

**INSTITUTO DIOCESANO
DEL PROFESORADO M. RASPANTI**

HIROSHIMA-NAGASAKI, TEACHINGS OF PEACE FOR HUMANITY

1. Members of the chair¹

Lecturer	E-mail
Cecilia Onaha	conaha@gmail.com
Nélida Shinzato	nelida.shinzato@raspanti.edu.ar , nelidashinzato@yahoo.com.ar
Matías Iglesias	matias.iglesias@raspanti.edu.ar
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Tomoko Aikawa	tomokoar@gmail.com

2. Targets

The course is part of the curriculum of the Special Education Teacher Training, Religious Education and Psychopedagogy programs. For our students it will be a compulsory course. It will form the content of the subjects "Field of Practice" and "Tools of the Field of Professional Teaching Practice". It will also be open to professionals and agents of the field of education, social work and social health, as well as students and teachers of related careers, to whom an institutional certificate of the course will be given.

3. Area in which the course is located within the programs

The course is in the Culture of Peace course of studies, within the area of Education for Global Citizenship, within the framework of the UNESCO Chair Education for Diversity based in our Institute.

4. Justification of the course

In virtue of our UNESCO Chair, we have taken as our own the axis of global citizenship that emerges from the Sustainable Development Goals of the UNESCO 2030 Agenda, in particular, Goal 4.7, which aims to ensure that all students acquire the

¹ See last page for a brief resume of the lecturers.

theoretical and practical knowledge to promote, among other things, sustainable development, human rights, the promotion of the culture of peace and non-violence, world citizenship and the appreciation of cultural diversity.

In consonance with the Culture of Peace and Encounter emerging from our Christian identity, we consider it especially important to educate for peace in the training of future and current teachers, because of the possibility of impact on children at the initial, primary and secondary levels.

When it comes to the training of professionals dedicated to the educational field, we consider relevant the treatment of the experiences of Hiroshima and Nagasaki to promote a future which does not repeat the tragedies that humanity has already suffered, to transmit the value of peace as a common good to humanity and not to deviate towards the path of self-destruction. These experiences transcend today their own geographical and temporal contexts and provide learning to the world to oppose nuclear weapons.

The purpose of this course is to multiply this awareness, analyzing in a systematic way the reality of the bombings and their consequences for all humanity.

5. Objectives of the course

The training of educators aware of the importance of transmitting and multiplying the Culture of Peace within the framework of the construction of citizenship. The recognition that interventions in the social field are possible thanks to the support of joint projects and the awareness of our belonging to the same humanity, from the different cultural identities, as well as the fact that fraternity and solidarity are the pillars of educational values for the development of the world.

In this context, students will receive information about the atomic bombings in Hiroshima and Nagasaki, and they will approach the subject from different perspectives to understand the fundamental message of the survivors: that no one else should suffer in the same way, and that we must aspire to the total elimination of nuclear weapons for world peace on firm foundations.

6. Course load

64 annual per year.

7. Structure and contents of the course

INTRODUCTION			
Class N°	1	Hours	3
Presentation of the Hiroshima-Nagasaki Peace Studies Course and the World Network of Mayors of Peace. Foundation and objectives of the proposal in the framework of Education for World Citizenship and the Culture of Peace and Encounter.			
HIROSHIMA Y NAGASAKI EN LA HISTORIA CONTEMPORÁNEA			
Class N°	2, 3, 4	Hours	9
Lecturer	Cecilia Onaha		
Objectives			
To learn and reflect on the path that led to the first and only use of nuclear weapons in the history of humanity.			
Contents			
<p>1) Japan. The Pacific War chapter within the “Fifteen-Year War”. Potential economic confrontation with the United States. Impact of the 1929 crisis and the rise of nationalism. Situation in the Asian mainland: from the formation of the puppet state of Manchukuo (1931) to the war with China (1937)</p> <p>2) The allies. The road to the decision to use the atomic bomb. Quebec Agreement (August 1943); Conferences of Cairo (November 1943), Yalta (February 1945) and Potsdam (July 1945).</p> <p>3) Main actors: scientists (the petition of Leo Szilard’s and 70 scientists from Manhattan project), the military (declarations of main officers of the US Armed Forces regarding the use of nuclear weapons).</p> <p>4) The voice of the victims. The choice of the targets and their characteristics. Consequences of the attacks.</p>			
Bibliography			
Coox, Alvin. D. (2008) “The Pacific War”. In: Duus, P. (edit) <i>The Cambridge History of Japan. Vol 6: The Twentieth Century</i> , Cambridge, UK: Cambridge University Press, pp. 315-382.			
Tanaka Michiko (coordinadora) <i>Política y pensamiento político en Japón. 1926-2012</i> . Cap. IV La Guerra del Pacífico, pp.181-218.			

González, Silvia L. (2004) *Hiroshima: la noticia que nunca fue. ¿Cómo se censura la información en tiempos de conflicto?* Venezuela: Editorial Venezolana-Fundación Japón.

