

**INSTITUTO DEL PROFESORADO
MONS. MIGUEL RASPANTI**

**HIROSHIMA-NAGASAKI, TEACHINGS OF PEACE
FOR HUMANITY**

Certified by the Hiroshima Peace Culture Foundation.

Special Education Teaching Degree - 2nd year course

Psychopedagogy Technical Degree- 2nd year course

Religious Education Teaching Degree - 2nd year course

Year: 2022

Coordination:

Prof. Nélide Shinzato – Prof. Matías Iglesias

HIROSHIMA-NAGASAKI, TEACHINGS OF PEACE FOR HUMANITY SYLLABUS FOR THE 2022 COURSE

This course is a compulsive part of the study plan for the Special Education and Religious Education Teaching degrees, and the Psychopedagogy Technical degree. It is also open to education, social work and social health professionals, as well as students and teachers from related fields, for whom a certificate will be issued should they complete the course.

Justification of the Course

In the context of the “Education for Diversity” UNESCO Chair associated with the institution, as an institution we have centered on World Citizenship as it pertains the Sustainable Development Objectives from the UNESCO Agenda 2030, particularly on goal 4.7, which aims to ensure that all students acquire theoretical and practical knowledge in order to promote, among other things, sustainable development, human rights, Peace Culture and nonviolence, World Citizenship, and an appreciation for cultural diversity.

In consonance with the Peace and Encounter Culture aspects of our Christian identity, we consider especially important that present and future teacher formation includes Education for Peace, as the possibility for change in compulsory education levels is relevant and priority for us.

Additionally, we consider that in the formation of education professionals, approaching the experiences and histories from Hiroshima and Nagasaki is important to promote a future that will not repeat the tragedies that humanity has already suffered, to convey the value of Peace as a common good for humanity, and to avoid straying into a self-destructive path. These experiences transcend their geographical and cultural context, and provide teachings for the world to oppose nuclear weapons.

The purpose of this course is to multiply this consciousness, systematically analyzing the reality of the bombings and their consequences for all of humanity, in line with the objectives of the Hiroshima Peace Culture Foundation.

Course Objectives

- the formation of educators that are conscious of the importance of transmitting and multiplying Peace Culture in the context of citizenship construction and education.
- That students recognize that interventions in social environments are possible through joint projects and an understanding of our common humanity through cultural differences.
- Student understanding of the fact that fraternity and solidarity are the pillars of educative values for the development of the world.

In this context, students will receive information about the atomic bombing of Hiroshima and Nagasaki, and will approach the subject and themes from different

perspectives in order to understand the fundamental message of the *hibakusha*, the survivors: no one else should suffer in the same way, and that we must aspire to the total elimination of nuclear arms in order to achieve lasting world peace.

UNIT I: CONFLICT AND COOPERATION IN INTERNATIONAL POLITICS

Objectives:

- To identify and understand the actors in the international system and the International Relations theory lines that explain conflict and cooperation between States, as well as contemporary conflicts with non-state actors in the age of Globalization.

Contents:

The international system. Actors: States, international organizations. United Nations and its system. Globalization and Mundialization. Philosophies and theories about war. Conflicts in the age of mundialization: three images in International Relations. Conflicts in the age of globalization: new actors, new wars. Nuclear arms: vertical and horizontal proliferation.

Bibliography:

- Barbé, E. (1995). *Relaciones internacionales*. Madrid, España: Tecnos. Del Arenal, C. (1994). *Introducción a las relaciones internacionales*. Madrid, Spain: Tecnos.
- Del Arenal Moyúa, C. (2008). Mundialización, creciente interdependencia y globalización en las relaciones internacionales. *Cursos de derecho internacional y relaciones internacionales de Vitoria-Gasteiz*, 1, 181-268.
- García, C. (2013). Las “nuevas guerras” del siglo XXI. Tendencias de la conflictividad armada contemporánea. Working Papers 323. Barcelona: ICPS. Retrieved from <https://www.icps.cat/archivos/Workingpapers/wp323.pdf?noga=1>
- Mearsheimer, J. J. (2007). Structural Realism. En Dunne, T., M. Kurki & S. Smith (Eds.), *International Relations Theories. Discipline and Diversity* (págs. 77-94). Oxford, UK: Oxford University Press.
- Mearsheimer, J.J. (2001). *The Tragedy of Great Power Politics*. New York, USA: W.W. Norton.
- Williams, P. D. (Ed.). *Security Studies: An introduction*. New York, USA: Routledge.

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

Objectives: The *haiku* is a synthetic expression of the Japanese culture, and centers on harmony as its central reality. The purpose of these encounters is to guide the student to understand the Japanese notion of harmony as a path to Peace-construction, and so understand *haiku* as a form of poetry born from, and contributing to, peace.

Contents:

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

Bibliography:

Haya, V. (2013) *Aware (iniciación al haiku japonés)*. Barcelona, Spain: Kairós. AA.VV. (2015) *Haikus pour la paix*. [100 haikus in memory of the Hiroshima and Nagasaki bombs]. 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.

