General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number: Slavic Languages/Comp Lit. M98T
Course Title: Nuclear Literatures: A Comparative Approach

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

**Foundations of the Arts and Humanities**
- Literary and Cultural Analysis [x]
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

**Foundations of Society and Culture**
- Historical Analysis
- Social Analysis

**Foundations of Scientific Inquiry**
- Physical Science
  - *With Laboratory or Demonstration Component must be 5 units (or more)*
- Life Science
  - *With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The aim of this class is to situate nuclear literature in its cultural, political, historical, and social contexts. Because we will be using historical documents and other cultural artifacts to supplement our understanding of nuclear literature, the purview of the class extends from the humanities to the social sciences. Because we will be considering the cultural impact of a particular type of technology, the class may be of interest to students of physical or life science as well.

3. List faculty member(s) and teaching fellow who will serve as instructor (give academic rank):
   Faculty member: Professor David MacFadyen Fellow: Naomi Caffee

4. Indicate what quarter you plan to teach this course:
   
   2012-2013 Winter [X] Spring

5. GE Course units 5

6. Please present concise arguments for the GE principles applicable to this course.

   - General Knowledge: The course will train students to think critically about the relationship between literature, culture, and the environment. We will be exploring the cultural legacy of atomic power from the beginning of the Atomic Age to the present, using nuclear themes in literature as a springboard for discussions about power, memory, place, and identity.
Integrative Learning: The course will focus on developing critical reading, writing, discussion, and research skills.

Ethical Implications: Our comparative approach will be informed by readings from the schools of post-colonialism, eco-criticism, and critical indigenous theory. We will focus not only on the Atomic Age’s legacy of human and environmental devastation, but also the existential and epistemological questions raised by the threat of nuclear accidents and warfare. Upon finishing the course, students will be well-informed on the social and ethical dimensions of literary production.

Cultural Diversity: The course is culturally diverse in its essence, since it is a comparative study of the nuclear theme in several literary traditions which are typically treated separately: Japanese literature on the bombing of Hiroshima and Nagasaki; Soviet and post-Soviet reactions to the ecological disasters of Chernobyl, Semipalatinsk, and other sites; and American literature of the Cold War.

Critical Thinking: Critical thinking is implicit in the structure and goals of this course. Since we will be taking an unprecedented comparative approach to nuclear literatures from around the world, students will automatically engage in critical analysis of the material, while at the same time undertaking their own original research for the final paper.

Rhetorical Effectiveness: Students will hone their rhetorical skills through group presentations, group papers, weekly written responses to class, and a final research paper. Thoughtful participation in class discussions will also be a graded component of the course.

Problem-solving: Through group projects and writing assignments, students will experience the challenges of working in a team and negotiating individual strengths and weaknesses in order to achieve a collective goal.

Library & Information Literacy: Students will learn research techniques in order to seek primary and secondary sources for their final research paper. They will receive instruction on how to use several resources available through the Young Research Library.

(A) STUDENT CONTACT PER WEEK

1. Seminar: 3 (hours)
(A) TOTAL student contact per week 3 (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation: 1 (hours)
2. Reading 5 (hours)
3. Group Projects: (hours)
4. Preparation for Quizzes & Exams: ______________ (hours)
5. Information Literacy Exercises: ______________ (hours)
6. Written Assignments: 5 (hours)
7. Research Activity: 1 (hours)

(B) TOTAL Out-of-class time per week

12 (HOURS)

GRAND TOTAL (A) + (B) must equal 15 hours/week

15
Nuclear Literatures: A Comparative Approach
Naomi Caffee
Sample Syllabus for Slavic M98T
Winter 2013

This seminar is a comparative study of the nuclear theme in several literary traditions which are usually treated separately: Japanese literature on the bombing of Hiroshima and Nagasaki; Soviet and post-Soviet reactions to the ecological disasters of Chernobyl, Semipalatinsk, and other sites; and American literature of the Cold War. We will also be breaking new ground by examining contemporary literary and artistic reactions to the 2011 disaster at Fukushima. Our comparative approach will be informed by readings from the schools of post-colonialism, eco-criticism, and critical indigenous theory. We will focus not only on the Atomic Age’s legacy of human and environmental devastation, but also the existential and epistemological questions raised by the threat of nuclear accidents and warfare.

