The Importance of Disarmament and Nonproliferation Education for High School Students

Masako Toki

Like most of challenges facing humanity, one of the major obstacles to implementing action-oriented programs is funding. While our organization is fortunate to receive funding from private foundations to conduct this project, the importance of nonproliferation and disarmament education for high school students is not widely recognized. In order to make this type of project more sustainable it is essential that national governments and the international community understand the benefits of disarmament and nonproliferation education for younger generations.

It is generally accepted concept that education is a necessary instrument to reduce, solve, or eliminate problems and challenges human beings have created or encountered throughout history. Most of the problems humankind needs to surmount, such as environmental degradation, global warming, ethnic conflicts, and the proliferation of WMDs, as well as the haunting potential for nuclear annihilation, are global in nature—and so too are the solutions. Education entails a profound mandate to solve a variety of problems our global society faces today.

Education is not merely the transmission of knowledge or development of talent, but it is a tool to empower people to tackle and solve those problems. As former United Nations Secretary General Kofi Annan states, “education is quite simply, peace building by another name.” Nevertheless, education is the most underutilized tool in solving global challenges, including disarmament nonproliferation and peace building.

In that sense, it is encouraging that all the participating students’ presentations at this year’s CIF spring conference underlined the importance of education in order to accomplish a world free of nuclear weapons while recognizing the daunting challenges that need to be overcome. Students also have become more aware of the important responsibility that each CIF participant, the future leaders in nonproliferation and disarmament, need to bear. By involving young people, especially high school students, in the debate and discussion regarding nuclear disarmament CIF hopes to foster new and creative solutions and ideas on the road to a world free of nuclear weapons.

CNS would like to continue to engage high school students from Japan and the United States, and is currently planning to hold a 2015 spring students’ conference in Hiroshima commemorating the 70th anniversary of atomic bombings of Hiroshima and Nagasaki.

While the close relationship between the United States and Japan is unrivaled, disarmament and nonproliferation education cooperation between the two countries is surprisingly scarce. The two countries’ special ties and significant roles in creating a safer and more secure world through nuclear disarmament and nonproliferation education cannot be overstated. When President Obama visited Japan for the first time as President in November 2009 he highlighted the important role of Japan in the U.S. In his statement that, “No two nations on Earth know better what these weapons can do, and together we must seek a future without them.” It is obvious that in order to meet this goal we have to enhance disarmament and nonproliferation education efforts for the coming generations in these two countries and beyond.

Project Manager and Research Associate
Nonproliferation Education Program
James Martin Center for Nonproliferation Studies
Monterey Institute of International Studies

1 CNS is thankful for the funding support for the CIF project provided by the United States-Japan Foundation.

2 For more information about CNS, please visit http://cns.miis.edu.

3 For more information about the CIF project, please visit http://cns.miis.edu/criticalissuesthemes.

4 For the full report of the CIF spring 2013 conference, please visit: http://cns.miis.edu/activities/130429_cif_conference_monterey.html.

5 “United Nations Study on Disarmament and Non-Proliferation Education; Report of the Secretary General” UN General Assembly 57th Session, A/57/24.

6 The closed cities are restricted areas administered by the Russian Federal Atomic Energy Agency or the Ministry of Defense. During the Cold War the Soviet Union employed as many as 600,000 scientists, engineers, researchers, and technicians in ten secret, highly restricted schools for constructing nuclear weapons. The Soviet nuclear arsenal is the key to understanding the complex and creative solutions and ideas on the road to a world free of nuclear weapons.


3. Outline of the Program

Students and teachers from three high schools in the two Japanese cities devastated by atomic weapons in 1945—Hiroshima and Nagasaki—launched the Hiroshima-Kwassui High School in Nagasaki—joined their peers from the US and Russia for the first time at a conference for high school students held on April 19-20, in Monterey, California. A total of more than 80 students from 12 countries participated in this event. The meeting was part of the “Critical Issues Forum” (CIF) program sponsored and managed by the James Martin Center for Nonproliferation Studies (CNS), Monterey Institute of International Studies.

