

From the Director's Desk

Are We Ready for Peace?

Toshi SASAO
PRI Director



As the world faces another pandemic known as COVID-19, fear has firmly gripped our personal and collective space to the extent that we have become so distrustful of things in everyday life, again distancing ourselves from others, schools, places, events, etc. Public health specialists as well as politicians have been frantic in detangling the roots or sources of the virus and finding an answer on how to contain the virus by all means. When writing this column for the last *Peace Reports*, I remember I asked myself, “Is peace really teachable?” Though we are very optimistic and hopeful, the world we live in seems very precarious and unpredictable? How are we going to be prepared and are we ready even when we experience peace?



Participants of Peace Education Symposium, December 2019

In this issue, we are very proud to feature Professor Shin Chiba, one of the founding members of Peace Research Institute, as he continues to encourage us to press on with PRI's initial mission at ICU since 1991. Professor Chiba, who we epitomize as the “bastion” of ICU's peace, traces the history of PRI in

the past 20+ years as he fondly reminisces a variety of activities, colleagues, and his work with us. He will be missed by many at PRI and ICU. His contributions as an educator, a researcher, and a peace-maker have been enormously felt all over campus and in Japan. We thank him for the legacy he is going to leave here with us. I know we need to carry the torch to the next generation for peace, and for Professor Chiba.

We have been blessed again this year with a group of 14 brave undergraduate and graduate students who joined the *2019 Korea-Japan Field Trip and Peace Forum*. It is now part of the annual fixture at PRI after three years. Starting in September, these students diligently worked on several research projects in groups of 4-5 and successfully engaged in active discussion with Korean and international students at Hannam University on such sensitive topics as textbook issues, forced labor during the colonial period, and “comfort women” controversies. Despite the discrepant opinions and ideas from both sides, such exchanges were nothing that cannot be learned otherwise from books and online chats. Many of our students have changed in a way that permanently affects their worldviews about each other and themselves. We are very proud of them.

Additionally, PRI hosted a number of talks and symposia since last *Peace Reports*. Many of the PRI members have also been very active and busy with their peace-filled teaching and research activities.

In the past few weeks, our lives as peace-makers have been defined by the language of coronavirus, i.e., face masks, quarantine, virus carriers, school closures, event cancellations, among others. The

virus indeed came as a thief in the night and caught all of us totally unprepared. Nonetheless, I would like to recall what Saint Paul recounts:

“For you know very well that the day of the Lord will come like a thief in the night. While people are saying, “Peace and safety,” destruction will come on them suddenly, as labor pains on a pregnant woman, and they will not escape. But you, brothers and sisters, are not in darkness so that this day should surprise you like a thief. You are all children of the light and children of the day. We do not belong to the night or to the darkness. So then, let us not be like others, who are asleep, but let us be awake and sober. For those who sleep, sleep at night, and those who get drunk, get drunk at night. But since we belong to the day, let us be sober, putting on faith and love as a breastplate, and the hope of salvation as a helmet.” (First Thessalonians 5:2-8, NIV).



Memorial Statue of Mother and Child at Peace Park, Nagasaki
September, 2019

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平和研究所の今後の活動にエール！

Hearty Cheers to PRI's Future!

千葉 眞
国際基督教大学 特任教授
Shin CHIBA
Professor by Special Appointment, International Christian University



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平和研究所所長の笹尾敏明先生から、本年3月に本学を去るにあたり、平和研究所について一筆書くようにとの指示を頂戴いたしました。6年ほど前に立川明先生（教育学専攻）が退職され、昨年は高澤紀恵先生（フランス近世史専攻）が本学を去られ、創設期の平和研究所のオリジナル・メンバーは私一人となりました。それが依頼を受けた理由ではないかと思えます。

平和研究所（Peace Research Institute/PRI）の創設は、ICU 献学（建学）以来の悲願でありましたが、1991年1月に本学の平和教育と平和研究の推進・強化を目的として設立されました。本研究所は、第二次世界大戦の侵略行為と惨禍に対する深い悔恨と反省に立脚して、世界平和の実現、確実な人権保障、社会正義の推進という目的意識のもとに設立されました。「平和をつくる人々」

（peacemakers/マタイ福音書5章9節）を育成し、そのような卒業生たち——多種多様な分野で平和と和解のために働く地球市民——を、日本各地のみならず、世界各地に派遣しようとするところに、本学の献学の理念がありました。

すでに1991年の段階では多くの他の研究所が設立されており、平和研究所は専門分野やテーマを問わず平和教育と平和研究に関心を寄せる任意の少数の教員をメンバーとすることが決められたのでした。一方で社会科学研究所（Social Science Research Institute/SSRI）が社会科学の諸分野を網羅する仕方で客観的かつ社会科学的な研究を推進するのに対して、他方、平和研究所の方は、世界平和と確実な人権保障と社会正義の実現という価値規範に学問的にも市民的にもコミットするという意味で、価値創造的な実践をも重視する研究所として設立されました。

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こうした設立の背景には、献学以来、本学で共有された平和研究への切望がありましたし、また当時の大口邦雄学長の熱意がありました。そしてその責任と課題を委ねられた最上敏樹先生（国際

