

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 y Gabriel Aranguren
17/5	Questions, inquiries and extra materials	Débora García y 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 y Gabriel Aranguren
14/6	Unit III: Testimonies for Peace	Nélida Shinzato, Débora García y 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 the Culture of Peace and Encounter	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 y Gabriel Aranguren
13/9	Unit V: Class Preparation and Teaching about Peace Culture	Débora García y Gabriel Aranguren
20/9	Unit V: Class Preparation and Teaching about Peace Culture	Débora García y Gabriel Aranguren
27/9	Unit V: Class Preparation and Teaching about Peace Culture	Débora García y Gabriel Aranguren
4/10	Unit V: Class Preparation and Teaching about Peace Culture	Débora García y Gabriel Aranguren
11/10	Deadline for the first class planning draft	Débora García y Gabriel Aranguren
18/10	Questions and revisions	Débora García y Gabriel Aranguren
25/10	Final deadline	Débora García y Gabriel Aranguren