

**INSTITUTO DIOCESANO
DEL PROFESORADO M. RASPANTI**

HIROSHIMA-NAGASAKI, TEACHINGS OF PEACE FOR HUMANITY

1. Members of the chair¹

Lecturer	E-mail
Nélida Shinzato	nelida.shinzato@raspanti.edu.ar , nelidashinzato@yahoo.com.ar
Matías Iglesias	matias.iglesias@raspanti.edu.ar matiasiglesias09@gmail.com
Sandra Pérez	sperez@raspanti.edu.ar
Osvaldo Napoli	osvaldo.napoli@raspanti.edu.ar
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 theoretical and practical knowledge to promote, among other things, sustainable

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

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.			
CONFLICT AND COOPERATION IN INTERNATIONAL POLITICS			
Class N°	2, 3, 4	Hours	9
Lecturer	Matías Iglesias		
Objectives			
To learn about the international system, its actors, structure, and process, and to introduce students to theoretical frameworks addressing interstate conflict and cooperation.			
Contents			
<p>1) The international system: Actors: States, intergovernmental organizations (UN System, WHO), non-governmental organizations, multinational corporations, individuals. Structure: bipolar and multipolar systems. Process: conflict and cooperation. The contemporary international order.</p> <p>2) Conflict and Cooperation in International Relations Theory: Realist theories and war. Liberal theories and cooperation. Peace Studies. Feminism.</p>			
Bibliography			
Barbé, E. (1995). <i>Relaciones internacionales</i> . Madrid, Spain: Tecnos.			
Del Arenal, C. (1994). <i>Introducción a las relaciones internacionales</i> . Madrid, Spain: Tecnos.			
Mearsheimer, J. J. (2007). Structural Realism. In Dunne, T., M. Kurki & S. Smith (Eds.), <i>International Relations Theories. Discipline and Diversity</i> (pp. 77-94). Oxford, United Kingdom: Oxford University Press.			
Mearsheimer, J.J. (2001). <i>The Tragedy of Great Power Politics</i> . New York: W.W. Norton.			
Williams, P. D. (Ed.). <i>Security Studies: An introduction</i> . New York: Routledge.			
TESTIMONIES FOR HOPE			
Class N°	5, 6, 7	Hours	9
Lecturer	Nélida Shinzato		
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

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

Class N°	8, 9	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.

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

Class N°	10, 11	Hours	6
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Lecturer	Sandra Pérez
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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 and 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.

CONTEMPORARY CONFLICTS

Class N°	12, 13, 14	Hours	9
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Lecturer	Matías Iglesias
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Objectives
 To understand current debates on contemporary conflicts in IR theory, encompassing other than interstate conflicts. To introduce Human Security paradigm.

Contents
 Security in International Relations: traditionalist and new dimensions. Human Security. Ethnic conflicts and genocide. Conflicts derived from poverty, environmental change, and health. Migrants, human trafficking and refugees.

Bibliography			
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			
Kaldor, M. (2010). El poder y la fuerza. La seguridad de la población civil en un mundo global. Barcelona, Spain: Tusquets.			
Pérez de Armiñon, K. (2006-2007). El concepto y el uso de la seguridad humana: análisis crítico de sus potencialidades y riesgos. <i>Revista CIDOB D'afers Internacionals</i> , 76, 59-77.			
Williams, P. D. (Ed.). <i>Security Studies: An introduction</i> . New York: Routledge.			
HIROSHIMA, NAGASAKI, AND THE CULTURE OF PEACE AND ENCOUNTER			
Class N°	15	Hours	3
Lecturer	Oswaldo Napoli		
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 <i>Pacem in terris</i> , 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.			
Special guest			
Ines Greslebin, Argentinean Provincial of the Handmaids of the Secret Heart of Jesus. Conference on the life of Ernestina Ramallo, Argentinean missionary who lived in Japan at the time of WW2 and was decorated by the Emperor for her humanitarian work.			
Bibliography			
John XXIII. Encyclical. <i>Pacem in Terris</i> . 11 Abril 1963			

Messages for the Celebration of the World Day of Peace. Retrieved from:
http://www.vatican.va/holy_father/index_sp.htm

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

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.

Sandra Pérez: Higher teacher of primary education. Social psychologist. Professor at the Cristina Ishikawa School of Japanese Painting. Professor of the Virtual School of Haiku Makoto. Member of the publishing team of Spanish-language haiku gazette “Leaves on the Sidewalk” (HELA, for its acronym in Spanish).

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.