The primary activity of the seminar will be the close reading of texts and a critical investigation of the cultural contexts which produced them. You are not required to have any previous knowledge of the topic, or knowledge of a foreign language! Your final grade in the class will be determined by active participation and presentations, as well as individual and group written assignments.

Due to the multidisciplinary nature of the subject matter, the course is relevant to a variety of majors: American literature, American Studies, comparative literature, cultural studies, Russian and East European studies, East Asian studies, digital humanities, history, chemistry, political science, physics, environmental studies, globalization studies.

**Required texts** (available for purchase in the UCLA bookstore):
Course Packet for Russian M98T

<table>
<thead>
<tr>
<th>Assignments and grade breakdown</th>
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</thead>
<tbody>
<tr>
<td><strong>Active Participation (30%)</strong></td>
</tr>
<tr>
<td>Coming to class on time and well-prepared; asking thoughtful questions; attentively listening to others; critically thinking and sharing opinions about the issues.</td>
</tr>
<tr>
<td><strong>Group presentations (10%)</strong></td>
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<tr>
<td>Students will work in groups of 4-5. Each group will be responsible for presenting and leading discussion on a particular unit of the course.</td>
</tr>
<tr>
<td><strong>Group writing assignment (10%)</strong></td>
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<tr>
<td>Working as a group, students will write a 5-page analysis of the main issues their presentation covers. Students may write their final paper on a topic related to the group writing assignment.</td>
</tr>
<tr>
<td><strong>Short reflections on seminar meeting (20%)</strong></td>
</tr>
<tr>
<td>Each week students will submit a 3-4 paragraph double-spaced synopsis of the issues discussed in the previous class, including their personal reflections on the discussion and readings.</td>
</tr>
<tr>
<td><strong>Final writing assignment and presentation (30%)</strong></td>
</tr>
<tr>
<td>Students will write a 10-page paper, which is due on the Monday of Finals Week. At the end of Week 5 students will turn in paper proposals for instructor approval. At the end of Week 7 students will turn in an outline of their paper and discuss it with the instructor. Students will present their project to the class in Week 10.</td>
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Schedule of readings and activities

<table>
<thead>
<tr>
<th>Week 1</th>
<th>The Birth of the Atomic Age</th>
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</thead>
<tbody>
<tr>
<td><strong>Watch:</strong></td>
<td>Film: <em>Atomic Café</em>.</td>
</tr>
<tr>
<td></td>
<td>Interview with J. Robert Oppenheimer, source of the infamous invocation of the Bhagavad-Gita, “I am become death, destroyer of worlds.” (<a href="http://www.atomicarchive.com/Movies/Movie8.shtml">http://www.atomicarchive.com/Movies/Movie8.shtml</a>)</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Hiroshima and Nagasaki</th>
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</thead>
</table>
### Week 3
**Cold War in American culture and literature**

**Read:**


**Watch:**

Film, *The Walt Disney Story of Our Friend the Atom*. Haber, Heinz, and Walt Disney Productions.

**Optional reading:**


### Week 4
**Chernobyl**

**Read:**


**Peruse:**


**Watch:**

Read:


Peruse:


Watch:

Week 7
The end of history? Global power relationships and post-Cold War discourse on nonproliferation

Read:


Week 8 and 9
Fukushima

Read:


Read in class:


Watch:


Peruse:


Guest speaker: To be determined.
Week 10

Presentations of individual research projects.

