**IAH 206 CALSS NOTE**

**Sep 3rd. 2019**

**First atomic weapon in New Mexico (1945, July 16th)**

* **Rotter, and the Global Perspective**
1. Not from the perspective of 2 countries: U.S and Japan
2. Consider global international causes effect.
3. Sharpen understanding of focus and ethics in a broader humanitarian sense.
* **Today Question: Why late 19th/ early 20th centuries?**
* Historical development not “natural”; rather dependent on contingency interactions decisions
* Factors causality and conditions which allow atomic science to flourish 1880-1914
* Understanding pf atoms traced back to ancient Greece expanded upon by Newton
* Breakthroughs rapidly 1880-1914, then accelerate.
* **A “Republic of Science” (Science is based on observation and experiment)**
* Term coined by Michael Polanyi. (Hungarian, 1890) witnessed these developments in atomic science.
* “Community of independent men and women cooperating” and “a highly simplified example of a free society”
* Social contract among scientist working on physics, chemical related science – set of agreed upon terms and conditions for inquiry shared authority.
* Creates new norms, standards, values of research, debate, acceptance of science.
* **How the “Republic of science” worked**
* Putting together a complex jigsaw puzzle: how best 2 approach it?
* Points of disagreement as to how the pieces “fit together” or even what the big picture was. Theory and experimentation.
* University and doctoral study in late 19th century? Masters apprentices.
* Influenced by interdisciplinary discussions with colleagues in other fields: history, law, natural science, and especially moral philosophy.
* New standards of scientific judgment: plausibility, value accuracy, and originality.
* **New centers of study**
* Labs, classrooms, coffeehouses, salon in Berlin, Cambridge, Budapest, Paris, Vienna, Copenhagen all become important sites where this republic of science take shape and discussed.
* Rapid advancements in travel and communication led to quicker dissemination of ideas through conferences, and journals. Easier to replicate or build upon experiments based on data
* Transcended and bucked other trends of the era: increased and intense nationalism.
* **Effect of “RoS”**
* Not confined to the science and labs
* Greater “Gap” between scientific and lay understandings
* Storytellers, authors, artists begin to “fill in the gaps” to shape understanding
* Reciprocal relationship: shapes thinking of scientists
* Governing and regulation

**Dr. J. Robert Oppenheimer:
“American Prometheus”; “father of the atomic bomb”**

* Early life and background
* Proclivities and genius
* Political awakening ca.1936
* Participation in and associations with left leaning causes and individuals
* FBI surveillance begins in 1941

**When Oppie met Groves, October 1942**

* “I don’t care, he’s a genius” – Groves on concerns over Oppenheimer’s past political associations
* “yes, it has been a long road and O think one of the wisest things I everdid was when I selected the director of Los Alamos.” -- Groves in a phone call to Oppenheimer relaying the successful use of the atomic bomb over Hiroshima in August 1945.

**Constructing the Los Alamos Laboratory:
at the intersection of security and scientific research**

* Initially known as “site y”
* Conditions and criteria for the site
* Remote: chance of accident, away from civilizations
* Far from international borders
* Weather taking into considerations (High winds can carry residual radiation)
* Recruitment and resistance
* Arrivals in spring 1943

**Life at Los Alamos**

* Whose culture would define the work at the lab: the military or the scientists?
* Tension before arrival: scientific autonomy vs. military discipline and security
* Security around the facility (lots of security; no name; couldn’t take personal phone call; no address; no maps)
* First 30 scientist arrival April 1943: over 100 scientists would work at lab on “the gadget”
* Recreation at los alamos
* Motivations and intensity

Key words

* Los alamos laboratory
* Tensions at the los alamos lab
* J. Robert oppenheimer
* Los alamos primer
* Scientific autonomy
* “the gadget”
* L. W. Alvarez

**Sep 26th.2019**

**IAH 206 Class Note**

**Race, Culture, and Using the Atomic Bomb**

**Ideology as a cultural system**

* Ideology is “an interrelated set of convictions or assumptions that reduces the complexities of a particular slice of reality to easily comprehensible terms and suggests appropriate ways of dealing with that reality”
* We imagine most things before we experience them… we define first and then see/ in the great blooming, buzzing confusion of the outer world we pick out what our culture has already defined for us, and we tend to perceive that which we have picked our in the form stereotyped for us y our culture.

