

SUMMARY

U.S. Perception of Threat and Nuclear Deterrence Policy

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The United States, the first country that developed and dropped A-bombs, has justified its use of nuclear weapons and developed a highly sophisticated policy of nuclear deterrence throughout the post-World War II period, thus having caused nuclear proliferation and increasing instability of international peace and security, objectively speaking. Such self-justification has been based fundamentally on the self-designated sense of mission that the country is to lead the world and to be an international policeman. Any country regarded as hostile or dangerous to the United States has been labeled as a threat to be countered militarily. The main and most formidable threat in the Cold War period was the Soviet Union, and the nuclear deterrence policy of mutually assured destruction was the product of the day.

After the disappearance of the Soviet Union and the end of the Cold War, the United States did face the unprecedented historical opportunity to reexamine its nuclear deterrence policy fundamentally based on the fact of disappearance of the main military threat and menace to it particularly and international peace and security at large. The two successive U.S. administrations, Clinton and Bush, missed idly the chances, and have persisted in the nuclear deterrence policy by fabricating new military threats of 'rogue states' and terrorism. The Bush administration even tried to depart from the traditional deterrence policy by pushing out a new policy of preemptive or preventive use of nuclear weapons. Against such background, Obama administration's nuclear policy should be carefully watched. This article tries to examine it and give tentative assessments.

SUMMARY

The History of Postwar of "Battle of Okinawa" :

The Interval of "Logic of an Army" and "Residents' Logic"

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This paper is not what discussed "Battle of Okinawa" itself. This paper is arguing how the recognition of history about "Battle of Okinawa" changes. Especially thinking as important is what kind of influence by what kind of framework was "Battle of Okinawa" discussed, and it has had on recognition of history.

Before, "Battle of Okinawa" was discussed as history of a battle of armies. An Okinawan counterposed the existence of general population in a ground war there. An Okinawan gets this framework in the process in which its history is made. Change of this framework is very important. Then, "Battle of Okinawa" has been discussed in the confrontation axis of "logic of an army" and "residents' logic."

However, there is an important problem which is not settled in this framework. The problem is generated when discussing "support," a "memorial service," and "commending." The problem in particular about a "shrine for the war dead (護国神社)" is not settled in this framework. The same may be said of the role of the "The Okinawa Teachers Association (沖縄教職員会)" in the problem. Since a "shrine for the war dead" is included in "logic of an army," it is not connected with residents. But, the "shrine for the war dead" was rebuilt by the Okinawan. "Logic of an army" and "residents' logic" are not divided completely. An important thing is building history from the fact itself rather than describing that history fits in a framework.

SUMMARY

The Future Considered from “The Voice of the Sea”:
In Order to Build Peace from Rupture and Succession

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Shin Hongo’s “The Voice of the Sea” is a monument to students killed in the war. This bronze statue has been the iconic image for the commemoration of student casualties.

The election was made possible through the profit of a book titled *Kike Wadatsumi no Koe* (Listen to the Voices from the Sea). This anthology was composed of letters, diaries, and poems left by fallen student soldiers sent to the battle field after the university student deferment policy was abolished in 1943.

Today, there are numbers of “The Voice of the Sea” statues in Japan. This paper introduces the variety and the different discourses of the memory of war they represent.

SUMMARY

The Possibility of Integrating Museum Studies and Peace Studies

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In the first part, this paper aims to introduce a session delivered as part of Ritsumeikan University’s Bunkazai Jishu (cultural heritage and conservation practice) course in 2007. It approached exhibition planning, artifact documentation, and artifact categorization, from practical point of view. Through this process, students explore issues such as the danger of losing the context and information of the artifacts through the acquisition and categorization process, and that museum can be a place where history is lost, not preserved. Also, students were assigned to create an exhibition plan for newspapers issued on August 15th, which is the most significant date for commemoration and war memory in Japan. Through this assignment, students are challenged to explore perspectives and cultivate one’s own view on the issue of history and memory of war.

Then, the meaning and possibility of applying this class to peace studies is explored. As historic consciousness is declining among young generation, the author emphasizes on the importance of cross curricula sessions introducing students to Peace Studies while teaching about other subjects.