法・平和研究専攻）の真摯な応答——これらの期待に対する——がありました。その前年（1990年）の夏に軽井沢で大口学長、斎藤眞先生（アメリカ政治外交史・政治学専攻）、そして最上先生で、その設立の青写真を相談したとうかがっております。そして斎藤眞先生がご退任前の2ヶ月間、1991年1月から3月まで「初代所長」をお引き受けくださり、4月からは最上先生が半ば永続的な形で「所長」として任命されたのでした。そして古屋安雄先生（当時、大学主任牧師・キリスト教神学専攻）が、「顧問」（advisor）を引き受けられ、さらに日本の国際政治学と平和研究の泰斗、坂本義和先生（当時、東京大学教授）も「顧問」を引き受けられました。こうして平和研究所の基礎は盤石に固められ、無事に出帆いたしました。

それから早いもので30年もの年月が流れたことになるのですが、歴代の所長や所員の先生方そして研究所助手の方々のご尽力もあり、平和研究所の歩みは地味ながらも着実な足取りで進められ、明治学院大学の国際平和研究所（PRIME）など他のいくつかの大学の平和研究所とともに、日本だけでなく世界においても注目される存在になりました。

2003年から8年にかけて5年間にわたって、文科省の下での本学のCOE（Center of Excellence）プログラム「『平和・安全・共生』研究教育の形成と展開」（拠点リーダー 村上陽一郎教授 [科学史]）が採択され、各年、多額の拠点形成費（研究教育費・国際会議開催費・海外渡航費・施設充実費など）を得ることができました。社会科学研究所と平和研究所の連携のもとで、10数名の主要教員および20名ほどの協力教員と多くのCOE研究助手の助力を得て、平和教育と平和研究の分野の数多くの著書と論文を刊行することができました。これも2つの研究所の尽力がなければ、到底、成就することができない一大事業でした。

平和研究所がとくに力点を置いてきましたのは、各年、国内外の地域に10名余りの学生たちとフ

フィールドトリップに行くことでした。参加学生は、事前に専門家たちの講演や報告を聞き、また自分たちも予備研究と調査をこなし、目的地での実地見学や自主的調査を行い、当地の専門家たちの講演や報告を聞き、さらに地元の学生たちとの共同学習や交流をいたします。国内の場合は4泊か5泊、海外の場合は1週間から10日間の日程が組まれます。

今でも語り草になっている海外での研修旅行には、私は参加したわけではありませんが、「フランス・ドイツ・ポーランド研修旅行」(1996年3月)があります。最上所長のほか、高澤紀恵先生と田中昌樹助手が参加し、学生24名でフランスとドイツのナチスの痕跡をたどり、その足でポーランドのワルシャワ・ゲットー、そしてアウシュヴィッツやビルケナウなどの強制収容所を見学したケースなど、参加した学生たちはその後も勉強会や交流会を継続しました。昨年刊行のニュースレター3月号には高澤紀恵先生の「平和の学びと現場の力」というエッセイが掲載され、この研修旅行について触れておられます。また高澤先生は、この企画に参加した黒田真知子さんについても触れております。彼女は本学で修士課程まで学び、若くして癌との雄々しい闘病生活を経て、静かに地上の生を終えられましたが、本学をこよなく愛した黒田さんへの暖かな思いが綴られています。

また1999年3月にはJ・ワシレウスキー所長の引率で「エルサルバドル海外研修旅行」を行いました。ラテンアメリカの政治を専門とする本学の大串和雄先生(現在、東京大学教授)も参加し、そして専修大学の狐崎知己先生も加わっていただき、学生21名が参加しました。この中央アメリカへの調査旅行は学生にたいへん好評でしたので、翌年3月にも現地を再訪し、教員と学生の双方にとってきわめて貴重な学習機会となったとうかがっております。紛争後の旧ユーゴスラヴィアの「サラエヴォ」の調査学習には、W・フォッセ先生と木部尚志先生が引率で12名の学生とともに、2002年6月～7月に訪れています。また2009年の海外研修調査では最上先生と毛利勝彦先生の引率のもと、14名の学生と「サラエヴォ」を再訪し、さらにオランダの「ハーグ」にまで足を延ばして国際司法裁判所(ICJ)などを訪れている。ここ3年ほどは、笹尾所長のリーダーシップのもと、韓国への海外研修旅行がなされ、院生留学生も数名参加し、韓国の学生たちも参加し、日韓の懸案である慰安婦問題などの他、気安いK-POPのテーマなどについても率直な意見交換が交わされ、実り豊かな交流がなされています。

国内では幾度となく広島と長崎と沖縄に足を運んでいます。私自身も、所長だった2015年3月と

2016年3月に、10名ほどの学生たちと当時の平和研究所助手の方々と沖縄に足を運びました。5泊6日の2015年の訪問では、嘉数高台、佐喜眞美術館、糸数壕、平和の礎、県立平和祈念資料館、ひめゆり平和祈念資料館、魂魄の塔、米洲海岸、辺戸岬、高江ヘリパット座り込み現場、ジュゴンの見える丘、辺野古、金武湾闘争の現場などを日中に見学しました。そして夜は、宿泊先の宜野湾市の沖縄キリスト教セミナーハウスで学習セミナーを開催し、又吉京子館長、上原こずえ先生、川満(前田)美幸先生などから貴重な講話をうかがい、充実した質疑応答の時間をもったりしました。また地元の学生たちとの勉強会と交流会もありました。きわめて充実した楽しい研修旅行となりました。

私の所長時代の2015年から2017年頃は、まさに安保法制と改憲問題で国政が揺れていた時期でありました。それも、平和憲法や安全保障や平和主義について、国内外から著名な研究者を数多くお呼びすることができ、たびたび大きなシンポジウムを開催いたしました。これには本学の教員や学生のみならず、多摩地区の市民が数多く参加していただき、憲法学や平和研究や平和主義の専門家たちの貴重な講演をうかがい、熱心な意見交換がなされました。

平和研究所の今後の活動と展開に心からエールを送りたいと思います!



