After the Bomb

Extension 1

Ms Taoube 2015
What does ‘After the Bomb’ Mean?

- After the atomic bombs were dropped on Japan – Hiroshima and Nagasaki.
- How did the world change? How did the our way of thinking change?
THE BEGINNING OF THE "ATOMIC AGE OF WAR"

"LITTLE BOY" and "FAT MAN"

WHERE IT HAS PROGRESSED TO

"LITTLE BOY, FAT HEAD"

WEEEE!

CARTOONSTOCK.com

Search ID: Jho130128
Module B: Texts and Ways of Thinking RUBRIC

- This module requires students to explore and evaluate a selection of texts relating to a particular historical period.

- It develops their understanding of the ways in which scientific, religious, philosophical or economic paradigms have shaped and are reflected in literature and other texts.

- Each elective in this module involves the study of at least two print texts, relating to a particular historical period, that demonstrate the influence of particular ways of thinking on literary and other texts.
Module B: Texts and Ways of Thinking RUBRIC 2

- In addition, students explore, analyse and critically evaluate a range of other texts that reflect these ideas.

- Students explore the ways that values are inscribed in particular texts and how they are reflected by texts.

- They consider whether and why texts are valued in their own time.

- They also consider why and by whom those texts are valued today.
Module B: Texts and Ways of Thinking RUBRIC 3

- Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the effects of particular paradigms for a range of audiences. These compositions may be realised in various forms, modes and media.

- Students investigate topics and ideas, engage in independent learning activities and develop skills in extended composition.
Why might we value a text?

- It reflects the contextual anxieties of the period and thus is a reflection of its time
- It challenges the values of its time and suggests the flaws of its time
- It was a best-seller so its economic value meant it touched a nerve with its audience
- It has textual integrity and resonates even today with our fears of nuclear power
- Anything else?
Elective 1: After the Bomb

- In this elective, students explore and evaluate texts that relate to the period from the *dropping of the atomic bombs on Hiroshima and Nagasaki* up to the *collapse of the Soviet Union and the dismantling of the Berlin Wall*.

- A climate of **Cold War anxiety** permeates these texts in a number of ways.
- The texts may **emerge from, respond to, critique, and shape our understanding of ways of thinking** during this period.

- Many of these texts have a common focus on the **personal and political ramifications of this era**.

- They are often characterised by an **intensified questioning of humanity and human beliefs and values**.
Elective 1: After the Bomb (continued)

- Experimentation with ideas and form may reflect or challenge ways of thinking during the period.

- In this elective, students are required to **study at least three of the prescribed texts, as well as other related texts of their own choosing**.

- In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other appropriate texts.

- Texts can be drawn from a range of times, contexts and media, and should reflect the personal and political concerns of the post-war period.
IN A NATION TERRORISED BY ITS OWN GOVERNMENT
ONE MAN DARED TO TELL THE TRUTH.

GOOD NIGHT, AND GOOD LUCK.

A FILM BY GEORGE CLOONEY
IN CINEMAS DECEMBER 2005

GOOD NIGHT, AND GOOD LUCK.

Exclusively At The Cathay Cineplex May 25
“...we have the satisfaction of knowing that whatever we did, we did at the time in the best of faith. Of course, we took some bold steps and often did things with much single-mindedness; but this is surely preferable to never putting one’s convictions to the test, for lack of will or courage.”
— Kazuo Ishiguro, An Artist of the Floating World

“As a writer, I’m more interested in what people tell themselves happened rather than what actually happened.”
Greasing the bodies of adulterers
Like Hiroshima ash and eating in.
The sin. The sin.

Darling, all night
I have been flickering, off, on, off, on.
The sheets grow heavy as a lecher’s kiss.

Fever 103 by Plath
Atomic Café – Take Notes
Copy and fill in as you watch

<table>
<thead>
<tr>
<th>Perception of the world</th>
<th>Emotional Consequence</th>
<th>Scientific/Technological</th>
<th>Economic consequences</th>
<th>Religious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear because</td>
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<tr>
<td>Disempower</td>
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</tbody>
</table>
Duck and Cover
70 Years – Atomic Message
Our ‘After the Bomb’ moments
Jon Stewart 911
Bali Bombing
Beyond Bali – consequences
What themes/emotions are shared across the clips?