UNIT III: TESTIMONIES FOR PEACE

Objectives:

- To understand the survivors' stories as a message of peace for the new generations.
- Create awareness of the necessity of approaching Peace Culture in Global Citizenship Education.
- Teach past experiences in order to avoid repeating them in the future.

Contents:

- Survivor testimonies.
- Joint reflection and analysis of the *hibakusha's* message in order to understand the full reality of the bombings.
- Human, social, and cultural consequences.

Bibliography:

Hiroshima and Nagasaki: That We Never Forget. Hibakusha Share their testimonies of survival (2017), Tokyo, Japan: Soka Gakkai.

UNIT IV: HIROSHIMA, NAGASAKI, AND PEACE AND ENCOUNTER CULTURE

Objectives:

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

Contents:

- The Second Ecumenical Council of the Vatican. A commitment to dialogue and peace in the world.
- John XXIII's Encyclical, *Pacem in Terris*.

- Mayors for Peace.
- Hiroshima Peace Culture Foundation.

Bibliography:

John XXIII. Encyclical. Pacem in Terris. April 11th 1963

Mensajes para la Celebración del Día Mundial de la Paz. Retrieved from:

http://www.vatican.va/holy_father/index_sp.htm

UNIT V: CLASS PREPARATION AND TEACHING ABOUT PEACE CULTURE

Students will attend an encounter on the theory framework for class planning, covering objectives, activities, and didactical materials.

The students will propose a Class Planning project about Peace culture and nuclear arms non-proliferation; they will be individually supervised by teachers specialized in didactics and pedagogy, and according to the school level they're planning for.

ACCREDITATION

This proposal uses the existing Argentine higher education normative as a basic foundation for evaluation.

Over the duration course, there'll be two instances of partial evaluation. Should a student fail to achieve a passing grade in one of them, or should they be absent (with the corresponding justification) from one of them, they may retake the evaluation - a single time - in the two weeks following the end of the course. A student that fails to achieve a passing grade, or to attend both partial evaluations will fail the course, and will need to reapply for it.

- a) In order to attain a passing grade, students must account for, develop or produce the following:
 - Commitment and Responsibility
 - Development of critical thinking skills
 - Initiative and creativity
 - Proper fundamentation of pedagogical decisions
 - Reflexive attitudes
 - Knowledge of the concepts in this syllabus
 - A minimum attendance percentage
 - Timely preparation and submission of written assignments given by the professors. These may be returned with improvement proposals.
- b) Accreditation of the course will be attained through a final exam. This exam will be a individual colloquium in front of an evaluating commission presided by the professors. The student's achievement level will be evaluated according to the expectations set at the start of the course.

SCHEDULE

Date	Unit / Contents	Professor / Teacher
5/4	Introduction (synchronous)	
5/4	Unit I: Conflict and cooperation in international politics (synchronous)	Matías Iglesias
19/4	Unit I: Conflict and cooperation in international politics	Matías Iglesias
10/5	Questions and inquiries session (synchronous)	Matías Iglesias, Débora García and Gabriel Aranguren
17/5	Questions, inquiries and extra materials	Débora García and Gabriel Aranguren
24/5	Unit II: Hiroshima, Nagasaki and art: <i>Haiku</i> , poetry of Peace for Peace (synchronous)	Sandra Pérez
31/5	Unit II: Hiroshima, Nagasaki and art: <i>Haiku</i> , poetry of Peace for Peace	Sandra Pérez
7/6	Unit III: Testimonies for Peace (synchronous)	Nélida Shinzato, Débora García and Gabriel Aranguren
14/6	Unit III: Testimonies for Peace	Nélida Shinzato, Débora García and Gabriel Aranguren
21/6	Unit IV: Hiroshima, Nagasaki, and Peace and Encounter Culture (synchronous)	Isabel Vidal
28/6	Unit IV: Hiroshima, Nagasaki, and Peace and Encounter Culture	Isabel Vidal
<i>Winter break</i>		
9/8	Unit IV: Hiroshima, Nagasaki, and Peace and Encounter Culture	Tomoko Aikawa
23/8	Closing session for the theory half of the syllabus - Testimonies for Peace	Nélida Shinzato

30/8	Unit V: Class preparation and teaching about Peace Culture	Débora García and Gabriel Aranguren
13/9	Unit V: Class preparation and teaching about Peace Culture	Débora García and Gabriel Aranguren
20/9	Unit V: Class preparation and teaching about Peace Culture	Débora García and Gabriel Aranguren
27/9	Unit V: Class preparation and teaching about Peace Culture	Débora García and Gabriel Aranguren
4/10	Unit V: Class preparation and teaching about Peace Culture	Débora García and Gabriel Aranguren
11/10	Deadline for the first class planning draft	Débora García and Gabriel Aranguren
18/10	Questions and revisions	Débora García and Gabriel Aranguren
25/10	Final deadline	Débora García and Gabriel Aranguren