Dower, John (2010) *Culturas de Guerra. Pearl Harbor – Hiroshima – 11 de septiembre – Iraq*. Barcelona, Pasado&Presente. Second part, chapters 7-10.

TESTIMONIES FOR HOPE

Class N°	5, 6, 7	Hours	9
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Lecturer	Nélida Shinzato
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Objectives
 To understand the story of the survivors as a hopeful message for the new generation.
 To raise awareness of the need for the treatment of the Culture of Peace in Education for Global Citizenship. To teach from past experiences for their non-repetition in the future.

Contents
 Testimonials of survivors. Joint reflection and analysis of the messages of the *hibakusha* to understand the reality of the bombings. Human, social and cultural consequences.

Bibliography and materials
Hiroshima and Nagasaki: That We Never Forget. Hibakusha Share their testimonies of survival (2017), Tokyo, Japan: Soka Gakkai.
 Audiovisual materials recovered from https://www.global-peace.go.jp/OTHER/ot_spanish_pic_syousai.php?gbID=1095&dt=180418103831
 and https://www.global-peace.go.jp/OTHER/ot_spanish_pic_syousai.php?gbID=1186&dt=180418103831

NUCLEAR WEAPONS IN INTERNATIONAL POLITICS AFTER HIROSHIMA AND NAGASAKI

Class N°	8, 9	Hours	6
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Lecturer	Matías Iglesias
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Objectives
 To learn and reflect about the nuclear weapons proliferation after Hiroshima and Nagasaki as well as the attempts of the international community to prevent it, during and after Cold War. To raise awareness of the dangers of proliferation today, including the role of non-state actors. To learn from the experience of countries which have

voluntarily abandoned their nuclear plans, and to reflect on current challenges involving proliferation.

Contents

- 1) The First Nuclear Age: Nuclear weapons between 1945 and 1991. Vertical proliferation. MAD. The Second Nuclear Age: 1991 – present. Horizontal proliferation. Nuclear weapons in hands of non-state actors.
- 2) The international system and weapons of mass destruction: arms control and counterproliferation. Nuclear Non-Proliferation Treaty. International Atomic Energy Agency.
- 3) Nuclear weapons in Latin America: Argentina and Brazil renouncement of nuclear plans. Latin America as Nuclear Weapons Free Zone.
- 4) Nuclear weapons in current international agenda: Iran, Korean peninsula.

Bibliography

Baylis, J. and M. Smith (2010). The Control of Weapons of Mass Destruction. In John Baylis et al (Ed.), *Strategy in the contemporary world*, 227-245. Oxford, UK: Oxford.

Howlett, D. (2011). Nuclear proliferation. In John Baylis, S. Smith & P. Owens (Ed), *The Globalization of World Politics*, 384-397. Oxford, UK: Oxford.

Lebow, R. N. And J. Gross Stein (2007). Nuclear deterrence in retrospect. In Richard Ned Lebow, *Coercion, Cooperation and Ethics in International Relations*, 185-219. New York, USA: Routledge.

Walton, C. D. (2010). The Second Nuclear Age: Nuclear Weapons in the Twenty-First Century. In John Baylis et al (Ed.), *Strategy in the contemporary world*, 208-226. Oxford, UK: Oxford.

HIROSHIMA, NAGASAKI AND ART: *HAIKU*, POETRY OF PEACE AND FOR PEACE

Class N°	10, 11	Hours	6
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Lecturer	Vicente Haya
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Objectives

Haiku is a synthetic expression of Japanese soul, which makes of harmony its central reality. The purpose of these encounters is for the student to understand the Japanese notion of harmony, because without it, it is not possible to build peace. Thus, we will understand that *haiku* is a form of poetry that is born of peace and contributes to peace.

Contents

In these encounters, students will analyze a repertoire of Japanese *haikus* that show an denounce a war situation (first encounter) and a repertoire of *haikus* that express the harmony in which the *haijin* aspires to live (second encounter).

Bibliography

Haya, V. (2013) *Aware (iniciación al haiku japonés)*. Barcelona, Spain: Kairós.
 AA.VV. (2015) *Haikus pour la paix*. [100 haikus en recuerdo de las bombas de Hiroshima y Nagasaki]. Editions L'iroli,
 Ota, S. & Gallego, E. (2016) *Haikus de guerra*. Madrid, Spain: Hiperión.
 Arrupe, P. (2010) *Yo viví la bomba atómica*. Bilbao, Spain: Mensajero.

HIROSHIMA, NAGASAKI, AND THE CULTURE OF PEACE AND ENCOUNTER

Class N°	12	Hours	3
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Lecturer	Oswaldo Napoli
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Objectives

To analyze the documents of the pontifical magisterium from the Second Vatican Ecumenical Council to present. To verify the reception of the Messages in the life of the Christian communities. To propose specific pedagogical actions to promote a Culture of Peace.