- Sense of insecurity, anxiety and uncertainty
- Sense of helplessness
- Life long trauma
- Ordinary has been unsettling
- How does one act? React? Humour? Grief?
- Where does responsibility lie? Distrust of authority?
- Bonding and purpose
- Learning technology that can be used to heal and used in other ways
- Victim of political policies – but you can also choose to not be a victim? Existential questioning.
Imagine...

- How would you feel?
- How would it shape how you see the world?
- How would you change your lifestyle/behaviour?
- How would it impact your relationships with others?
- Who would you trust to protect you?
Paradigms

"Shifting the paradigm didn't work. Time for Plan B...shifting the blame."

I'M HERE TO BRING YOU THE CIVILISATION! YOU CAN STOP BEING NATIVES AND BECOME CUSTOMERS!
Cold War – A New World

- America and Russia were ‘at war’ with each other but not directly. Instead, they fought proxy wars in other countries to ensure that their sphere of influence was still present.

- Essentially, the cold war was a war of conflicting ideologies – communism and capitalism.
Crash Course in Cold War
Make Mine Freedom – Capitalism Vs Communism
Propaganda Posters

As dark clouds loom over the USA, the USSR bathes in glorious sunshine. The black thermometer shows the “American Industry Rate” pitched well below the “Soviet Industry Rate”, which is displayed on the red thermometer. The information box at the bottom tells of an American economic crisis.

http://www.designer-daily.com/10-amazing-cold-war-propaganda-posters-2901
Rightly or wrongly, the West perceived nationalist movements in many countries and regions around the world to be allied with communist groups and supported by the Soviet Union. The most notable of such movements appeared in Guatemala, Iran, the Philippines and Indochina. This poster shows a Soviet-backed, machete-armed aggressor trying to exert influence in the Philippines.

http://www.designer-daily.com/10-amazing-cold-war-propaganda-posters-2901
Propaganda Posters

Propaganda Posters

"Of course I can!"

"I'm patriotic as can be—
And ration points won't worry me!"

Go ahead, please—
TAKE DAY OFF!

Propaganda Posters
Some reviewers saw in the story a commentary on the dangers facing America for turning a blind eye to McCarthyism, "Leonard Maltin speaks of a McCarthy-era subtext."
Propaganda Posters

This British poster was displayed in government and military offices throughout the country. Although it carries no explicit anti-communist message, we can safely assume, given that it was published in 1960, that it warns against the presence of Soviet spies.

http://www.designer-daily.com/10-amazing-cold-war-propaganda-posters-2901
Propaganda Posters

By 1962, sporting events such as the Olympic Games had become hotly contested between the Soviet Union and the USA. Each was desperate to win in order to demonstrate their power and dominance over the other. In the 1956 and 1960 Olympic Games, the Soviet Union was victorious. The character in this poster has been painted to resemble an Olympic torch, with gold medals in the background.

Rocky IV -1985
Cold War - Research

- Policy of containment
  - Iron Curtain
  - Truman Doctrine
- Mutually Assured Destruction
  - Domino Theory
  - Berlin Wall
  - Korean War
  - Vietnam War
  - Capitalism
  - Communism
## Economic Paradigms – polarising ideologies

### Communism
- State/Government ownership
- Equal wages for all
- Putting the society before self
- Communism can hinder invention because everyone tends to think and act the same or do as they are told
- Advocates a classless, egalitarian society
- No difference in religion between people so nothing to fight for

### Capitalism
- Private ownership – every person has to earn their worth/merit. The people who owns the means to production call the shots.
- Individualistic
- Promotes individual creativity and enterprise
- Promote self-interest and exploitation
- Advocates class distinction
- Free market and open competition
- Materialistic / Vapid consumerism
In Practice

**Communism – Soviet Union**
- One party rule
- Suppression of religion – opiate of the masses
- Economy is run by the state
- Force is used to crush opposition
- Media is run by the state so freedom of speech is suppressed
- Wanted to expand in Eastern Europe
- Russia, China, Cuba

**Capitalism – United States**
- Democratic freedom and Christian
- Individual can pursue their own agenda
- Capitalistic economy
- Plurality of voices
- Propaganda
- Consumerist
- Wanted to influence Western Europe
- US, France, Britain
Cold War – Basically