2015年3月11日、沖縄フィールドトリップにて
At Okinawa Field Trip on March 11, 2015.

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I was asked by Professor Toshiaki Sasao, the director of the PRI, to write something for the Institute, as I am leaving ICU in March 2020. Perhaps he wanted me to share an institutional memory of the PRI. Six years ago our colleague Prof. Akira Tachikawa (education) retired, and last year Prof. Norie Takazawa (history of modern France) also left ICU, so that I remain alone as an original member of the PRI. Perhaps this may be the reason why I was asked to write a piece.

The founding of the Peace Research Institute (PRI) was a common aspiration shared by the ICU community since its establishment (“dedication”). In January 1991 the Institute was founded in order to contribute to the realization of world peace, the facilitation of human rights, and the promotion of social justice. Its founding was grounded in the deep sense of remorse for, and reflection on, Imperial Japan’s aggressive war activities and the “horrors of war.” At the same time, the university with the PRI was expected to nurture “peacemakers” (Matthew 5:9) and to dispatch these graduates—would-be global citizens working for peace and reconciliation in various fields of life—to every corner of Japan and of the world.

Since by 1991 several institutes had already come into existence at ICU, the PRI came to be constituted of some optional members regardless of their specialization, if they were interested in, and keen on, peace education and peace studies. While the Social

Science Research Institute (SSRI) is supposed to promote objective and comprehensive—in the sense of multiple and diverse disciplinary approaches—social scientific researches, the PRI is more or less committed to the normative and value-creating approaches in view of the task of peace-building, the promotion of human rights and social justice. The PRI tries not only to remain an academic research institute but also to attach great importance to value-creating civic activities.

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Behind the establishment of PRI in 1991, there existed both a campus-wide expectation for peace studies and President Kunio Ohguchi’s long-cherished wishes as well. And there also existed Prof. Toshiki Mogami (international law and peace research / currently Waseda University professor) and his sincere response to these wishes and expectation. It is reported that in the summer of the previous year (1990) a consultation was made among President Ohguchi, Prof. Makoto Saito (politics, American diplomatic history) and Prof. Mogami in Karuizawa. They talked over the blueprint of PRI then. Prof. Saito assumed the responsibility as “first director” of the Institute for about two months until his retirement at the end of March 1991. Then from April 1991 Prof. Mogami was appointed as “second and more or less permanent director,” and together with Prof. Saito, Prof. Yasuo Furuya (then the chief university minister / Christian theology) was appointed as “advisor” (*komon*). Furthermore, Japan’s leading scholar of international politics and peace research in those years, Prof. Yoshikazu Sakamoto (then University of Tokyo professor) accepted the invitation to serve PRI as “advisor.” Thus, the basis of PRI was firmly established, and it safely set sail.

Since then already nearly three decades have flown away, and PRI has steadily developed itself under the guidance of several directors. What has always mattered over time is the cooperation among its members and the earnest help and strong support of generations of RIAs. The PRI of ICU is now fully and widely recognized both outside and inside of Japan as an indispensable peace institute, together with several peace research institutes of other universities such as the International Peace Research Institute (PRIME) of Meiji Gakuin University.

For five years from 2003 to 2008 ICU’s Center of Excellence (COE) program in the area of “comprehensive peace studies” (with Prof. Yoichiro Murakami [history of science] as program leader) was accepted under the MEXT leadership. The theme was “Research and Education for ‘Peace, Security, and

千葉眞先生 最終講義

ソクラテスのシティズンシップ—再訪 H. アーレントとD. R. ヴィラとの対話

36年にわたりICUにて教育と研究活動に尽くされてきた千葉眞先生が本年3月に退職されます。最終講義の記念講演を開催いたします。皆様のご参加をお待ちしております。

日時：2020年2月21日(金) 15:10-16:40
場所：国際基督教大学本館 304

※ 使用言語は日本語です。
※ 事前予約は必要ありません。
※ ICU政治学・国際関係学デパートメント、平和研究所、社会科学研究所 共催

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Conviviality’: Its Formation and Development.” Each year a great amount of subsidy was provided as the fund for establishing a strong foothold of peace studies. It was spent for the strengthening of research and educational activities, the opening of international conferences, the support for international travel expenses, and the improvement of facilities. More than ten faculty members were involved together with twenty or so faculties to carry on this collaborative research assisted by a number of COE research assistants. This collaborative research gave birth to a great number of books and articles. This achievement would have been impossible without the contribution of ICU's two research institutes: SSRI and PRI.

The main effort made by PRI has been to conduct a field trip program (both inside and outside the country) with about 10 to 20 students every year. Participating students listen to the orientation lectures and reports provided by specialists, and conduct preliminary survey before their actual visit. During the field trip they study the important sites by visit and observation, engage in their own surveys, listen to the specialists’ lectures and reports, and participate in study exchanges and fellowships with the students on site. In the case of domestic field trips they spend about four or five days on site, whereas in the case of a visit abroad there is usually a week, or ten days, that is allocated to the field trip.