The theme of the CIF program was “Toward a World without Nuclear Weapons: Progress, Prospects, and Challenges.” The program consisted of two parts—two mini-projects and a final presentation. For each mini-project students conducted research along the steps prepared by the CNS to develop their own solutions to global nuclear proliferation, which they put together into a 15-minute presentation. Each presentation was followed by a 10-minute question and answer session.

2. Development of Teachers’ Skills and Selection of Students

In the beginning the CIF program organizers were looking for a training workshop. The CIF teacher’s workshop is designed to provide CIF teachers with instruction on how to conduct the CIF program with students. From February 15-18, 2012 Chiharu Takami—participated in the workshop held November 29-December 1, 2012. Ten lectures, two mini-projects, and workshops were given in the 4 days. Each of the sessions focused on an issue of knowledge, were given in two days. I was often dumbfounded at my ignorance, but it was a great joy to be able to learn something new.

After returning to Hiroshima, I made a presentation at school on what I had learned in Monterey and the next year I was asked to participate in the CIF program. I recommended two teachers and two students who would like to participate in the CIF conference to be held the following April. They were selected after an in-house screening—a 10-minute presentation by each candidate—Yui Tamitani a third-year student, and Naomi McCauley a second-year student (now transferred to US-based schools). We also planned to “collect” students, and invited researchers from the Hiroshima Peace Institute of Hiroshima City University and Ms. Steven Levors the former Chairperson of the Hiroshima Peace Cultural Foundation, to talk about their experience and the latest issues in their field of expertise.

We also went to Shirazouka in February to watch sessions and other activities at the 28 United Nations Conference on Disarmament Issues listing to government-level policy proposals at the conference and studying the exhibits showing the gross sums project of various citizen activists. We also interviewed Ms. Hanuka Kataya, a graduate of our high school, who is now the political affairs officer at the UN Regional Center for Peace and Disarmament in Asia and the Pacific (UNRCPD) who organized the conference, about UNRCPD’s efforts in addressing issues of disarmament.

With all the above-mentioned cooperation the two students completed the following: 2) To prepare and deliver a 10-minute presentation of the two mini-projects and workshops and other opportunities the students learned about raising awareness among their classmates about the following: a) the role of nuclear weapons in the history of mankind, b) their effects on the environment, and c) how to analyze why states pursue nuclear weapons and others do not, including those that have given up nuclear weapons and how the capability to maintain them is achieved. I had actually asked each candidate to make a presentation on the challenges of peace education and the opportunity for the selection of participants. We combined the presentations of Tamitani and McCauley with the presentations of Chiharu Takami and invited researchers from the Hiroshima Peace Institute of Hiroshima City University and Ms. Steven Levors the former Chairperson of the Hiroshima Peace Cultural Foundation, to talk about their experience and the latest issues in their field of expertise.

The Mini-Project 2 was designed to further understand the issue. The objectives of this phase were: 1. To understand progress made to reduce the number of nuclear weapons in the world from the Cold War era to the 21st century; 2) To make an analysis of modalities that can be used to reduce the proliferation of nuclear weapons in the world; 3) To research the proliferation of nuclear weapons in the world by other nuclear weapon and non-nuclear states work towards disarmament; 4) To evaluate the role of civil society in the work toward disarmament; 5) To evaluate the role of nuclear disarmament by NGOs.

The students were asked to develop a synthesis of knowledge that would meet all mini-projects. When we began it seemed to be daunting work for high school students to accomplish this— to research and develop a presentation with an original point of view in just two months.

We planned to organize various workshops and asked to hold the in-house International Education Committee and Peace Education Committee for approval. We held five workshops to study disarmament and peace issues from various perspectives with teachers from different fields—physics, Japanese history, Bible studies (philosophy), and English, involving not only the two CIF participants but also other students who were interested in the issues. We also organized lectures, inviting researchers from the Hiroshima Peace Institute of Hiroshima City University and Ms. Steven Levors. We also invited the UCLA professor of Peace and Disarmament in Asia and the Pacific (UNRCPD) who organized the conference, about UNRCPD’s efforts in addressing issues of disarmament.

When I first came to know about the call for applications to participate in the CIF conference I had a mixed feeling of eagerness and trepidation. I was not sure if I could do it since the program was to be conducted entirely in English, “disarmament education.” It was being barely used. Of the seven sessions in the conference only one session discussed disarmament and non-proliferation education, and only for an hour. In Monterey we faced with the fact that there was no concept of peace education in the United States.

