



# INSTITUTO DEL PROFESORADO MONSEÑOR MIGUEL RASPANTI

2023

Course: “Hiroshima Nagasaki, Teachings of Peace for Humanity”

Course Coordinator: Débora García

# HIROSHIMA-NAGASAKI, TEACHINGS OF PEACE FOR HUMANITY

## SYLLABUS - 2023

This course is a mandatory part of the Psychopedagogy Technical degree and of the Special Education Teacher and Theology Teacher training degrees/programs; it's included as a regular course in the first and as part of the field experience courses in the latter two. It is also open to professionals working in Education, Social Work, and Social Health areas in addition to students and teachers in adjacent fields, for all of whom a certificate is extended if they conform to the attendance and evaluation requirements.

### **The Course's purpose and fundamentation**

In accordance with, and within the purview of the UNESCO Chair ('Education pour le diversité) hosted by the Institute, we have decided on Global Citizenship as an effective focus for Outcome 4.7 of the UNESCO's Agenda 2030 SDOs. In particular, our particular implementation for this outcome centers on ensuring all students acquire practical knowledge and theory to promote, among other goals, sustainable development, Human Rights, Peace and Non-Violent culture, Global Citizenship, and an appreciation for cultural diversity.

Alongside and in consonance with Peace Culture and the Institute's christian vocation for the Culture of Encounter, we consider Education for Peace to be an especially important part of teacher training in regards to its impact in learning in children of all ages.

We consider an approach to the experiences and history of the Hiroshima and Nagasaki bombings to be relevant to the training of professionals in the field of education in order to promote a future that will not repeat such tragedies, to convey the value of peace as a common good for humanity, and to avoid straying into a path of self-destruction. These experiences transcend their geographical and cultural context, and provide teachings for the world to oppose to nuclear weapons.

The purpose of this course is to promote this active consciousness by systematically analyzing the reality of the bombings and their consequences for all of humanity.

### **Course objectives**

- The training of educators that are conscious of the importance of conveying and multiplying Peace Culture within a citizenship construction and education framework.
- That students recognize that interventions in the social framework are possible due to the support of common projects and the knowledge of a common belonging to the same humanity, especially from different cultural identities.
- That students recognize that fraternity and solidarity are twin pillars of educational values for the development of the world

In this context, students will receive information about the nuclear bombings in Hiroshima and Nagasaki, and they will approach the subject from different perspectives in order to understand the survivor's fundamental message: that this should never happen again, that nobody else should suffer the same thing, and that we need to aspire to total nuclear weapon elimination to achieve lasting world peace.

## **UNIT I: CONFLICT AND COOPERATION IN INTERNATIONAL POLITICS**

### **Objetives:**

To approach war and peace in international politics from the perspective of international relations. To frame the course's subject within UNESCO's Agenda 2030 and its Sustainable Development Objectives as they relate to the Chair's mission.

### **Contents:**

Philosophy of war. Causes of War. Three images in international relations. Conflict in the age of globalization: new actors, new wars. Nuclear Weapons: Vertical and horizontal proliferation. The concept of peace in social sciences. Structural violence. Negative and Positive Peace. Human security and Human Rights generations. UNESCO Sustainable Development Objectives. The 'education pour le diversité' UNESCO chair.

### **Bibliography:**

Fraguas Madurga, L. (2015). El concepto de derechos fundamentales y las generaciones de derechos. Anuario del Centro de la Universidad Nacional de Educación a Distancia en Calatayud, N°21, 117-136

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>

Lawler, P. (Estudios de la paz. En Williams, P. D. (Ed.). Security Studies: An introduction. New York: Routledge.

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

**Objetives:** the *haiku* is a synthetic expression of Japanese culture, and centers on harmony as its core idea. The purpose of this unit is to convey the Japanese notion of harmony and its importance in Peace Construction, and understand the haiku as a form of poetry that is born from, and contributes to peace.

### **Contents:**

Analysis of haiku about war

Analysis of haiku about harmony

### **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.

### **UNIT III: TESTIMONIES FOR PEACE**

**Objectives:** To understand the survivor's histories as a message of peace for a new generation  
To promote consciousness about the need for Peace Culture Education for Global Citizenship.  
To convey the importance of learning from past experiences to avoid repeating them in the future.

**Contents:**

- Survivor's testimonies.
- Shared reflection on, and analysis of, the hibakusha's messages to further understand the 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. Spanish-translated version.

### **UNIDAD IV: HIROSHIMA, NAGASAKI, AND THE CULTURE OF PEACE AND ENCOUNTER**

**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](http://www.vatican.va/holy_father/index_sp.htm)

### **UNIT V: HIROSHIMA, NAGASAKI AND THE MAYORS FOR PEACE INTERNATIONAL NETWORK**

**Objectives:**

- For students to understand the history of Mayors For Peace, founded in 1982 by the cities of Hiroshima and Nagasaki for the purpose of achieving world peace through international solidarity and conscience-building against nuclear weapons
- That students know the activities of the network and that of the adhering cities that convey the spirit of Hiroshima and Nagasaki through the words of its survivors.

**Contents:**

- Foundation, history and activities of the Mayors for Peace Network. Specific examples of activities carried out in Argentina and Latin America. Peace-commitment ceremonies on August 6th in Hiroshima and August 9th in Nagasaki.

## **UNIT VI: 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.

### **COURSE 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 expectatives set at the start of the course.