Contents

The Second Vatican Ecumenical Council. A commitment to dialogue and peace in the world. Encyclical *Pacem in terris*, by John XXIII.
 Messages for the Celebration of the World Day of Peace. Analysis of its contents and timeliness of its publications. Artisans and builders of Peace, a commitment of every Christian educator. Humanity as the family of all.

Bibliography

John XXIII. Encyclical. *Pacem in Terris*. 11 Abril 1963
 Messages for the Celebration of the World Day of Peace. Retrieved from:
http://www.vatican.va/holy_father/index_sp.htm

HIROSHIMA, NAGASAKI AND MAYORS FOR PEACE. BUILDING A NETWORK FOR CULTURE OF PEACE

Class N°	13, 14	Hours	6
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Lecturer	Tomoko Aikawa
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Objectives

To learn and know the history of Mayors for Peace, founded in 1982 by Hiroshima and Nagasaki with the aim of achieving world peace by means of international solidarity and awareness against nuclear weapons. To observe its activities and those of the cities and municipalities alongside NGOs, etc., to understand and transmit the spirit of Hiroshima and Nagasaki in the words of the survivors.

Contents
 Founding and history of Majors for Peace and its activities. Specific examples of activities undertaken in Argentina and Latin America. Ceremonies of Commitment for Peace on 6th August in Hiroshima and 9th August in Nagasaki.

Materials
 Letter from Mayors for Peace President. Retrieved from:
http://www.mayorsforpeace.org/data/pdf/02_request_otherlanguages/10_request_in_spanish.pdf
 Authorized videos by Hiroshima National Peace Memorial Hall for the Atomic Bomb Victims. Retrieved from: <https://www.hiro-tsuitokenkan.go.jp/>
 Newsletters by Mayors for Peace.
 Other materials.

FIELD WORK: PREPARATION AND TEACHING OF CLASSES ON CULTURE OF PEACE

Practice weeks	Hours	16
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Activities
 Theoretical class about class planning in group. Objectives, activities, didactic materials. Students should submit a class planning project in relation to Hiroshima and Nagasaki, the non-proliferation of nuclear weapons and awareness for a Culture of Peace. They will be supervised individually before their departure to schools by teachers specialized in didactics and pedagogy of our institute, according to the recipient level: initial, primary, or secondary. Advanced students will perform this practice of teaching. Students from first and second year will participate as assistants.

FINAL ASSESSMENT

Class N°	16	Hours	3
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The assessment will consist of the submission of action proposals at the individual, group, or community level, from their spaces of belonging.

Members of the chair

Cecilia Onaha: Doctor in Philosophy (The Graduate University for Advanced Studies, Japan), Mg. In Asian and African Studies (El Colegio de México, Mexico). Professor of History (National University of La Plata, Argentina). Lecturer in Universidad del Salvador, Argentina. Researcher in Universidad Nacional La Plata. Diploma of Merit by the Ambassador of Japan in Argentina. Order of the Rising Sun, Gold Rays with Rosette, from the Government of Japan in recognition of the promotion of Japanese Studies and the dissemination of Japanese culture in Argentina.

Nélida Shinzato: Degree in Psychology (National University of Buenos Aires, Argentina), Level III Teacher Training for Superior Education (Instituto Raspanti). Director of Raspanti Institute. Lecturer of UNESCO Chair “Education for Diversity” since 2002. Institutional liaison of Home Care Course for Seniors, in agreement with National Ministry of Social Development. Outstanding Nikkei in the area of Humanities at the Nikkei Center and the Argentinean Japanese Cultural Foundation.

Matías Iglesias: Mg. in Geopolitical Studies (Charles University in Prague, Czech Republic), Bachelor of International Relations (University of Palermo, Argentina). Member of the Working Group of India and South Asia, Asian Affairs Committee, of the Argentine Council for International Relations (CARI). Coordinator of Asian Studies Department, Raspanti Institute.

Vicente Haya: Doctor in Pure Philosophy (University of Sevilla, Spain), Degree in Philosophy (University of Granada, Spain). Professor of Japanese (University of Sevilla, Spain) and Spanish Language (University of Foreign Languages, Nagasaki). Conferencist and autor of various publications on *haiku*.

Oswaldo César Napoli: Bachelor of Theology (Catholic University of Argentina). Professor of pedagogy and philosophy. President of Raspanti Institute. President of Instituto Nuestra Señora de la Esperanza (school for disabled children).

Tomoko Aikawa: Degree in Latin American Studies and Hispanic Linguistics (University of Aichi, Japan) Professor, interpreter and translator of Japanese and Spanish. Specialist in Quality Systems, Foreign Trade, and Logistics (University of Tres de Febrero, Argentina), Ambassador of Peace for Hiroshima, designated by the Mayor of Hiroshima. International Consultant for Mayors for Peace.