the course. If you attend every class (you may miss two classes with an excused absence (I understand and am well aware that you all have lives outside of class), hand in every paper on time, hand in “acceptable papers” (papers that address the assignment criteria (C or better)), and **actively** participate in every class discussion (you can not remain silent), then you will earn at least a “B-” for the course, even if the grades you receive on the assignments are lower than a B-. Of course, if you earn high marks on your work your grade will be much higher. If, however, you miss more than two classes, hand in even one paper late, or remain silent during discussions, then you will earn the grade that your work is marked. In short, do all of the work on time and participate in class, and you will earn at least a B-.

### ***Course Outline and Schedule***

Week	Date	Themes	Readings, Papers, Classroom Topics	Groups
Week 1	Aug. 29	Introduction to Course  Hiroshima as an Affair to Remember	Introduction to Course  Video: <i>Hiroshima Mon Amour</i>	
	Aug. 31	Hiroshima as an Affair to Remember	Video: <i>Hiroshima Mon Amour</i>	
Week 2	Sept. 5	<b>NO CLASS: LABOR DAY</b>		
	Sept. 7	Background: The Pacific War	Book discussion of, and position paper due for: Ienaga Saburo, <i>Pacific War, 1931-1945</i> .	A, B, C
Week 3	Sept. 12	Background: The Pacific War	Video: <i>Victory in the Pacific</i> , Part 1	
	Sept. 14	Background: The Pacific War	Book discussion of, and position paper due, for: E. B. Sledge, <i>With the Old Breed</i> .	B, C, D
Week 4	Sept. 19	Background: The Pacific War	Video: <i>Victory in the Pacific</i> , Part 2	
	Sept. 21	Background: The Pacific War	Video: <i>Wings of Defeat</i>	
Week 5	Sept. 26	Background: The Pacific War	Film Discussion on <i>Victory in the Pacific</i> and <i>Wings of Defeat</i> .	
	Sept. 28	Political History: The Decision to Drop the Bomb	Book discussion of, and position paper due for: Gar Alperovitz, <i>The Decision to Use the Bomb</i> , Book One: The Decision, pp. 15-420.	C, D, A

Week 6	Oct. 3	Political History: Japan's Decision to Surrender	Video: <i>Lifting the Fog: The Bombing of Hiroshima and Nagasaki.</i>	
	Oct. 5	Political History: Japan's Decision to Surrender	Book discussion of, and position paper due for: Richard B. Frank, <i>Downfall: The End of the Imperial Japanese Empire.</i>	D, A, B
Week 7	Oct. 10	Military History: The Decision to Drop the Bomb Reconsidered	Video: <i>The Day After Trinity: J. Robert Oppenheimer &amp; The Atomic Bomb</i>	
	Oct. 12	Military History: The Decision to Drop the Bomb Reconsidered	Book discussion of, and position paper due for: Tsuyoshi Hasegawa, <i>Racing the Enemy: Stalin, Truman and the Surrender of Japan.</i>	A, B, C
Week 8	Oct. 17	Military History: The Decision to Drop the Bomb Reconsidered	Video: <i>Trinity and Beyond: The Atomic Bomb Movie, Fog of War</i> , and Time lapse of world wide A-bomb testing.	
	Oct 19	Images of Destruction	Book discussion of, and position paper due for: John Hersey, <i>Hiroshima.</i>	A, B, C, D
Week 9	Oct. 24	Victim's Voices: Victims of the Bomb	Slides and pictures of the aftermath Video: <i>A Mother's Prayer. Hiroshima</i> (BBC History of World War II series).	
	Oct. 26	Victim's Voices: Victims of the Bomb	Video: <i>Barefoot Gen</i>	
Week 10	Oct. 31	Victim's Voices: Victims of the Japanese	Book discussion of, and position paper due for George L. Hicks, <i>The Comfort Women.</i> Video: <i>Japanese Devils</i>	B, C, D

	Nov. 2	Victim's Voices: Victims of the Japanese	Video: <i>Japanese War Crimes: Murder Under the Sun</i>	
Week 11	Nov. 7	Victim's Voices: Victims of the Japanese	Book discussion of, and position paper due for Takashi Yoshida. <i>The Making of the "Rape of Nanking."</i>	C, D, A
	Nov. 9	Victim's Voices: Victims of the Japanese	Video: <i>White Light, Black Rain</i>	
Week 12	Nov. 14	Victim's Voices: Life After Nuclear War	Book discussion of, and position paper due for Susan Southard. <i>Nagasaki: Life After Nuclear War</i>	D, A, B
	Nov. 16	The Making of History	Discussion of Films	
Week 13	Nov. 21	The Making of History	Book discussion of, and position paper due for Alperovitz, <i>The Decision to Use the Bomb</i> , Book Two: The Myth, pp. 420-668.	A, B, C
	Nov. 23	The Making of History	The Bomb and Children: Kamishibai	
Week 14	Nov. 28	Whose History is it Anyway?: Japan as Victim	Book discussion of, and position paper due, for: James J. Orr, <i>The Victim as Hero</i> .	B, C, D
	Nov. 30	Whose History is it Anyway?: Japan as Victim	Video: <i>Gojira</i>	
Week 15	Dec. 5	Making History Public: The Smithsonian Debates	Articles to be Assigned	D, A
	Dec. 7	Your Historical Assessment of the "Facts"	Course summation	