There are a few memorable international field trips which people are still talking about. One of them is the “France-Germany-Poland Field Trip” (March 1996). The participants were 24 students accompanied by Director Mogami, Prof. Takazawa and RIA Mr. Masaki Tanaka. They were tracing the sites and acts of Nazism across France and Germany, and paid a visit to the Warsaw Ghetto and then to the Nazi concentration and extermination camps such as Auschwitz-Birkenau in Poland. The students who participated in this particular field trip have kept meeting in study sessions and in fellowship until recently. Last year Prof. Takazawa contributed to this PRI Newsletter her farewell-essay entitled “Learning of Peace and Power of the Actual Sites” in which she wrote a warm commemorative piece on Ms. Machiko Kuroda. Kuroda-san had participated in the aforementioned field trip. Even after her graduation at both undergraduate and master’s level, she continued to have deep affection for her alma mater. Sadly, she suffered from cancer and quietly passed away some years ago after her long and courageous battle with the disease.

In March 1992, under the guidance of Director Jackie Wasilewski, 21 students participated to the “El Salvador Field Trip.” A unique feature of this



2020年2月21日、千葉教授最終講義の様子
Professor Chiba's Final Lecture on February 21, 2020

international field trip was that two prominent specialists of Latin American politics, our colleague then Prof. K. Ohgushi (currently University of Tokyo professor) together with Prof. Tomomi Kozaki (Senshu University) joined the trip. I can imagine that the students immensely benefited from the expertise and experiences of these three specialists on Latin America. This field trip to Central America was such an exciting and popular one that the following year the PRI team revisited the region. Another international field trip also covered the visit of Sarajevo, in post-conflict Bosnia and Herzegovina (the former Yugoslavia). Prof. Takashi Kibe (politics) and Prof. Wilhelm Vosse (international relations) carefully guided 12 students there in June and July 2002. And in 2009, Director Mogami and Prof. Katsuhiko Mori (international relations) revisited Sarajevo with 14 new students and then moved to The Hague to visit the International Court of Justice and other historic sites and buildings. For the past three years under the leadership of the current Director Sasao both Japanese students and international graduate students visited Korea and had rich and precious exchanges with the faculties and students of a few Korean universities. I hear that they had open and fruitful exchanges of opinions and discussions about diverse themes including controversial issues such as the “comfort women” and some delightful topics such as K-POP.

Inside Japan the PRI has visited Hiroshima, Nagasaki and Okinawa many times. As part of PRI field trips, I have also visited Okinawa twice with about ten students and RIAs in both March 2015 and 2016. During the 2015 field trip, which lasted five nights and six days, we paid visits to many important sites: Yoshikazu Takadai (High Hill), Sakima Art Museum, Itokazu Abuchiragama (Trench), Heiwa no Ishiji (Cornerstone of Peace), Okinawa Prefectural Peace Memorial Museum, Himeyuri Peace Museum, Konpaku-no To (Tower), Beishu Kaigan (Beach), Hedo Misaki (Cape), Takae Helipad Sit-in Protest Site, Hill of Dugongs, Henoko, Site of Kin Bay Struggle, and so forth. In the evenings we had guest lectures and seminars given by Mrs. Kyoko Matayoshi, director of Ginowan City Okinawa Christian Center where we resided, Dr. Kozue Uehara, Mrs. Miyuki Kawamitsu

(Maeda), and others. These lively sessions provided us with an important occasion to learn about the history of Okinawa and the present plight of Okinawans. We also had a good exchange of opinions with students in Okinawa. It was a lively, serious, and at the same time enjoyable field trip.

During the years of 2015 through 2017 when I was director of the PRI, Japan's national politics suddenly became turbulent and unsettled regarding the issues of constitutional alteration and state security. Therefore, at ICU we had several large academic conferences and symposia on the peace constitution, state security, and pacifism in which a number of well-known scholars and public intellectuals were invited. And many scholars, citizens and students (from ICU and other universities in this Tama area) attended them, and good discussions followed.

Long Live the PRI!



2020年2月21日、千葉教授最終講義の様子
Professor Chiba's Final Lecture on February 21, 2020

Mini Field Trip – November 9, 2019 A Century of Korea-Japan Relations in a Day

Geraldine JOURDAIN
Research Institute Assistant, PRI



On the morning of November 9, 2019, about a dozen of undergraduate and graduate students from ICU joined Professor Toshiaki Sasao, director of the Peace Research Institute, and research assistants Dukin Lim and Geraldine Jourdain for a day-long exploration of three institutions dedicated to the shared history between Japan and Korea.

The students first visited the February 8 Independence Declaration Memorial Hall at the Korean YMCA in Kanda. In a small room filled with pictures and documents, the students watched a short documentary film about the colonization of the Korean Peninsula Imperial Japan in 1910, and the movement towards independence, led by Korean students in Japan, that followed and eventually resulted into the Declaration of Independence on February 8, 1919.

After lunch, the group made its way to Minami-Azabu's History Museum of J-Koreans (在日韓人歴史資料館) where a staff member took the students through the journey of *Zainichi* Koreans (the oldcomer Koreans in Japan), from the struggles of the

first Koreans to migrate at the beginning of the 20th century, to some of the success stories of their descendants in today's Japan. Artifacts of all sorts filled the museum rooms and allowed the visitors to peek into the daily lives of the *Zainichi* in Japan.

