

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 subgroups(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 Because we will be using historical documents and other cultural artifacts to supplement our understanding of nuclear literature, the purview of the class extends from the humanities to the social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:	<u>1</u>	(hours)
2. Reading	<u>5</u>	(hours)
3. Group Projects:	_____	(hours)

- | | | |
|-------------------------------------|----------|---------|
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | _____ | (hours) |
| 6. Written Assignments: | <u>5</u> | (hours) |
| 7. Research Activity: | <u>1</u> | (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

Ibuse, Masuji. *Black Rain: A Novel*. Palo Alto: Kodansha International Ltd, 1969.

Bradley, John. *Atomic ghost: poets respond to the nuclear age*. Coffee House Press, 1995.

Assignments and grade breakdown

Active Participation (30%)

Coming to class on time and well-prepared; asking thoughtful questions; attentively listening to others; critically thinking and sharing opinions about the issues.

Group presentations (10%)

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.

Group writing assignment (10%)

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.**

Short reflections on seminar meeting (20%)

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.

Final writing assignment and presentation (30%)

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.

Schedule of readings and activities

Week 1 The Birth of the Atomic Age

Read:

“Atomic Scientists versus Atomic Bomb” and “For They Know Not What They Do” (pp. 171-209). Jungk, Robert. *Brighter Than a Thousand Suns: a Personal History of the Atomic Scientists*. 1st ed. New York: Harcourt Brace, 1958.

“Introduction” (pp. ix - xii). Serber, R. *The Los Alamos Primer: The First Lectures on How to Build an Atomic Bomb*. Berkeley: University of California Press, 1992.

“Address upon receiving the Nobel Prize for Literature” (p. 255) Faulkner, William. *Essays, Speeches & Public Letters*. New York: Random House, 1965.

James A. Hijiya. “The *Gita* of J. Robert Oppenheimer.” *Proceedings, American Philosophical Society* (vol. 144, No. 2, 2000):123-167. American Philosophical Society, n.d.

Watch:

Film: *Atomic Café*.

Interview with J. Robert Oppenheimer, source of the infamous invocation of the *Bhagavad-Gita*, “I am become death, destroyer of worlds.” (<http://www.atomicarchive.com/Movies/Movie8.shtml>)

Week 2 Hiroshima and Nagasaki

Read:

Pp. 8-15. Blanchot, Maurice. *The Writing of the Disaster*. Translated by Ann Smock. University of Nebraska Press, 1995.

“Introduction” (p. 1-17), “Summer Flowers” (p. 45-81). Minear, Richard H, ed. *Hiroshima: Three Witnesses*. Princeton, N.J: Princeton University Press, 1990.

Kurihara, Sadako. *When We Say “Hiroshima”*: Selected Poems. Michigan monograph series in Japanese studies no. 23. Ann Arbor, Mich: Center for Japanese Studies, the University of Michigan, 1999.

Optional reading: Ibusse, Masuji. *Black Rain: A Novel*. Palo Alto: Kodansha International Ltd, 1969.

Week 3

Cold War in American culture and literature

Read:

“Mapping containment” (pp. 50-68) and “Confession, Autobiography, and Resistance: Robert Lowell and the Politics of Privacy” (pp. 164-184) Field, Douglas. *American Cold War Culture*. Edinburgh University Press, 2005.

Select poems by Philip Levine, Alan Napier, Adrienne Rich, Denise Levertov, Allen Ginsberg, Gary Snyder, Gregory Corso, and Mary Jo Salter. *Atomic ghost: poets respond to the nuclear age*. Compiled by John Bradley. Coffee House Press, 1995.

Watch:

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

Optional reading:

Baudrillard, Jean. “The Orbital and the Nuclear.” In: *Simulacra and Simulation. The body, in theory*. Ann Arbor: University of Michigan Press, 1994.

Dr. Seuss. *The Butter Battle Book*. New York: Random House, 1984.

Week 4

Chernobyl

Read:

Select poems. Lyubov Sirota, “The Chernobyl Poems of Lyubov Sirota.” Compiled by Paul Brians. http://public.wsu.edu/~brians/chernobyl_poems/chernobyl_index.html

“Monologue about how we can’t live without Chekhov and Tolstoy” (pp. 100-105). Aleksievich, Svetlana. Gessen. *Voices from Chernobyl: The Oral History of a Nuclear Disaster*. Normal: Dalkey Archive Press, 2005.

Pp. 1-76. Wolf, Christa. *Accident: A Day’s News*. University of Chicago Press ed. Chicago: University of Chicago Press, 2001

Select poems. Bakhytzhon Kanapianov: *A Stork over Pripyat*. 1986.

Peruse:

“A Tree Grows in Chernobyl - Website of the City of Pripjat - Chernobyl Disaster, News, Articles, Media”, n.d. <http://pripjat.com/en/articles/tree-grows-chernobyl.html>.

Watch:

“From Chechnya to Chernobyl”| Bullfrog Films: Environmental DVDs and Educational DVDs”, n.d. <http://www.bullfrogfilms.com/catalog/ctc.html>.

Week 5 and 6
Ecologies of resistance: Literature and Anti-Nuclear Movements

Read:

“Defining the Subject of Ecocriticism – an Introduction” (pp. 9-24) and “Afterglow: Chernobyl and the Everyday” (pp. 177-208). Mayer, Sylvia. *Nature in literary and cultural studies: transatlantic conversations on ecocriticism*. Rodopi, 2006.

Select poems. Suleimenov, Olzhas. *Green Desert: The Life and Poetry of Olzhas Suleimenov*. San Diego, CA: Cognella, 2011.

