

From HIROSHIMA & NAGASAKI to the NEW NORMALCY of NUCLEAR WAR
A Professional Development Workshop at the United Nations For High School Educators
November 5, 2019

CURRICULUM RESOURCES

THE NEW NORMALCY of NUCLEAR WAR

The Trump administration is dismantling age-old nuclear arms control treaties while instituting a new nuclear doctrine *in favor of* the war-fighting capacity of so-called “low-yield” nuclear weapons. This strategy is described in the Pentagon publication [Nuclear Operations](https://fas.org/irp/doddir/dod/jp3_72.pdf), https://fas.org/irp/doddir/dod/jp3_72.pdf

published on June 11, 2019. The Trump Doctrine asserts that nuclear weapons’ *actual use* would “create conditions for decisive results and the restoration of strategic stability.” This “strategic stability” leverages the instantaneous death of millions of civilians, creating humanitarian and environmental consequences into the far future and producing an expedient tipping point of planetary peril. These and other daily abrogations of international norms constitute the New Normalcy of Nuclear War

The Trump Doctrine

The Pentagon, Joint Publication 3-72, Nuclear Operations, 11 June 2019
https://fas.org/irp/doddir/dod/jp3_72.pdf

We need a Green New Deal for nuclear weapons

By [Matt Korda](#), September 11, 2019

<https://thebulletin.org/2019/09/we-need-a-green-new-deal-for-nuclear-weapons/>

US withdrawal from the JCPOA (Joint Comprehensive Plan of Action)

<https://thebulletin.org/2018/05/a-predictable-but-dangerous-iran-announcement/>

US withdrawal from the INF (Intermediate Nuclear Forces Treaty)

[The Post-INF Treaty Crisis: Background and Next Steps](#), Arms Control Association, Volume 11, Issue 8, August 7, 2019

<https://www.armscontrol.org/issue-briefs/2019-08/post-inf-treaty-crisis-background-next-steps>

[From Warheads to Windmills](#), How to Pay for the New Green Deal

Timmon Wallace, NuclearBan.US

<http://www.nuclearban.us/wp-content/uploads/2019/06/Warheads-Windmills-FINAL-single-file.pdf>

THE TREATY ON THE PROHIBITION OF NUCLEAR WEAPONS

[The Nuclear BAN Treaty](#)

Students can read the preamble as a primary text

<http://www.reachingcriticalwill.org/images/documents/Disarmament-fora/nuclear-weapon-ban/documents/TPNW.pdf>

[Banning nuclear weapons: principles and elements for a legally binding instrument](#)

Reaching Critical Will/Women's International League for Peace and Freedom
<http://www.reachingcriticalwill.org/resources/publications-and-research/publications/11390-banning-nuclear-weapons-principles-and-elements-for-a-legally-binding-instrument>

[BAN brief](#)

Bulletin of the Atomic Scientists
<https://thebulletin.org/about-us/whats-new-at-the-bulletin/>

[Filling the legal gap: the prohibition of nuclear weapons](#)

Reaching Critical Will/Women's International League for Peace and Freedom
<http://www.reachingcriticalwill.org/resources/publications-and-research/publications/9730-filling-the-legal-gap-the-prohibition-of-nuclear-weapons>

[The Ban Monitor](#)

International Campaign to Abolish Nuclear Weapons
<https://banmonitor.org>

THE HUMANITARIAN INITIATIVE:
CONTEMPORARY ACTION FOR NUCLEAR DISARMAMENT BY GOVERNMENTS AND NGOS

[Unspeakable Suffering: The Humanitarian Impact of Nuclear Weapons](#)

<http://www.reachingcriticalwill.org/resources/publications-and-research/publications/7422-unspeakable-suffering-the-humanitarian-impact-of-nuclear-weapons>

[Catastrophic Harm](#)

<http://www.icanw.org/the-facts/catastrophic-harm/>

[The Effects of Nuclear Weapons on Human Health](#)

International Committee of the Red Cross
<https://www.icrc.org/en/doc/resources/documents/legal-fact-sheet/03-19-nuclear-weapons-human-health-1-4132.htm>