To conclude the mini field trip, the last visit brought the students to the Women's Active Museum on War and Peace located in Waseda. Armed with educational material, posters and magazines, a staff member gave an hour-long lecture on the issue of comfort women. The students were then invited to read the testimonies of some of the survivors scattered over the walls of the museum.

Gathering from conversations held with the group during the mini field trip, it seems that most students found the visits both informative and interesting, and were glad that they had signed up for the activity.



At Tokyo Korean YMCA in Sarugakucho,
November, 2019

2019 Korea-Japan Field Trip & Peace Forum: Toward the Shared Future Vision – Part III



Dukin LIM
Research Institute Assistant, PRI

“Though thy beginning was small, yet thy latter end should greatly increase (KJV Job 8:7)”

Bilateral relations between Korea and Japan have a long and muddy history, directly and indirectly touching many spheres of our everyday life. Tension and incongruity are not only political and economic, but also personal and social issues have been apparent for many residents and citizens in Korea and Japan for far too long. Further exacerbated by a myriad of factors in recent years and months (for example, missile testing by North Korea, land disputes, wartime incidents, domestic issues with leadership, disparate interpretations of history, and so on), both Korean and Japanese residents ought to explore possibilities and strategies for peace and justice. These efforts to alleviate the unfortunate situations will result in a shared future of well-being at multiple levels, and will be best achieved perhaps by engaging young future leaders in both countries.

Based on this vision, this year’s theme was to trace and understand Korea’s 100th anniversary of the Korean Independence Movement by promoting faculty and student exchanges between ICU and Korean universities, while visiting historical and war-related sites in Korea. The 2019 Korea-Japan Forum & Trip event was organized for November 20-26, 2019. A total of fourteen students and two faculty members from ICU, and fifty students and six faculty members from Hannam University participated in the event. Through pre-event activities such as research workshops and culture sessions through mini-field trips in Japan, participating students from ICU were fully prepared for active interactions with students from Korea on diverse topics with an eye toward developing a future vision for better relations and lives in both countries. At the event, the students and faculty members engaged in open exchanges of ideas and opinions via theme presentations, research presentations, and roundtable discussions. Also, during the event, the participants traveled to Seoul, Jeonju, Daegu, Daejeon, and Cheonan.

Upon return from the trip, the outcome of this project was shared and disseminated at the ICU Korea-Japan Peace Forum 2020 at ICU campus on January 20, 2020, and its final report is being prepared for release in March 2020.

We are impressed when we heard from one participant, “I thought there would be clear tension between Korean and ICU students before the trip, but I found that it wasn’t the case at all after spending time and exchanging with Korean students.” This is an honest and significant reflection as it shows the simple but necessary step toward peace. Generally, since the event, the participating students from ICU have begun to think that the two countries could be closer, no matter how rocky the relations may be between them. The outcomes of these international exchanges are not apparent immediately, but the event has unequivocally supported our vision to build and maintain the amicable and productive relationship among young students from both countries in order to nurture mutual understanding. “Small beginnings make a great ending.”





Independence Hall of Korea
November, 2019



Research Workshop at Hannam University, Daegu
November, 2019

Peace Education in Context: An Interdisciplinary Global Look (A Special Gathering in Collaboration with Nagasaki University)

Toshi SASAO
PRI Director



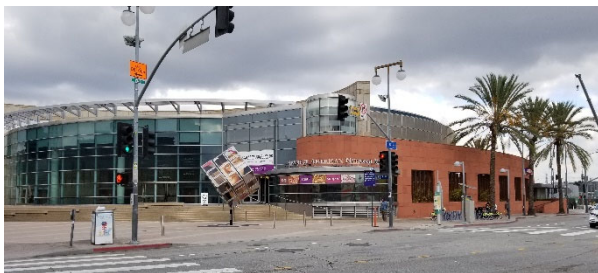
In my U.S. college days in the 1970s, it was very unpleasant every December though I was happy in anticipation of the festive Yuletide season and related events. I might have been overly self-conscious of “its impact” even after 35 years, but I sensed other people’s reactions to me as a Japanese citizen. That was because I then learned some hard facts about the “Day of Infamy,” (December 8, 1941) which was the day that President Roosevelt called “a day that will live in infamy,” when the U.S. Naval Base in Pearl Harbor was attacked by the Japanese Imperial Navy. I thought I knew about the historical facts, but it did not dawn on me as serious as it was to many in the U.S. Most probably, my current interest in peace studies and peace education got its start there. I was also aware of the controversies over the evacuation of 120,000 Japanese Americans from the West Coast beginning in 1942, thereby severely depriving their human and civil rights as legal U.S. citizens. The 1988 Civil Liberties Act was signed by President Ronald Reagan who admitted that the order to relocate Japanese Americans was sparked by racial prejudice, wartime hysteria, and a failure of political leadership. Most recently, a month ago in February 2020, the California Assembly made a formal apology. This apology and resolution came after February 19 was declared as a Day of Remembrance, the day President

Roosevelt signed in 1942 the Executive Order 9066 that forced the removal of Japanese Americans.

We did not choose December 8 this year to be the day to launch this special event on peace education. Nonetheless, it was significant and worthy to note that we wanted to rethink peace education at this juncture of PRI history.



