

SUMMARY

Are we protecting human lives, or protecting goods?:
Wartime Japan's state and society seen from the air defense law

MIZUSHIMA, Asaho
Professor, Faculty of Law, Waseda University

At the final stage of the Asia-Pacific War (World War II) more than 200 cities all over Japan suffered air raids by the US military forces and enormous numbers of ordinary citizens were killed. These indiscriminate bombings targeted at ordinary citizens by the US military violated international law. But at the same time another reason why enormous numbers of Japanese city residents were killed was wartime Japan's air defense law. Under the air defense law, enacted in 1937 and revised on 1941, city residents had an obligation to fight fire set by an air raid and its violations were punished. The Japanese government controlled the media and the people with unscientific "safety myth." Obligated to fight fire, city residents could not evacuate from the city and could not avoid the US military's incendiary bombs. The purpose of the air defense law was not to save human lives but to keep the people's morale for war efforts. Here we can observe a "perverseness" about security.

After the war, victims of the Osaka Air Raid filed a lawsuit demanding the Japanese government to make an apology and pay compensation. Although the plaintiffs lost the case at the Supreme Court, the lower courts' decisions contained critical fact-findings about the air defense law, the media control, and the wartime government policies. This is a historic achievement. In Japan there are compensations for servicemen's wartime damages, but there is no compensation for ordinary citizens' war damages with some exceptions of Atomic Bomb survivors and returnees of the Siberia detention. The problems of the air defense law found by the lower courts' decisions of the Osaka Air Raid lawsuit are an important milestone for pursuing a compensation for ordinary citizens' war damages.

SUMMARY

Great East Asia Co-prosper Area and Japanese Steel Industry

NAGASHIMA, Osamu
Professor, College of Business Administration, Ritsumeikan University

The most important purpose of Great East Asia Co-prosper Area was the acquisition of mineral resources, natural resources and manpower from southern east Asian People, China and Japanese colonies. According to the idea, Japanese Empire should build and re-arrange the industries, resources and manpower under the control and leadership of Japan Empire. East Asian people controlled by Japan Empire must obey the Japanese order, because in this time Japanese had the fixed idea on which Japanese was more excellent and more advanced than other Asian people. On the other hand, Japanese appealed that they promised to liberate Asian people from the colonial government of European countries and USA, and forced the control and leadership of Japan Empire on Asian people. This severe and hard government in the political and economic policy is relevant to the phase of Japanese Economy. The phase of 1930's Japanese economy was the middle development phase, not under-development economy and not advanced economy. For example, Japanese steel industry was on the way to building the integrated iron and steel works and the steel industrial network of Korea, Manchuria and northern China had already reached the self-sufficing of steel products in 1932. Japan Empire complacently hurried up the way to the developed country in the short time, ignoring the intention of Asian people.

SUMMARY

On the Relationship between Okinawa, China and Japan

LIU, Cheng

Professor, Nanjing University

IKEO, Yasushi

Part-time Lecturer, College of Social Sciences, Ritsumeikan University

There is currently a growing fear towards China in Japan, and Japan is trying to deal with this by deploying defensive capabilities centered on Okinawa. In response to this, the Chinese are not backing down on their claims concerning the Senkaku Islands, becoming more antagonistic towards the Japanese Government. What do Chinese peace studies specialists make of this situation? A symposium was held in Okinawa where this issue was discussed with researchers from Okinawa. This paper is a summary of Professor Liu's briefing at the symposium which Ikeo has taken responsibility for.

Professor Liu mentions five ways in which the conflicts in the Chinese-Japanese relationship can be resolved: 1. Separate the parties involved in these conflicts from the problem; 2. Search for objects which are of common benefit; 3. Present a resolution method where there are several alternative choices available; 4. Adhere to objective and fair standards of judgement; 5. Adopt non-violent measures.

This paper aims to initiate discussions between researchers involved in Chinese-Japanese peace studies.

SUMMARY

Aiko Utsumi, Yasuaki Onuma, Hiroshi Tanaka, and Yoko Kato, *Sengo Sekinin : Asia no Manazashi ni Kotaete (Post-War Responsibility : In Response to Appeals from the Asian Victims of the Asia-Pacific War)*

TSUCHINO, Mizuho

Research Fellow, Department of Humanities and Sciences, Ochanomizu University

This book reports three-way conversation of Aiko Utsumi, Yasuaki Onuma, and Hiroshi Tanaka who have made efforts to the issues of compensation on war crimes by Imperial Japanese Army in aspects of academic research and social movements, hosted by Yoko Kato who specializes in Japanese modern history. The stories of their each movements tell us why the compensation issues have been unresolved until today. What we get to know through their experiments is that the history of postwar Japanese society has structuralized a sense of discrimination against Asia since prewar period. In today's deteriorated relationship between Japan and China and Japan and Korea, it is a timely book to understand the origin of confrontation among these countries and to consider how to build a peaceful relations between Japan and Asian countries.