Among the presentations by American high schools in Monterey all focused on the recent US military intervention in Afghanistan, the disarming and nuclear proliferation in the context of what was going on currently. In the other works, in their eyes no past experience or Cold War era would be relevant when they dealt with the harshest situation in history. Nagasaki talked about what atomic bombs did to their cities and people in an attempt to make them realize that they should not pursue nuclear abolition and not limit their goals to disarmament and non-proliferation. In his presentation he mentioned the story of Nagasaki, a copy of it was distributed to each participant. This highlighted the reality of the effects of atomic bomb to the world.

A total of six year peace education materials from Hiroshima Jogakuen High School students learn not only the effects of the atomic bomb in Hiroshima and Nagasaki, but also the effects of the cold war. It is relevant to the students and the working group of the Hiroshima Peace Institute, in the context of discussing the problems of different historical perceptions of the atomic bombing in Japan, other Asian countries, and the US, as well as Japan’s role in the peace movement. We conducted a six-year education program on human rights in which students study the atomic bomb, unification, and peace issues from various perspectives such as bullying, domestic discrimination problems against war veterans or people with disabilities in Hiroshima and Nagasaki after the atomic bombing. The elder the students become the more they understand the atomic bombing. As soon as I started to prepare the presentation I was impressed to realize that the seemingly different issues are indivisible and responsible for the realization of the goals of peace.

Both peace education and human right education at Hiroshima Jogakuen began around 1950. Education includes certain things that should be passed down to the next generation such as the memories of those who experienced nuclear devastation. More than 330 teachers and students at our school were killed by the atomic bomb, and all the current and former students have shared the determination that such a tragedy should not be repeated. I really learned anew the importance of disseminating our past experiences as we studied the current global issues at the CIF conference in Monterey. Thank you again for this wonderful opportunity.
Intro: Overview GHP past work

The Global Hibakusha Project is working to both study and to connect groups of radiation exposed people around the world. This project was described in detail in the July 2011 issue of this newsletter (Hiroshima Research News 14:1). Here in Hiroshima and in Nagasaki people have been exposed to nuclear weapons. In many other places around the world people were exposed to nuclear detonations through tests. This is encapsulated by the testing of the United States and the former Soviet Union, there have been over 20,000 nuclear weapon tests in the world and many people have had to deal with the consequences of these tests and subsequent exposures to radioactive fallout. Others have been exposed to radiation through the production of the components of nuclear weapons, and production of components of nuclear power plants, and nuclear power plant accidents. Every phase of the nuclear fuel cycle, whether it is designed to lead to commercial use of the nuclear fuel, or the enrichment of the fuel for weapons, leads to the exposure of workers and those living near the test sites. Milling to the storage of spent nuclear fuel rods, contamination is a legacy of nuclear technological production. Working with my research colleague Prof. Mick Brodieker of Murdoch University in Western Australia, the Global Hibakusha Project works both with people living in sites contaminated by nuclear radiation, as well as with people who have been exposed to radiation while working in these sites. The specific cohorts that we work with are: indigenous communities living near nuclear test sites and production areas, laborers and workers who spent time working in these sites, soldiers and civilians who participated in nuclear weapons testing, workers in nuclear production sites, and those exposed to radiation through accidents involving nuclear weapons and nuclear power generation.

Goal of this trip

The July 2013 field research trip for the Global Hibakusha Project involved work in Spain, France, and the United Kingdom. This work was both directed field research and involved oral history research. In Spain we visited a site of plutonium contamination from a nuclear weapon accident in 1966 in the village of Palomares in Andalucia. We visited to the site of the contamination, met with journalists and scholars working on the history of the incident, and then conducted oral history interviews with several of the villagers who were present on the day of the accident, and with their descendants. In France and the United Kingdom we conducted oral history interviews with former military personnel who took part in atmospheric nuclear weapon testing in their colonial territories: Algeria, Polynesia and Christmas Island. Also, in the United Kingdom we attended a history of science and technology conference in Manchester where we presented some of the findings of our research in the Global Hibakusha Project to a gathering of nuclear scholars from around the world. In this article I make no reference to the specific health problems of the hibakusha that we interviewed and have altered their names out of respect for their privacy. Each interviewee told us stories of lax procedures surrounding radiation exposures and of the frequent exposures of many soldiers. For example, typically these soldiers wore short pants and a shirt and were often bare chested as they worked in radioactive areas while the scientists and high ranking soldiers wore short pants and a shirt and were often bare chested for frequent exposures of many soldiers. For example, typically these stories of lax procedures surrounding radiation exposures and of the problems of the hibakusha that we interviewed and have altered