JANM – Internment Exhibits with Anne Burrough, Executive Director
January, 2020



Japanese American National Museum (JANM) Los Angeles
January, 2020

Background. To the extent that peace education has been understood in numerous ways and across different contexts and continents, no single definition satisfies a clearly defined set of pedagogical principles and approaches. Nonetheless, peace education can be construed as *principles and practices of effective learning and teaching* in its broadest sense, but also as a *process of social change in homes, schools, community contexts and at state levels*. As such, drawing on several theories, models, and perspectives in peace education around the world, this event has brought together a group of peace education specialists from Japan, Korea, and Europe.

Particularly, as we have entered into the collaborative research partnership with **Nagasaki University's Research Center for Nuclear Weapons Abolition**, we will be enriching the breadth of PRI's scope for further research and action, especially on disarmament and denuclearization issues in the months to come. More specifically, this collaboration provided an opportunity to develop a program of research on peace and disarmament education jointly designed and implemented by both institutes, and across different cultural contexts and countries.

The event consisted of (1) a panel discussion among Japanese, Korean, and Bosnian researchers, (2) small group discussion groups amongst event participants, (3) exemplary research presentations, and (4) an integrative discussion. The purpose was twofold: a) to provide a critical review of peace education practices around the world, identifying issues and challenges for promoting peace through education and disarmament, and b) provide a set of policy recommendations for globalizing "peace education models" for further collaboration among academics, researchers, and policy makers. Specifically, we addressed the following themes and questions:

Putting Peace Education in Global Perspectives

1. What does "peace education" mean to you from your own experiences?
2. How do we want to define and understand it?

Putting Peace Education into Practice

3. If we are to look at education in formal, informal, and non-formal education systems, what are some of the elements included in contemporary peace education?
4. Would it be possible to establish a "universal design" for peace education across different contexts (e.g., geographical, national)? That is, would it be possible to discuss etic-emic distinctions across different forms and contents of peace education theory and practice?
5. Where should we place peace education in the context of current educational issues (e.g., disparities, inequalities, diversity, motivation, bullying, organizational)?



Participants of Peace Education in Context:
An Interdisciplinary Global Look, December 2019

Evaluating Peace Education Efforts

6. How best can we evaluate the efficacy and effectiveness of peace education practice? Would that be the same as any other social intervention programs?

At the event, we saw about 50 professionals and students from inside and outside of ICU campus for heated discussion and exchange on issues related to the above questions. Our hope was that we were able to gain new perspectives on how we can build and maintain peace in different contexts through education in the neck of our woods, and beyond.



Participants Actively Engaging in a Group Discussion Session
December, 2019

Participants:

- Professor Fumihiko Yoshida (International Relations)
Director, Research Center for Nuclear Weapons Abolition, Nagasaki University
- Professor Mikiko Nishimura (Sociology of Education)
Director, ICU Service Learning Center
- Professor Keiko Nakamura (International Relations)
Nagasaki University
- Professor Hiroyuki Aoki (Educational Technology)
International Christian University
- Professor Taro Komatsu (International Educational Development)
Director, Center for Global Education and Discovery, Sophia University
- Dr. Sun Kim (Comparative Education)
Research Associate, Korean Educational Development Institute
- Professor Sungwoo Kang (East Asian History)
Research Professor, Korea University, Seoul, Korea
- Ms. Junko Kanekiyo (Museum Studies)
Curator, Kyoto Museum for World Peace, Ritsumeikan University
- Ms. Alma Jetic (Social Psychology)
Research Fellow, ICU Peace Research Institute
Doctoral Candidate, University of Belgrade, Serbia.
- Professor Toshi Sasao (Community Psychology)
Director, ICU Peace Research Institute

PRI Member Updates

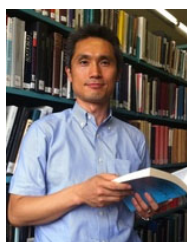
Prof. Osamu Arakaki

I have been heavily involved in research on nationality from normative perspectives. At the empirical level, I took part in the first Global Refugee Forum which was held in Geneva in December 2019. Following the Global Compact on Refugees adopted at the UN General Assembly in 2018, the Global Refugee Forum is expected to translate the principle of responsibility-sharing into real actions taken not only by states but also by civil societies. I hope that ICU remains part of the Global Refugee Forum.



Prof. Unsok Ro

I am currently finalizing and polishing the collaborative volume titled *Collective Memory and Collective Identity: The Deuteronomy and the Deuteronomistic History in Their Context*, as a senior editor. The subject of this volume is memory and identity in biblical historiography which is one of the most cutting-edge issues in current biblical scholarship. The volume proposal is currently under consideration for publication with a world-renowned publisher, vying for publication in late 2020-2021.



Prof. Katsuhiko Mori

On December 7, Pearl Harbor Day, 2019, the symposium “Spreading Wings and Waves of Peace: Past, Present, and Future” was held. It was the beginning of a joint project between ICU and Nagasaki University that focuses on the three areas: (1) globalization studies and the sustainable development goals, (2) historical and cultural studies of Nagasaki and the world heritage sites, and (3) peace studies and disarmament education. The symposium was followed by another symposium on “Peace Education in Context” on December 8, 2019 in collaboration between ICU’s Peace Research Institute and Nagasaki University’s Research Center for Nuclear Weapons Abolition.