SUMMARY

Ritsumeikan High School Super Global High School (SGH) Project

Super Global High School (SGH) Program Division

JINNO, Tetsuji (Editor in Chief)

Super Global High School (SGH) Program Director, Ritsumeikan Junior and Senior High School

In keeping up with the progress made in the globalization of society, the internationalization of education has become highly publicized. Great expectations have been placed upon both universities within Ritsumeikan, as well as its affiliated schools that have been leading the way towards globalization thus far. The most important thing in global education is setting peace as the foundation, and this holds special importance for Ritsumeikan with its educational philosophy of “peace and democracy.”

From this year, Ritsumeikan High School has incorporated the GL (Global Learning) course into its curriculum. The establishment of this course is based on our goal to encourage students to make active contributions towards peace. The specification as Super Global High School (SGH) received from the Ministry of Education, Culture, Sports, Science and Technology has coincided with this project. International subject research, based on “poverty and disaster,” is conducted by the high school students of the GL course focusing on the theme of “Research and development of an education system aiming at fostering human resources to achieve a peaceful society.”

It is here that we report our thoughts on the establishment of the GL course and the application of SGH, as well as various practical applications towards peace which have started as part of SGH activity.

SUMMARY

From the Era of the Beheiren Movement to Present

ONO, Mitsuaki

Specially Appointed Assistant Professor, Global Collaboration Center, Osaka University

SEKIYA, Shigeru

Engaged in activities of JATEC (Japan Technical Committee for Assistance to U.S. Anti-War Deserters) and Beheiren (Japan “Peace for Vietnam !” Committee).

1967, Beheiren (Japan “Peace for Vietnam !” Committee) protected four deserters from the USS Intrepid that had been provided with fuel and supplies at Yokosuka and ordered to sail to the operations in Vietnam, and aided their escape abroad. Beheiren has produced a movie “The Intrepid Four”, in which the intents and rationale of the four deserters were recorded, such as a question-and-answer session with four Beheiren activists.

According to the exhibition at the Kyoto Museum for World Peace “Peace Style” (From 21 Oct. to 14 Dec. 2014), “The Intrepid Four” was screened on 15 Nov. At that time, Mitsuaki Ono and Shigeru Sekiya discussed with Takashi Kakuni, Vice Director of the Museum, about the movie’s commentary, particular style and contemporary significance of Beheiren, how to inherit the philosophy and experience from the era of the Vietnam anti-war movement, among others.

SUMMARY

Kyoto Museum for World Peace in the 2010s:
Acting as a University-run Peace Museum

KANEKIYO, Junko
Curator, Kyoto Museum for World Peace, Ritsumeikan University

This paper is a translation of a presentation given by the author at the 8th International Conference of Museums for Peace, held at No Gun Ri Peace Park, Korea.

The author explores four characteristic challenges of Japanese peace museums in the 2010s and examine how Kyoto Museum for World Peace has been tackling them.

- (1) Preserving memory has been a challenge for decades. KMWP implemented a new audio visual program that involves artifacts and testimonies. KMWP's focus is not just on preserving testimonies but to show how artifacts and testimonies can help the audience approach history.
- (2) Spread of historical revisionism is a critical issue. KMWP understands this situation as increase of the importance of peace museums and find ways to contribute to educational programs that enhances international understanding.
- (3) Taking precaution to avoid debates and criticism has been the trend among museums and other institutions. Such opinion can serve as a hazard for discussion. KMWP has been trying to take it as an opportunity to question its practice and investigate into research.
- (4) The paradigm shift after 2011 demands peace museums to reconsider its purpose. KMWP found that many students responded to 2011 earthquake, tsunami and nuclear power plant accident. Catching their voices, and enhancing them through providing exhibition opportunities, can be peace museum's reaction to the present situation. KMWP is striving to fulfill its purpose as a peace museum through using its university museum side.

SUMMARY

Development and Current Usage of Educational Kits and Panels
-Tools for Educational Cooperation between the Museum and Schools-

KISHIMOTO, Naomi
Curator, Kyoto Museum for World Peace, Ritsumeikan university

Kyoto Museum for World Peace, Ritsumeikan University has started lending educational kits and panels as one of its outreach methods since 2012. The educational kits are as follows:

“Imon-Bukuro” kit and “Saikoro-Kun” kit.

The “Imon-Bukuro” were comfort bag for soldiers at the battlefield, that contained letters, postcards, sewing items, and so on.

The “Saikoro-Kun” kit is a set of two dies that contain information on various issues such as poverty, dispute, environmental issues, etc.

The panel, “Genshiryoku-to-Watashitachi-no-Seikatsu” comprises information on many kinds of energy (i.e. nuclear energy) and our lives.

The educational kits include activity guides for teachers and hands-on materials to help students learn about the “The Fifteen-Year War (1931 – 1945)” and “Structural Violence.”

(We do not consider the panel “Genshiryoku-to-Watashitachi-no-Seikatsu” as an educational kit, because there are no activity guides.)

This paper reports the development and current usage of the kits and panels, and also presents issues and how we can improve them.