France

In France we conducted oral history interviews with veterans of French nuclear weapon tests in Algeria and French Polynesia, as also with some of their family members. We met with vets in Lyons and then in Bordeaux. Our work in France and specifically in this region of France was greatly facilitated by the regional organization of AVEN the French Association for Veterans of Nuclear Tests. We met with “Catherine,” the spouse of a French military victim of radiation exposure. Her husband was made to clean out a tank that was highly radioactive, and subsequently suffered from acute radiation sickness and died within 2.3 years of his exposure in Algeria. After her husband’s death she became an early and very vocal activist in France for the cause of the nuclear veterans. She became so well known in France that the story of her and her husband’s struggle became the topic of a popular manga in France in 2010, Le Nom de la Bombe.

We also met with “Pierre,” a veteran of 13 nuclear tests in French Polynesia and “Claude,” a veteran of 4 nuclear tests in Algeria. Both told stories of the secret nature of the nuclear tests and of the repeated exposure of soldiers to radiation, and their later neglect by the French government. Claude told us the story of the arrival in Algeria of the first two French nuclear weapons in 1960. The two weapons were flown on two different aircraft for security purposes. However at the time of the arrival in Algeria, the troops waiting to transport the weapons to the test site did not know what the cargo was, so when it arrived they concluded that they could put both “boxes” onto one truck rather than two separate trucks. They also concluded that the boxes were heavy enough that the soldiers concluded that they did not need to tie them down to the truck bed. When the single truck arrived at the test site the personnel there asked where the second truck was. They were told that there was only one truck. The test site personnel asked where the second weapon was? Apparently one box had fallen off of the truck somewhere on the journey from the airport to the test site. It took them several days to find the lost nuclear weapon in the sands of the Sahara alongside the road.

UK

The trip to the United Kingdom was split between oral history interviews with veterans of British nuclear weapon testing and site visits. The conference was the largest history of science and technology conference in British history and included a day of invitation only papers on various aspects of nuclear testing.

We met in Manchester with “Jim,” a British nuclear test veteran who was present when the Lucky Dragon 3 fishing boat caught radiation from the British atomic tests in the ocean. Jim had taken part in British thermochronology test at Christmas Island in the late 1950s. He recounted to us his story of the experience when the weapon was detonated. He had his hands over his eyes, as was typical, to block the flash. As many veterans have reported when the weapon exploded Jim was able to see the bones of his hands through his closed eyes. When he opened his eyes the expanding mushroom cloud filled his entire field of vision, he was unable to see anything for several seconds.

In 2012 the UK Supreme Court ruled that British nuclear test veterans are not entitled to any compensation for illnesses caused by their exposures to radiation from nuclear weapon testing. The ruling in favor of the UK Ministry of Defense, who opposed any compensation to the people it ordered into close contact with nuclear weapons.

Where to from here

With supplementary funding from a collaboration with the Australian Nuclear Futures Project, we will be staging a workshop for 3rd generation hibakusha youth from four countries next year on March 1, 2014 in the Marshall Islands. This will be during the commemoration of the 50th anniversary of the infamous Bravo Test in 1954 which is a national holiday in the Republic of the Marshall Islands. The date recognizes the American nuclear test that exposed the crew of the Lucky Dragon 3 fishing boat to high levels of fallout, sickening the entire crew and killing one. During this training camp youth from Japan, Australia, Kazakhstan and the Marshall Islands will meet to share community and family nuclear histories and undertake training in recording oral histories with smartphones, cheap cameras, and other low cost technological tools. Additionally, we will work on establishing an online youth network for the distribution of inter-generational aspects of hibakusha experiences.
Human Rights and Peace in Japan

The Hiroshima Peace Institute (HPI) held a public lecture series entitled, “Human Rights and Peace in Japan,” consisting of five lectures from May 24 to June 21, 2013 at the Hiroshima City Plaza for Town Development through Citizen Exchange. It examined the issue of the relationship between human rights and state power in Japan, particularly issues of peace, education, welfare, the principle of the separation of government and religion, and political rights. Each of the five lectures of this latest HPI Lecture Series attracted a large (100+) audience who raised various interesting questions. It is hoped that the five lectures together provided the audience with opportunities to deepen their understanding of issues relating to human rights and peace.