[Climate Effects Of Nuclear War And Implications For Global Food Production](#)

International Committee of the Red Cross
<https://www.icrc.org/en/doc/resources/documents/legal-fact-sheet/03-19-nuclear-weapons-global-food-production-2-4132.htm>

[Humanitarian Assistance In Response To The Use Of Nuclear Weapons](#)

International Committee of the Red Cross
<https://www.icrc.org/en/doc/resources/documents/legal-fact-sheet/03-19-nuclear-weapons-humanitarian-assistance-3-4132.htm>

[Nobel Peace Prize Lecture 2017, the International Campaign to Abolish Nuclear Weapons,](#)

Setsuko Thurlow
<https://www.wagingpeace.org/setsuko-thurlow-nobel-peace-prize-acceptance-speech/>

[2017 Nobel Peace Prize Ceremony](#)

<https://www.youtube.com/watch?v=P1daV8n6fTY>

NUCLEAR CONTROVERSIES I: THE DECISION TO USE NUCLEAR WEAPONS

[Address to the Truman Legacy Symposium, May, 2014](http://archive.icanw.org/wp-content/uploads/2012/08/ViennaReport.pdf), Setsuko Thurlow
<http://archive.icanw.org/wp-content/uploads/2012/08/ViennaReport.pdf>

[The Decision to Drop the Bomb](http://nuclearfiles.org/menu/educators/study-guides/history_decision-to-drop-bomb.htm), Nuclear Age Peace Foundation
http://nuclearfiles.org/menu/educators/study-guides/history_decision-to-drop-bomb.htm

[The Decision to Risk the Future: Harry Truman, the Atomic Bomb and the Apocalyptic Narrative](https://apjif.org/-Peter-J.-Kuznick/2479/article.html), Peter Kuznick, PhD
<https://apjif.org/-Peter-J.-Kuznick/2479/article.html>

NUCLEAR CONTROVERSIES II: RACISM AND NUCLEAR WEAPONS

[Hiroshima's Forgotten Victims: A Korean Survivor's Tale](https://www.pri.org/stories/2013-08-06/hiroshima-s-forgotten-victims-korean-survivor-s-tale), Gage Bentley
<https://www.pri.org/stories/2013-08-06/hiroshima-s-forgotten-victims-korean-survivor-s-tale>

[Racism, Resources and Nuclear Weapons: Some Reflections on the Rodney King Case](https://ieer.org/resource/commentary/racism-resources-and-nuclear-weapons-some-reflections-on-the-rodney-king-case/), Arjun Makhijani, PhD
<https://ieer.org/resource/commentary/racism-resources-and-nuclear-weapons-some-reflections-on-the-rodney-king-case/>

[The Quest for Peace and Justice](https://www.nobelprize.org/prizes/peace/1964/king/lecture/), Dr. Martin Luther King, Jr. Nobel Lecture
<https://www.nobelprize.org/prizes/peace/1964/king/lecture/>

[Nuclear War Against Australia's Aboriginal People](https://theecologist.org/2014/jul/14/nuclear-war-against-australias-aboriginal-people), Jim Green
<https://theecologist.org/2014/jul/14/nuclear-war-against-australias-aboriginal-people>

[Never Again: Hiroshima, Auschwitz and the Politics of Commemoration](https://apjif.org/2015/13/3/Ran-Zwigenberg/4252.html), Ran Zwigenberg, PhD
<https://apjif.org/2015/13/3/Ran-Zwigenberg/4252.html>

NUCLEAR CONTROVERSIES III: GENDER AND DISARMAMENT

[Resource Page on Gender and Disarmament from Reaching Critical Will/Women's International League for Peace and Freedom](http://www.reachingcriticalwill.org/resources/publications-and-research/research-projects/10637-gender-and-disarmament)

<http://www.reachingcriticalwill.org/resources/publications-and-research/research-projects/10637-gender-and-disarmament>

[Sex and Death in the Rational World of Defense Intellectuals](https://people.ucsc.edu/~rlipsch/migrated/pol179/Cohn.pdf), Carol Cohn, PhD
<https://people.ucsc.edu/~rlipsch/migrated/pol179/Cohn.pdf>