How us thought about the Japanese

**Interpretative lenses applied to understanding the use of the atomic bomb**

* Military / strategic reasons
* Cold war justifications; looking to the future = atomic diplomacy
* Racial hierarchy and perceptions of the “other”
* Not mutually exclusive; rather over lapping and reinforcing
* Decisions not ad in a vacuum; but surrounded by context and assumptions

**U.S views of Nazi Germany**

* Origins/History of the views
* FDR and office of war information (OWI)
* Nazi government as gangsters

- German culture as “Janus” faced

- Nazism as disease / illness

* Took pains to ensure good German vs. bad German government; people had been hijacked
* German people therefore seen as redeemable; could be cured or saved from gangsters

**Dehumanizing the Japanese people**

* Rooted in racial hierarchies; pseudo-sciences of late 19th / early 20th centuries: Unstable, neurotic, arrested development
* Dehumanized; small; childish; feminized; equated to animals or subhuman; savages and uncivilized
* Apocalyptic: “yellow peril”
* Japanese view of US: demon / devil
* Asian hierarchy; purity

**Common stereotypes shaping attitudes about Japanese people in WWII**

* Subhuman: monkeys, apes, mice / rats, vermin, bugs
* “little” men: physical morally, and intellectually weak
* Childlike / primitive: guided by emotion, not reason; unquestioning
* Supermen: giants, formidable foes, how to explain early victories
* “yellow peril”: sought to end western culture by overrunning it; apocalyptic

**Deploying the trope**

* Pearl harbor
* Kamikaze pilot Attacks
* Iwo Jima and Okinawa
* Firebombing of Tokyo
* Japanese internment

Don’t care about the lives

**Japanese internment in U.S**

* Executive order 9066 (April 1942): Interns citizens and individuals of Japanese descent
* Especially poignant since WWII justification and mobilization hinged on preserving the foundations of liberal democracy
* Upheld by supreme court in Korematsu v. U.S(1944)

**Key terms, concepts, and ideas**

How ideology works as a cultural system

Know your enemy: japan

Japanese internment

Executive order 9066

Depictions of Japanese people and government in WWII

Depictions of German people and government in WWII

Enola gay

Bockscar

Bombing of Hiroshima

Bombing of Nagasaki

Oct 1st. 2019

**Planning to use the bomb**

* Alternative plan: operation downfall
* Plans and targets
* What is known and what is assumed
* Maximizing military and psychological impact
* Consultation with allies

**Hiroshima: August 6, 1945**

* Enola Gay (B-29 superfortress)
* “Little Boy”; 4 tons uranium bomb
* Hiroshima: descriptions and demographics (secondary large military base)
* Explosion
* Immediate Aftermath

**Nagasaki: August 9, 1945**

* Bock’ s car (B-29 super fortress)
* “Fat Boy” 4 tons plutonium bomb;
* Nagasaki: description and demographics
* Explosion
* Immediate aftermath and Japan’s surrender

The Legacy, Debate, and Afterlife of the Atomic Bombs in the U.S

* Temporality
* Linking of actions to identity: “If I (we) do this, who do I (we) become?”
* Persistence of debate: how do we remember what should we remember?
* Moral, Political, and legal legacy of the bombings?

**IAH 206 Oct 3rd, 2019**

**The Aftermath(后果)and Legacy(遗产) of Atomic Bomb in Japan**

Mid-term essay question, study guide, words, Blue book (need to buy).

Next Tuesday: film in class, extra credit

**The Politics of Memory and commemoration**

* How is the story of the world’s first and second use of nuclear weapons told?
* What factors shape this memory in Japan and throughout the world?
* How has this memory and story commemorated in the stories we tell, in the experience of individuals, and in the landscape?
* How is this moment reconciled within a broader understanding of the war and actions in it?

**Hiroshima, Japan: Monday, August 6, 1945**

* Hiroshima in the war
* The nature and impact of change
* Scope, scale, and magnitude of destruction
* Processing and making sense of what happened

Body vaporize, shadow shows in the wall, skin burnt

**Patterns of response: Hiroshima and Nagasaki**

* Lack of words, comparisons; ability to express
* Reaction and attitudes in US (successful and happy, greatest in the history, buy newspaper, booking tables)
* Censorship during occupation
* Doctors and scientists attempt to study the effect

**Hibakusha and aftermath**

* Survivors: Hibakusha
* Views Hibakusha in Japan
* Atomic Bomb Causality Committee (June 1946)
* Hibakusha today

**The politics of memory and commemoration**

* How is the story of the world’s first and second use of nuclear weapons told?
* What factors shape this memory in Japan and throughout the world?
* How has this memory and story commemorated in the stories we tell, in the experiences of individuals, and in the landscape?
* How is this moment reconciled within a broader understanding of the war and actions in it?
* Creation of space to discuss Hiroshima peace memorial park

Key terms, concepts, and ideas

* Hibakusha
* Dr. TerufumiSasaki
* SumiteruTaniguchi
* Father Wilhelm Kleinsorge
* Atomic bomb causality committee
* Hiroshima peace memorial park

Nov. 12. 2019

Stanley Kubrick, Director

* American postwar filmmaker from New York city and considered one of the greatest filmmakers of all time.
* Only a handful

Dr. Strangelove (1964)

* Plot
* Characters
* Themes
* Contexts:
	+ Political awakening of baby boom generation;
	+ Military industrial complex; sexual revolution;
	+ Post-Cuban missile crisis;
	+ Continued proliferation (Tom Lehrer, Who’s Next?)
	+ 1964 presidential campaign (Daisy Commercial)

Questions to consider

* What is the main message or moral

Key term

* Film as historical “text”
* Fail safe
* Dr. Strangelove
* Stanley Kubrick
* Peter sellers
* Tom Lehrer
* Daisy commercial
* Military-industrial complex