Lecture 1
(May 24)

An Examination of the Principle of Separation of Government and Religion and the Controversies surrounding Yasukuni Shrine

Akihiro Kawakami, Assistant Professor at HPI

Kawakami pointed out that: (1) Yasukuni Shrine is not an installation for commemorating and mourning war dead but rather, an installation for the Posthumous Honors which defies the war dead as Eirei (the spirits of the heroic dead); (2) In recent years, there have been the enshrinement of “class-A war criminals” in Yasukuni Shrine and worship there by the Prime Minister, and it has caused strong criticism from foreign countries (especially China and South Korea). But the most important problem about Yasukuni Shrine is a state giving “the meaning of dying” to a person killed in war. For a person, “the meaning of dying” is the point of “existence in life,” it is impossible to exist without a state. (3) Even if a state infringes the principle of the separation of politics and religion, for the state to perform a religious activity promotes a specific religion (organization), an outcome that is realized far more than the specific political purpose of using religion.

Lecture 2
(May 31)

The Right to Live in Peace and the Constitution of Japan

Takashi Kobayashi, Visiting Professor at Okinawa University

The Nagoya High Court clearly accepted the right to live in peace as a norm and ruled the dispatch of Self-Defense Forces to Iraq unconstitutional on April 17, 2008. Kobayashi presented at this trial testimony that drew on the legal theory of the right to live in peace in the Preamble of the Constitution of Japan, discussing the contents of this right, its constitutional basis, the subject of the right, and the requirements for its enactment.

In the lecture, he pointed out the importance of the courts having admitted that in Japan there was a right to a claim for damages, and the claim of a prohibition on an act of the State when it interfered on the right, or when it was certain that it may be infringed. He also pointed out how this principle of law should be applied in relationship to the problems of American military bases in Okinawa.

Lecture 3
(June 7)

The Principle of Popular Sovereignty and Civil Rights in Japan

Hiroshi Kamiwaki, Professor at Kobegakuin University

Kamiwaki pointed out that the Diet is an organ of representation of the people with whom resides sovereign power, and that the Constitution of Japan aims at the realization of a parliamentary democracy through this organ. But the single-seat constituency system and the Diet system, both of which reflect the principle of popular sovereignty, has adopted results in a large unrepresented constituency, and has reduced the ability of public opinion to be reflected in the Diet. Or rather, it distorts public opinion resulting in forcing policies reflecting the opposite of public opinion. So, an election system should be implemented that reflects the fact that the people are sovereigns, in which they can use the suffrage appropriately. It was noted that from the viewpoint of a popular sovereignty theory or sociological representation theories (“the miniature of public opinion” should be realized in the seat percentage in the Diet), the election system (for example, proportional representation) which reflects public opinion most fairly and correctly should be adopted.

Lecture 4
(June 14)

The Right to Live in Peace as defined in the Article 9 and 25 of the Constitution

Atsumi Ninomiya, Professor Emeritus at Kobe University

Lecture 4 discussed the relationship between Article 9 (peace clause) and Article 25 (welfare clause) supporting the right to live in peace. As everyone knows there has been an argument about the selection of “butter or guns” (welfare state or garrison state) since ancient times. If the expense of “guns” is expanded, it becomes impossible to be able to use money for “butter.” If the expense of “guns” is held down, it becomes possible to use for “butter” in national budgets. If defense expenditures are not held down, money and human resources utilizable for welfare also become less sufficient (if Article 9 collapses, Article 25 will collapse).