Prof. Olivier Ammour-Mayeur

This academic year, most of my courses have focused on topics involving the question of world peace and its future. I will here only present two of the classes. Starting with my graduate course: QCAC512 – Gender and Visual Culture, which focused on the issue of the Anthropocene, the climate change and its representations, particularly from the point of view of feminine creativity. My French course: LIT247 – French Literature, Cinema, Thoughts I, was also dedicated to the question of the Anthropocene, although it was conducted using French-speaking research on the subject. Thus, both courses highlighted all the potential risks that current Nation-States countries will be facing in terms of international and civil conflicts due to the profound civilizational changes that climate change will provoke in the coming years.



Prof. Sachiyo Fujita-Round

Language and Peace is the theme I have been following since I embarked on my research in Miyako Island. I am a sociolinguist, currently teaching in MCC, and am interested in bilingualism and multilingualism in Japan. I am always interested in the voices/narratives of people, so I studied intermarriage bilingual families (i.e. my own family, other intermarriage families in South Korea and Thailand), the language education of multilingual children in Shinjuku Ward, and (currently) Miyakoan/Japanese language revitalization. The Miyakoan language is often labelled as a Japanese dialect; however, the more I learn about the language, the more I am reminded that it is a language which has been formed with its own culture and semiotics rather than a variation of Japanese language. In the Spring Semester of the AY2020 at ICU, I will lead a series of events under the title of “Voices from the Ryukyus: Music, Language and Everyday Practice”. You are welcome to join us and explore the peace these events can contribute.



Prof. Christopher E.J. Simons

I am excited to be a member of the Peace Research Institute and to read about the work of colleagues and students. This year I started a new five-year research grant to explore British poetry and drama from the sixteenth to nineteenth centuries. One part of this research relates to the violent stage drama of the late sixteenth and early seventeenth centuries. Despite the violence of this literature, it was created during relatively peaceful (if sadly, brief) periods of British history—the Elizabethan and Jacobean periods. Based on some of this research, I will be offering my first Peace Studies course in 2020, ‘Literature and Violence’. The purpose of this course will be to explore the ritualistic and symbolic functions of violence in drama from ancient to modern times, and the complex relationship between representations of violence on the one hand, and violence in society on the other. Also in 2019, I continued to publish creative work, some of which relates to peace studies. One local project involves photographing members of the LGBTQ community in Tokyo and listening to how discrimination and violence have shaped their self-expression and creativity. Some of this work will be presented next year in several exhibitions, including one at ICU. Finally, what could be a better beacon of peace than the stars above us? This year 20 new moons of Saturn were discovered, and the Carnegie Institution gave the public the chance to name them, following certain mythological rules. Since my son loves astronomy, I made a short film in which we propose a name for one of the moons, based on the myth of a Norse giant who represents self-sacrifice and wisdom. If you have six minutes to spare, please enjoy watching the short film Magnus and Mimir here: <https://www.youtube.com/watch?v=IYqcY2pg5w8&t=2s>



Prof. Kei Nasu

In 2019 I published a monograph 『イギリス革命と変容する〈宗教〉(The English Revolution and the Transformation of Religion)』 (Iwanami Books) which discussed the shifting nature of religion during the political and cultural conflicts in seventeenth-century England. My recent academic interests include: 1) cultural history of senses and emotions, especially those relating to sound and hearing, 2) the history of secularization in the West, and 3) films as means of representing history.



Prof. Shin Chiba

I am currently working as a supervisor on the translation of Charles Taylor, *A Secular Age* (874 pp. 2007). It will be published by Nagoya Univ. Press in June or July this year. I have written the following book chapter last year: "The Crisis of Japan's Constitutional Pacifism: The Abe administration's Belated Counter-Revolution," in *Rethinking Peace*, A. L. Hinton, G. Shani and J. Alberg (Eds.,) (London: Roman & Littlefield, 2019).



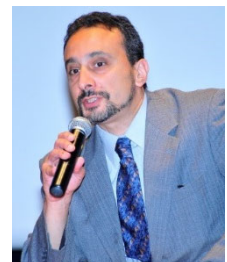
Prof. Mikiko Nishimura

AY2019 has expanded my horizon as an educator and learner to have a strong connection to peace and education. As a Director of Service-Learning Center at ICU, I supported students' service-learning in Nagasaki within the institutional agreement between ICU and Nagasaki University. The activities included the organization of the Youth Peace Forum, attending and volunteering at the Peace Memorial Ceremony, and volunteer activities in Nagasaki City and schools. Students' reports clearly showed that service-learning creates a process of conscientization (as noted by Freire) whereby students obtain a sense of ownership in the issues related to peace surrounding them and even notice how our living environment is embedded in the power structures that influence information and memories. I also made a keynote lecture on peace education at the Symposium at ICU cosponsored by Nagasaki University.



Prof. Giorgiandrea Shani

This year I published two books designed to further Peace Research from a critical perspective. The first book, *Rethinking Peace*, was co-authored with Prof. Alexander Laban Hinton and PRI member, Prof. Jeremiah Alberg. It also features chapters by PRI member Prof. Shin Chiba and ICU Faculty member, Prof. Beverley Curran. It is used as a textbook for the Rotary Peace program at graduate level at ICU and other Peace Centers throughout the world. The second book, *Religion and Nationalism in Asia*, was edited with PRI member, Prof. Takashi Kibe, and will be used as a reference book for courses on nationalism, including IRL215 Ethnicity, Identity and Nationalism.