• An unceasing state of political and military tension after World War 11
• Some say the conflict in ideologies was a facade for the desire to be dominant after World War 11
• USA claimed that it was determined to protect civil rights whilst the Russians did not prioritise this
Scientific/Technological Paradigms

The Paradox

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
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</thead>
<tbody>
<tr>
<td>- Can be used for progress of humankind</td>
<td>- Regression – can be seen as detrimental to humanity</td>
</tr>
<tr>
<td>- Construction</td>
<td>- Destruction</td>
</tr>
<tr>
<td>- Glory of achievement</td>
<td>- Shame</td>
</tr>
<tr>
<td>- Can be used to protect/defend</td>
<td>- Can be used to shame/humiliate</td>
</tr>
<tr>
<td>- Can divulge the truth about the world and how things work</td>
<td>- Scientist works in an isolationist manner without the moral framework</td>
</tr>
<tr>
<td>- Can lead to the questioning of faith which can be negative</td>
<td>- Fear /anxiety of technology – making us alienated and removed from humanity</td>
</tr>
<tr>
<td>- Embracing technology as a means of competition</td>
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</table>
"Tomorrow we'll discuss who was the bigger scumbag . . .
Christopher Columbus for discovering America or
Harry Truman for dropping the bomb . . ."
After the Bomb: Science, Value and the Limits of Rationality by David Woodbridge Mathes

- The detonation of the atomic bomb and the hydrogen bomb called into question the validity of the current scientific paradigm.
- The scientist did not initially question the value system which was incorporated in the process of scientific discovery.
Oppenheimer's views were gradually changing as the project neared completion. Earlier in the development of the atomic bomb he had stated that the decision to drop the bomb should be made by the politicians and not by the scientists: "We didn't think that being scientists especially qualified us as to how to answer this question of how the bombs should be used or not ... Oppenheimer was still working within the paradigm. He believed that scientists should concentrate solely on questions regarding science; all other issues must be left to other groups operating in the social whole.

While all around the scientists of Los Alamos broke into cheers and rounds of congratulations, Oppenheimer was immediately questioning the prudence of his creation.

The detonation of these bombs caused a shift in Oppenheimer's thinking as he slowly began to question the moral structure of the scientific world.
We saw a flash, and then a swiftly expanding white ball lit up the whole horizon. I tore off my goggles, and though I was partially blinded by the glare, I could see a stupendous cloud trailing streamers of purple dust. The cloud turned gray, quickly separated from the ground and swirled upward, shimmering with gleams of orange. The customary mushroom cloud gradually formed, but the stem connecting to the ground was much thicker than those shown in photographs of fission explosions...The shock wave blasted my ears and struck a sharp blow to my entire body; then there was a prolonged, ominous rumble that slowly died away...Within minutes, the cloud, which now filled the sky, turned a sinister blue-black color!"
Sakharov witnessed his first thermonuclear explosion and was struck by its mutation in appearance from something strangely beautiful to something sinister and dark. The successful test of the device should have been a great day for Sakharov as he was one of the project leaders. Yet, when he attempted to recall how he felt after the test when he was being congratulated he said, "I rose from my seat and bowed, but I can't recall what I was thinking at the time."

"We were stirred up, but not just with the exhilaration that comes with a job well done. For my part, I experienced a wide range of contradictory sentiments, perhaps chief among them a fear that this newly released force could slip out of control and lead to unimaginable disasters. The accident report and especially the death of the little girl and the soldier, heightened my sense of foreboding. I did not hold myself personally responsible for their deaths, but I could not escape a feeling of complicity."
Oppenheimer realized that scientists must participate in the political process and allow the social world to play a role in the scientific process. He urged that Scientists be less aloof, isolated and absorbed in solely in their own work. He believed that a new restructured Science, one which considered moral as well as scientific questions, would lead to a science which would always be a benefit to mankind. However, such a science would require a new type of scientist one who would be willing to speak out in a political context and attempt to relate to the larger social whole.