And, on the contrary, it was noted that increases in poverty result in an increased likelihood of war (if Article 25 collapses, Article 9 will collapse). If people fall into poverty and privation—a “hand-to-mouth life”—many of them will have little interest in revolution, social reform, and welfare. And if people become preoccupied by their poverty they will lose their ability to focus on social and political problems. Or rather, in such a situation, a mentality characterized by dependence on the state, the praise of war, and an attack on the weak is produced, and will result in the collapse of peace.

Based on the above, Ninomiya pointed out how to proceed towards a politics that aims at realizing peace (Article 9) and achieving social welfare (Article 25) rather than the present politics that promotes the expansion of military activity, neo-liberal economic policies and trends towards social Darwinist policies in Japan.

Lecture 5
(June 21)

The Theory of Education as a Human Right

Teruhisa Horio, Professor Emeritus at University of Tokyo

In the final lecture, Horio argued that the basis of educational policy in Japan should be changed, articulating the following points.

In the educational policy of Japan, both in the prewar and postwar period, to make people into more compliant subjects from the viewpoint of national governance, there has been a tendency for the state to intervene into the contents of an educational curriculum.

He pointed out the need for an education aimed at guaranteeing the right to learn, the right to intellectual development, and the right to achieve one’s human potential and learn how to exercise the political rights of a future sovereign citizen, and that these should be understood as encoded in Article 13 (principle of respect of the individual, the right to the pursuit of happiness), Article 19 (freedom of thought and conscience), Article 23 (academic freedom), and Article 26 (right to education) of the Constitution of Japan.

For those purposes the establishment of a so-called “ein neutraler Staat” (principle of value-neutral) nonintervention into the domain of civil liberties (academic freedom, freedom of thought, conscience, and religion etc.), and an enshrinement of the freedom of educational curricula and the autonomy of educational practices, self-governance in schools and school management based on the principle of participation and cooperation must be established and supported. Finally, he also emphasized that only when present educational reforms enacted under the banner of the liberalization of education have fallen prey to the “commercialization of education” in Japan.

Akihiro Kawakami, Assistant Professor at HPI
As its direction, the project on global nuclear issues and disarmament will explore conditions that facilitate nuclear disarmament by identifying the international relationships and international mechanisms that lay behind the possession and development of nuclear weapons by governments, which was described in Hiroshi Yamada & Gen Kikkawa (eds.), Why are Nuclear Weapons not Abolished?: Nuclear Weapons and International Relations published in 2000 also from Horitsu bunkasha primarily by researchers based in Hiroshima. Kikkawa, one of the coeditors of the book, is now the HPI President.

About 30 researchers and journalists in Hiroshima and the Kansai region participated in the first and second meetings, in which presentations followed by a Q & A session took place. Followings are summaries of each of the presentations.

First meeting June 27

Two researchers from HPI made presentations.

Presentation 1:
Presenter: Kazumi Mizumoto, HPI Vice President
Subject: Recent Developments in Nuclear Disarmament

In the 2010 Review Conference of the Parties to the Treaty on the Nonproliferation of Nuclear Weapons (NPT), three major issues were left unresolved—1) conclusion of a nuclear weapons convention; 2) creation of a weapons of mass destruction-free zone (WMDFZ) in the Middle East; 3) further reductions by nuclear states of their nuclear arsenals.

As for the nuclear weapons convention, efforts have been made to accelerate the momentum to outlaw nuclear weapons by emphasizing their inhuman nature since the 2010 conference. In May 2012, sixteen countries issued a joint statement on the humanitarian dimensions of nuclear disarmament, which is supported by 74 countries as of April 2013. The Japanese government refused to endorse the joint statement.

As for the WMDFZ in the Middle East, a much-anticipated gathering on its establishment scheduled in 2012 as agreed in the 2010 NPT conference was called off, and this postponement has provoked frustration among Middle Eastern countries. The third issue was to a certain degree addressed in 2011 when both the United States and Russia ratified the new START (Strategic Arms Reduction Treaty), which limits the number of deployed warheads to 1,550. Yet, there are calls for a further reduction. President Barack Obama pledged in his speech in Berlin in June 2009 to cut America’s deployed nuclear weapons by one third if Russia does the same. The earliest action towards this goal is hoped for, and the Japanese government should encourage both the US and Russian governments to act as soon as possible.