Select poems by Philip Levine, Alan Napier, Adrienne Rich, Denise Levertov, Allen Ginsberg, Gary Snyder, Gregory Corso, and Mary Jo Salter. *Atomic ghost: poets respond to the nuclear age*. Compiled by John Bradley. Coffee House Press, 1995.

“Patterns of Social Mobilization in Late and Post-Communist Societies” and “Lithuania: The National Element” (pp. 10-63). Dawson, Jane I. *Eco-Nationalism: Anti-Nuclear Activism and National Identity in Russia, Lithuania, and Ukraine*. Durham: Duke University Press, 1996.

Schatz, Edward. “Notes on the ‘Dog That Didn’t Bark’: Eco-Internationalism in Late Soviet Kazakstan.” *Ethnic and Racial Studies* 1, no. 22 (1999): 136–61.

“The First Journey – Lenten Desert Experience” (pp. 45-72), “Nonviolent Civil Disobedience at the Nevada Test Site” (pp. 129-156). Butigan, Ken, and Nevada Desert Experience (Organization). *Pilgrimage Through a Burning World: Spiritual Practice and Nonviolent Protest at the Nevada Test Site*. Albany: State University of New York Press, 2003.

“The Nevada-Semipalatinsk Anti-Nuclear Movement in Kazakhstan” (pp. 177-208). H. B. Paksoy. *Central Asia Reader: The Rediscovery of History*. Armonk, N.Y: M.E. Sharpe, 1994. (chapter on the Nevada-Semipalatinsk movement).

Zheutlin, Peter. “Nuclear Victims of the World Unite.” *Bulletin of the Atomic Scientists* 46, no. 7 (1990): 3.

Pp. 1-117. Allen, Paula Gunn. *Off the Reservation: Reflections on Boundary-busting Border-crossing Loose Canons*. Beacon Press, 1999.

Peruse:

“Audiovisual Documents of the International Antinuclear Movement ‘Nevada-Semipalatinsk’ | United Nations Educational, Scientific and Cultural Organization”, n.d.
<http://www.unesco.org/>

Watch:

“The Return of Navajo Boy, a Documentary By Groundswell Educational Films”, n.d.
<http://navajoboy.com/>.

Week 7

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

Read:

“Axis of Evil” (pp. 65-80). Chinoy, Mike. Meltdown: *The Inside Story of the North Korean Nuclear Crisis*. Macmillan, 2009.

“The United States versus Iran: Stasis Theory and Defining the Nuclear Debate” (pp. 27-58) Jones, Jason. *The American Rhetorical Construction of the Iranian Nuclear Threat*. Continuum International Publishing Group, 2011.

“The Problems of in the Indian Nuclear Establishment” (1-25). Abraham, Itty. *The Making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State*. Zed Books, 1998.

Biswas, Shampa. “‘Nuclear Apartheid’ as Political Position: Race as a Postcolonial Resource?” *Alternatives: Global, Local, Political* 26, no. 4 (October 1, 2001): 485–522.

Week 8 and 9

Fukushima

Read:

Twitter Poems of Ryoichi Wago: <http://twitter.com/#!/wago2828/>. Translation by Jeffrey Angles: http://www.shichosha.co.jp/gendaishitecho/item_406.html

“Fukushima Is Us: The Gravels of Poetry from Fukushima, Ryoichi Wago, and Yuichi Sato.” ARABIKI International Journal of Poetry あらびきポエトリ, n.d. <http://aabk.wordpress.com/2011/04/22/fukushima-is-us/>.

Read in class:

Fukushima Children’s Poems App for iPhone and iPad. Primal Switch co., Tokyo: 2011. (poems online: <http://itunes.apple.com/us/app/id453653279?l=ja&ls=1&mt=8>)

Watch:

A Time-Lapse Map of Every Nuclear Explosion Since 1945 - by Isao Hashimoto, 2010. http://www.youtube.com/watch?v=LLCF7vPanrY&feature=youtube_gdata_player.

Peruse:

“Shadowlands.” Fukushima photography of Robert Knoth and Antoinette de Jong. <http://www.greenpeace.org/international/en/campaigns/nuclear/safety/accidents/Fukushima-nuclear-disaster/Shadowlands/>.

Guest speaker: To be determined.

Week 10**Presentations of individual research projects.****Grade breakdown**

A+ 100%	B+ 87-89%	C+ 77-79%
A 95-99%	B 83-86%	C 73-76%
A- 90-94%	B- 80-82%	C- 70-72%



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[Main Menu](#)
[Inventory](#)
[Reports](#)
[Help](#)
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New Course Proposal

	Slavic M98T Nuclear Literatures: Comparative Approach				
Course Number	Slavic M98T				
Multiple Listed With	Comparative Literature M98T				
Title	Nuclear Literatures: Comparative Approach				
Short Title	NUCLEAR LITS				
Units	Fixed: 5				
Grading Basis	Letter grade only				
Instructional Format	Seminar - 3 hours per week				
TIE Code	SEMT - Seminar (Topical) [T]				
GE Requirement	Yes				
Major or Minor Requirement	No				
Requisites	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.				
Course Description	(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.				
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows.				
Syllabus	File Slavic Languages 98T syllabus.docx was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information	Professor David MacFadyen is the faculty mentor for this seminar.				
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	<table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Naomi Caffee</td> <td>Teaching Fellow</td> </tr> </tbody> </table>	Name	Title	Naomi Caffee	Teaching Fellow
Name	Title				
Naomi Caffee	Teaching Fellow				
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer				
Department	Slavic Languages & Literatures				

Contact	Name	E-mail
Routing Help	CATHERINE GENTILE	cgentile@oid.ucla.edu

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Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
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Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 5/24/2012 2:38:41 PM
Changes:	No Changes Made
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Role:	Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
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