Grade breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>A</td>
<td>95-99%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
</tbody>
</table>
### New Course Proposal

<table>
<thead>
<tr>
<th><strong>Course Number</strong></th>
<th>Slavic M98T</th>
</tr>
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<tbody>
<tr>
<td><strong>Multiple Listed With</strong></td>
<td>Comparative Literature M98T</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Nuclear Literatures: Comparative Approach</td>
</tr>
<tr>
<td><strong>Short Title</strong></td>
<td>NUCLEAR LITS</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Fixed: 5</td>
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<tr>
<td><strong>Grading Basis</strong></td>
<td>Letter grade only</td>
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<tr>
<td><strong>Instructional Format</strong></td>
<td>Seminar - 3 hours per week</td>
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<tr>
<td><strong>TIE Code</strong></td>
<td>SEMT - Seminar (Topical) [T]</td>
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<tr>
<td><strong>GE Requirement</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Major or Minor Requirement</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Requisites</strong></td>
<td>Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.</td>
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<tr>
<td><strong>Course Description</strong></td>
<td>(Same as Comparative Literature M98T.) Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Comparative exploration of nuclear themes in three literary traditions and cultures: Japanese, American, and Soviet/post-Soviet. Examination of some contemporary uses of social media in generating literary responses to nuclear disasters (e.g., Fukushima Twitter poetry). Letter grading.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>Part of the series of seminars offered through the Collegium of University Teaching Fellows.</td>
</tr>
<tr>
<td><strong>Syllabus</strong></td>
<td>File <a href="#">Slavic Languages 98T syllabus.docx</a> was previously uploaded. You may view the file by clicking on the file name.</td>
</tr>
<tr>
<td><strong>Supplemental Information</strong></td>
<td>Professor David MacFadyen is the faculty mentor for this seminar.</td>
</tr>
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</table>
| **Grading Structure** | active participation - 30%  
group presentations - 10%  
group writing assignment - 10%  
short reflections on seminar meeting - 20%  
final writing assignment & presentation - 30%  |
| **Effective Date** | Winter 2013  |
| **Discontinue Date** | Summer 1 2013  |
| **Instructor** | Naomi Caffee  |
| **Title** | Teaching Fellow  |
| **Quarters Taught** | Fall ☐  
Winter ☐  
Spring ☐  
Summer ☐  |
<p>| <strong>Department</strong> | Slavic Languages &amp; Literatures  |</p>
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>Name</td>
<td>E-mail</td>
</tr>
<tr>
<td>Routing Help</td>
<td>CATHERINE GENTILE</td>
<td><a href="mailto:cgentile@oid.ucla.edu">cgentile@oid.ucla.edu</a></td>
</tr>
</tbody>
</table>

### ROUTING STATUS

- **Role:** Registrar's Office  
  **Status:** Processing Completed

- **Role:** Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704  
  **Status:** Added to SRS on 7/27/2012 12:35:22 PM  
  **Changes:** Title, Description  
  **Comments:** Edited course description into official version; corrected title.

- **Role:** Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441  
  **Status:** Added to SRS on 7/16/2012 11:34:48 AM  
  **Changes:** Title, Short Title  
  **Comments:** No Comments

- **Role:** FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
  **Status:** Returned for Additional Info on 7/13/2012 3:54:40 PM  
  **Changes:** No Changes Made  
  **Comments:** Routing to Doug Thomson in the Registrar's Office

- **Role:** FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671  
  **Status:** Approved on 6/26/2012 10:44:27 AM  
  **Changes:** No Changes Made  
  **Comments:** No Comments

- **Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  
  **Status:** Returned for Additional Info on 6/7/2012 11:48:49 AM  
  **Changes:** No Changes Made  
  **Comments:** Routing to Michael Meranze for FEC approval

- **Role:** CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998  
  **Status:** Approved on 5/24/2012 2:38:41 PM  
  **Changes:** No Changes Made  
  **Comments:** on behalf of Professor Kathleen Komar, chair, CUTF program

- **Role:** Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998  
  **Status:** Submitted on 5/24/2012 2:37:54 PM  
  **Comments:** Initiated a New Course Proposal