Presentation 2:
Presenter: Robert Jacobs, HPI Associate Professor
Subject: Understanding the Bomb in the US, 1945-46: Nuclear Weapons Create a New World

After the nuclear attacks on Hiroshima and Nagasaki, the whole world wondered what these new revolutionary weapons might mean for the future of human civilization. In his speech announcing the bombing of Hiroshima, US President Harry Truman used specifically religious terminology, describing the bomb as using the “basic power of the universe” and the power of the “sun” and thanking God for “giving” this weapon to the United States. This religious patina would characterize much of nuclear discourse throughout the Cold War. Most post-Hiroshima commentators in the US would describe human civilization at a crossroads in which it would choose either a future without war, or instead, the end of the world.

In his presentation, Dr. Jacobs, whose The Dragon’s Tail: Americans Face the Atomic Age (Amherst, MA: University of Massachusetts Press, 2010) was recently published in Japanese, argued that this description of the bomb as a signifier of impending social transformation—either utopian or dystopian—had a powerful influence on social and cultural narratives of nuclear weapons in the US during the Cold War era. After examining this “transformative” rhetoric from commentators representing government, science, religion, the military, academia and social sciences, he explored the influence of this discourse on later nuclear iconography such as radiation, fallout, nuclear warfare, and the notion of a “nuclear taboo.”

Second meeting September 26

Hiroshima prefectural government released in March 2013 the “Hiroshima Report: Evaluation of Achievement in Nuclear Disarmament, Non-Proliferation, and Nuclear Security, 2010-2012” as the result of a research project, which was a part of its efforts to substantiate the “Building an International Peace Hub in Hiroshima” action plan announced in 2011, and was commissioned to the Center for the Promotion of Disarmament and Non-Proliferation of the Tokyo-based Japan Institute of International Affairs (JIIA) in 2012.

In the second meeting, Yuki Boda, staff member of the Peace Promotion Project Team, Regional Policy Bureau of the Hiroshima Prefectural Government, talked about the history and goals of its efforts in the “Building an International Peace Hub in Hiroshima” action plan and the “Hiroshima Report.”

Then, Hirofumi Tosaki, senior research fellow at the Center for the Promotion of Disarmament and Non-Proliferation, JIIA, presented a discussion of the report, of which he was one of the principal authors. After summarizing its outline, Dr. Tosaki discussed the major points at issue, including developments in 2010-2012 in the nuclear arsenals, and problems in nuclear disarmament, nuclear non-proliferation and nuclear security, of each major nuclear weapon state.
◆ Jul. 2 Mizumoto gives lecture “From the Development of the Atomic Bomb to Its Use on Hiroshima” at the training course for recounters of atomic bomb experiences, organized by Hiroshima City, held at the Hiroshima Peace Memorial Museum.

◆ Jul. 4 Mizumoto gives lecture “The Current World Situation of Nuclear Weapons” at the training course for recounters of atomic bomb experiences, organized by Hiroshima City, held at the Hiroshima Peace Memorial Museum.

◆ Jul. 11 Mizumoto gives lecture “Peace Culture Dispatched from Hiroshima & Nagasaki” at the Peace Education Course of Hiroshima International University, held at the university.

◆ Jul. 18 Mizumoto gives lecture “The Global Situation Surrounding Nuclear Power” at the Peace Education Course of Hiroshima International University, held at the university.

◆ Jul. 19 Mizumoto gives lecture “Contribution to International Peace” at a training program for Level III Certified Nursing Administrators organized by the Hiroshima Nursing Association.

◆ Jul. 22 Mizumoto attends the exhibit explanatory note drafting meeting of Hiroshima Peace Memorial Museum, held at the museum.

◆ Jul. 27 Mizumoto attends, as commentator, the international symposium for peace “The Road to Nuclear Weapons Abolition” organized by Hiroshima City, the Asahi Shim bun and others, held in Hiroshima.

◆ Jul. 28 Mizumoto gives lecture “Hiroshima and Peace” at a training course for journalists organized by Hiroshima City, held at the International Peace Center Hiroshima.

◆ Jul. 29 Research project funded by the peace-related grants of Hiroshima City University “Peace museum studies on relationship of the idea of ‘peace’ and presentation of the information of radiation disaster in local governments” (Peace museum research group, Takemoto, Kawakami, Kiriya and Takahashi) organizes a research meeting at the Hiroshima City Plaza for Town Development through Citizen Exchange.