[War, Language and Gender, What New Can be Said? Framing the Issues](#), Anita Taylor and M.J. Hardman

NUCLEAR CONTROVERSIES IV: AGING NUCLEAR INFRASTRUCTURE & WEAPON'S SECURITY

[Nukes of Hazard: Eric Schlosser's Command and Control](https://www.newyorker.com/magazine/2013/09/30/nukes-of-hazard), Louis Menand
<https://www.newyorker.com/magazine/2013/09/30/nukes-of-hazard>

[Break-In At Y-12, How A Handful Of Pacifists And Nuns Exposed The Vulnerability Of America's Nuclear-Weapons Sites](https://www.newyorker.com/magazine/2015/03/09/break-in-at-y-12), Eric Schlosser
<https://www.newyorker.com/magazine/2015/03/09/break-in-at-y-12>

[We almost Lost North Carolina](https://hibakushastories.org/we-almost-lost-north-carolina/): A Multi-Media Lesson Plan on Nuclear Near Misses
by Kathleen Sullivan, PhD, Hibakusha Stories Director

<https://hibakushastories.org/we-almost-lost-north-carolina/>

Teaching Hiroshima and Nagasaki
NYSED Social Studies Framework

Grade 10: Unifying Themes Aligned to Key Ideas

1914–Present: Crisis and Achievement in the 20th Century

10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.

(Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)

10.5b Technological developments increased the extent of damage and casualties in both World War I and World War II. Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation.

10.5c The devastation of the world wars and use of total war led people to explore ways to prevent future world wars. Students will examine international efforts to work together to build stability and peace, including Wilson’s Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.

10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)

10.6a The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

10.6b The Cold War was a period of confrontations and attempts at peaceful coexistence.

Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives. Students will examine the new military alliances,

nuclear proliferation, and the rise of the military-industrial complex. Students will examine the reasons countries such as Egypt and India chose nonalignment. Students will explore the era of détente from both American and Soviet perspectives.

10.6c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.

Grade 11: United States History and Government

11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world.
(Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)

11.8a As situations overseas deteriorated, President Roosevelt’s leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including “cash and carry” and Lend-Lease.

Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands.

Students will examine the impact of the Japanese attack on Pearl Harbor.

Students will examine President Roosevelt’s leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance. Grades 9-12

Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman’s decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

11.9 COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.
(Standards: 1, 2, 3; Themes: TCC, GOV, ECON)

11.9a After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.

11.9b The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations.

Students will trace the acceleration of the nuclear arms race, beginning with from the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race.

Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty.

Students will examine the policy of détente and its effect on the nuclear arms race.

Grade 12: Participation in Government and Civics

12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

12.G5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

12.E2b The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a

perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.

Teaching Hiroshima and Nagasaki

Gathering, Interpreting, and Using Evidence

Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.

Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.

- Describe, analyze, and evaluate arguments of others.
- Make inferences and draw conclusions from evidence.
- Deconstruct and construct plausible and persuasive arguments, using evidence.
- Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

Chronological Reasoning and Causation

- Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
- Identify causes and effects using examples from different time periods and courses of study across several grade levels.
- Identify, analyze, and evaluate the relationship between multiple causes and effects
- Distinguish between long-term and immediate causes and multiple effects (time,

continuity,
and change).

- Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
- Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.
- Relate patterns of continuity and change to larger historical processes and themes.
- Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

Comparison and Contextualization

- Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
- Identify, compare, and evaluate multiple perspectives on a given historical experience.
- Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
- Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
- Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
- Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

Geographic Reasoning

- Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
- Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.

- Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
- Recognize and interpret (at different scales) the relationships between patterns and processes.
- Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
- Characterize and analyze changing connections between places and regions.

Economics and Economics Systems

- Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
- Analyze the ways in which incentives influence what is produced and distributed in a market system.
- Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
- Describe concepts of property rights and rule of law as they apply to a market economy.
- Use economic indicators to analyze the current and future state of the economy.
- Analyze government economic policies and the effects on the national and global economy.

Civic Participation

- Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
- Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
- Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
- Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
- Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
- Identify situations in which social actions are required and determine an appropriate

course of action.

- Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
- Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.