Oppenheimer attempted in his speech to remind his colleagues that they must consider the social whole when they did science. If they failed to consider the social world, then science would cease to be a progressive activity which improved humankind.
Nuclear Build up – Mutually Assured Destruction
Space Race – cost of war and competition

October 4, 1957  First artificial satellite launched into space (USSR)
November 3, 1957 First animal (dog) in space (USSR)
January 31, 1958  First US satellite launched to space (USA)
September 14, 1959 First probe sent to Moon (USSR)
April 12, 1961 First human sent to space (USSR)
July 10, 1962 First communications satellite launched to space (USA)
June 16, 1963 First woman sent to space (USSR)
March 18, 1965 First extra-vehicular activity (USSR)
July 20, 1969 First human to step foot on Moon (USA)
April 23, 1971 First space station (USSR)
November 14, 1971 First satellite to orbit another planet (USA)
July 15, 1975 First space missions (USA & USSR)
Religious Paradigm

- Reinforcing of faith or rejection of faith
- Damnation or salvation
- Christian West vs Atheist East – God is on our side
Philosophical Paradigms

- Existentialism
- Nihilism
- Absurdism
- Postmodernism
- Feminism
- Environmentalism
- Rejection or dismantling of traditional values
What is postmodernism?
Nihilism is the belief that all values are baseless and that nothing can be known or communicated. It is often associated with extreme pessimism and a radical skepticism that condemns existence. A true nihilist would believe in nothing, have no loyalties, and no purpose other than, perhaps, an impulse to destroy. While few philosophers would claim to be nihilists, nihilism is most often associated with Friedrich Nietzsche who argued that its corrosive effects would eventually destroy all moral, religious, and metaphysical convictions and precipitate the greatest crisis in human history. In the 20th century, nihilistic themes--epistemological failure, value destruction, and cosmic purposelessness--have preoccupied artists, social critics, and philosophers. Mid-century, for example, the existentialists helped popularize tenets of nihilism in their attempts to blunt its destructive potential. By the end of the century, existential despair as a response to nihilism gave way to an attitude of indifference, often associated with antifoundationalism.

http://www.iep.utm.edu/nihilism/
The field of environmental ethics concerns human beings’ ethical relationship with the natural environment. While numerous philosophers have written on this topic throughout history, environmental ethics only developed into a specific philosophical discipline in the 1970s. This emergence was no doubt due to the increasing awareness in the 1960s of the effects that technology, industry, economic expansion and population growth were having on the environment. The development of such awareness was aided by the publication of two important books at this time. Rachel Carson’s *Silent Spring*, first published in 1962, alerted readers to how the widespread use of chemical pesticides was posing a serious threat to public health and leading to the destruction of wildlife. Of similar significance was Paul Ehrlich’s 1968 book, *The Population Bomb*, which warned of the devastating effects the spiraling human population has on the planet’s resources.

http://www.iep.utm.edu/envi-eth/
Absurdity: For the existentialists, life is absurd; it makes no sense and has no meaning or ultimate purpose, but human beings need it to make sense, to have meaning and purpose.

Rejection of meaning-giving narratives: It isn’t enough to say that life is absurd; the existentialists repeatedly make the point that when philosophy, religion, or science tries to make sense of it, the attempts always fail.

Alienation: This is the feeling that you’re a stranger in your own life, a stranger in the world.

Anxiety: This is the feeling of unease you get when you start to recognize that life is absurd.
**Forlornness:** This is the feeling of loneliness you get when you realize that no one can help you make sense of your existence.

**Responsibility:** Everyone bears responsibility. If no one is going to give you a guidebook to life, you have to bear responsibility for making your way through it and creating some kind of meaning for it.

**Authenticity:** People want authenticity—to live in a way that’s in tune with the truth of who they are as human beings and the world they live in.
**Individuality:** An important part of developing an authentic and satisfying life is individuality. Reason, science, and systems that try to cover up the absurdity of life often take individuality from you.

**Passion/engagement:** Being passionate or engaged is another important aspect of living an authentic life, and it’s under attack from the same forces that take away your individuality.

**Death:** This is the ultimate context for all human actions and an important source of the absurdity of life.
Personal

- Paranoia
- Anxiety and fear - apocalypse
- Fear of outsiders
- Xenophobia
- Distrust of everything
- Cynicism of authority – satire
- Nostalgia for conservatism
- Craving for the dismantling of conservatism
- Distortion of the norm – fragmentation
- Helplessness, alienation

People don’t want to hear the truth because they don’t want their illusions destroyed.

— Friedrich Nietzsche
World needed ‘Balance’ – 1989
Ant-Communism at Home pdf

- Good Night, and Good Luck
- Work on pamphlet above first