◆ Jul. 29-30 Mizumoto participates in meeting of “Hiroshima for Global Peace” Plan Promotion Committee and “Hiroshima Round Table,” a meeting by nuclear disarmament specialists, organized by Hiroshima Prefecture, held at the Grand Prince Hotel Hiroshima.

◆ Jul. 31 Mizumoto participates as coordinator in the panel discussion III “Rules expected of the world economy in building international peace – Peac Building through business” during the World Business Council for World Peace, organized by the Executive Committee of Peace Arch Hiroshima, held at the International Conference Center Hiroshima.

◆ Aug. 4 Mizumoto gives special lecture “the Atomic Bomb Experience and the Danger of Nuclear Weapon” at the Hiroshima Peace Forum 2013 organized by the Federation of Information and Communication Technology Service Workers of Japan, held in Hiroshima. Mizumoto participates as coordinator in the Dialogue Session with citizens and atomic bomb survivors during the 8th General Conference of Mayors for Peace, organized by Hiroshima City and others, held at International Conference Center Hiroshima.

◆ Aug. 4-5 Kikkawa attends as advisor the drafting committee of the Hiroshima Appeal of the 8th General Conference of Mayors for Peace, held in Hiroshima.


◆ Aug. 25 Takemoto serves as advisor in the “Peace forum of, by and for the high school students,” held at Hiroshima International Youth House.


◆ Aug. 30-Sep. 2 Kim attends the annual business meeting of Association of Korean Political Studies, inaugurated as its Vice President, and participates in the annual convention of the Association meetings, held in Chicago, USA.

◆ Aug. 31-Sep. 1 Ganesan serves as part of a team that provides training on public policy, human rights and rule of law to 9 political parties and the Mandalay bar association in Myanmar.

◆ Aug. 11 Mizumoto gives lecture “Hiroshima & Peace: the Danger of Nuclear Weapon” at the International Youth Conference for Peace in the Future, Hiroshima 2013, organized by Hiroshima City, held at Astor Plaza in Hiroshima.

◆ Sep. 2-4 Ganesan serves as part of an international training team that trains the Myanmar civil service in Naypyidaw.

◆ Sep. 7 Takemoto gives a lecture “Hiroshima and the concept of peace in Japan: Memory of War and the Consequences of the Atomic Bomb” at the University of Southern Denmark in Odense.

◆ Sep. 9 Kikkawa attends the 19th meeting of the Hiroshima Local Liaison Council (HLLC) of the Radiation Effects Research Foundation (RERF), held at the Hiroshima RERF Auditorium.

◆ Sep. 13 Peace museum research group held a research meeting at the Hiroshima City Plaza for Town Development through Citizen Exchange.

◆ Sep. 15 Kim gives a lecture to a group of Japanese and American students from the California University Program of Meiji Gakuin University on “Hiroshima Memory and Japanese Pacifist Debates” at Aster Plaza, Hiroshima.

◆ Sep. 29 Kim, Mizumoto, Kawakami & Kiriya serve as coordinator at the symposium “Hiroshima – Korea Peace and Coexistence ‘Live Together: Multicultural Coexistence and Korean Residents in Japan’” organized by the Consulate-General of the Republic of Korea in Hiroshima and HPI, held in Hiroshima.

◆ Oct. 18 Takemoto presents a paper on “No Euroshima! The influence of the German protest movement on the Japanese anti-nuclear movement” at the annual meeting of the Working Group for Historical Peace Research, held at Research Centre for Contemporary History in Hamburg, Germany.

◆ Oct. 24-26 Ganesan attends the Annual Congress of the Asian Political and International Studies Association (APISA) and presents a paper on Myanmar and attends the Executive Committee meeting of APISA in Ankara, Turkey.


--- Visitors ---

◆ Sep. 25 Professor Jun Byung Dug and three students from Nagasaki University, Faculty of Education

◆ Sep. 26 Research Fellow Dr. Myeongchul Lee, Research Fellow Dr. Young Chul Yu, and Researcher Hye-jin Jang from Korea Institute for Defense Analyses

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