PRI Activities (April 2019 – March 2020)

1. 講演会 / Lectures

公開講演：ヘブライ聖書における戦争と平和
講師：トマ・ロマー氏（コレージュ・ド・フランス、
ローザンヌ大学）
実施日：2019年4月26日
Open Lecture: War and Peace in the Hebrew Bible
Lecturer: Dr. Thomas Römer (Collège du France and the
University of Lausanne)
Date: April 26, 2019

公開講演：映画「コスタリカの奇跡」について
講師：マシュー・エディ氏（南ユタ大学）
実施日：2019年5月9日
Open Lecture: On the Film: A Bold Peace: Costa Rica's
Peace Constitution
Lecturer: Dr. Matthew Eddy (South Utah University)
Date: May 9, 2019

公開講演：4番目の「僕の歌（イザ 52:13-53:12）
における「僕の使命」
講師：河景澤氏（プリンス頓神学校）
実施日：2019年10月16日
Open Lecture: Servant's Mission in the Fourth Song of
the Servant of the LORD (Isa 52:13-53:12)
Lecturer: Dr. Kyung-Taek Ha (Presbyterian University
and Theological Seminary)
Date: October 16, 2019

公開講演：民主主義、権威、神
講師：ゴードン・グラハム氏（韓国長老会神学大学
校）
実施日：2019年10月18日
Open Lecture: Democracy, Authority and God
Lecturer: Dr. Gordon Graham (Princeton Theological
Seminary)
Date: October 18, 2019

公開講演：市民権、売ります
講師：クリスティン・スラック氏（ロンドン大学
SOAS）
実施日：2020年1月7日
Open Lecture: Sale of Citizenship
Lecturer: Dr. Kristin Surak (SOAS, University of
London)
Date: January 7, 2020

公開講演：「ビジネスと社会性の関係性を再考する
～マザーハウスの取組のご紹介から～
講師：王宏平氏（マザーハウス）
実施日：2020年2月6日
Open Lecture: Reconsideration the Relationship
between Business and Society: From Introducing
MOTHERHOUSE Story
Lecturer: Mr. Oh Kohei (MOTHERHOUSE)
Date: February 6, 2020

2. シンポジウム・ワークショップ / Symposiums and Workshops

シンポジウム：平和教育の国際的展望にむけて
実施日：2019年12月8日
Symposium: Peace Education in Context: An
Interdisciplinary Global Look
December 8, 2019

ワークショップ：2019年度日韓学生平和ワークシ
ョップ（フィールドトリップ報告会）
実施日：2020年1月20日
Workshop: 2019 Korea-Japan Student Peace Workshop
Date: January 20, 2020

3. イベント / Events

ピース・カフェ#1
ゲストスピーカー：キャンドラー・ホールマン氏
（平和研究所研究員）
実施日：2019年5月16日
Peace Cafe
Guest Speaker: Dr. Candler Hallman (Fellow of PRI)
Date: May 16, 2019

ピース・カフェ#2
ゲストスピーカー：ヘレナ・アンドレ氏（ICU 教
養学部）
実施日：2019年6月4日
Peace Cafe
Guest Speaker: Ms. Helena Andre (Undergraduate
student of ICU)
Date: June 4, 2019

ピース・カフェ#3

ゲストスピーカー：ジュレマイア・オルバーグ氏
(国際基督教大学教養学部)

日時：2019年6月25日

Peace Cafe

Guest Speaker: Prof. Jeremiah Alberg (ICU)

Time and Date: June 25, 2019

ミニ・フィールドトリップ

訪問先：在日韓人歴史資料館、在日本韓国 YMCA
資料室、女たちの戦争と平和資料館

実施日：2019年11月9日

Mini Field Trip

Places visited: The History Museum of J-Koreans, The
Korean YMCA Library, The Women's Active Museum
on War and Peace

Date: November 9, 2019

映画観賞会

上映作品：「タクシー運転手 約束は海を越えて」
(2017年)

実施日：2019年12月12日

Film Screening

Film title: "A Taxi Driver" (2017)

Date: December 12, 2019

4. 刊行物 / Publications

題名：平和研究所ニューズレター Vol. 15, no. 1

発行日：2019年6月

Title: Peace Reports, Vol. 15, No. 1

Date: June, 2019

Latest News

Professors Shin Chiba, Masaki Ina, Norie Takazawa, and Toshiki Mogami have been unanimously approved as PRI's **Advisors** in AY2020. The following have been also recommended and approved as PRI's **Research Fellows** in AY2020: **Dr. Candler Hallman** (University of Tokyo), **Dr. Kyung Hee Ha** (Meiji University), and **Dr. Alma Jeftic** (University of Belgrade, Serbia). We are very honored to have you all with us! --Toshi Sasao

平和研究所について

本学における平和研究の推進・強化を目的に、1991年に設立された。第二次世界大戦の参加に対する反省に立ち、世界平和の実現、確実な人権保障、社会正義の推進という目的意識のもとに設立された、本学の見学精神を受け継いでいる。

About ICU PRI

ICU PRI was founded in 1991 for the purpose of promoting and strengthening peace research at ICU. The institute inherits the founding spirit of the University, which reflects on the scourge of WWII and seeks to realize world peace, human rights and social justice for the future.

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