

(For JSPS Fellow)

Form B-2
(FY2018)

Date (日付)
29/11/2018 (Date/Month/Year: 日/月/年)

Activity Report -Science Dialogue Program-
(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): Luli van der DOES (ID No. 17014)
- Participating school (学校名): Hyogo Prefectural Akashi-Kita High School
- Date (実施日時): 29/11/2018 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): Building a Universal Heritage for Peace: The Atomic-Bomb Experience and the Empowered Generation.
- Name and title of your accompanying person (講義補助者 職・氏名)
Ms. Michiyo Kanemoto and Ms. Tomoyo Inoue at the Hyogo Prefectural Akashi-Kita High School
- Lecture format (講演形式):
 - Lecture time (講演時間) 40 min (分), Q&A time (質疑応答時間) 10 min (分)
 - Lecture style (ex.: used projector, conducted experiments)
(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))I used a powerpoint presentation to illustrate the main points. A large-sized TV screen in the Language Laboratory was used for projection.
- Lecture summary (講演概要): Please summary your lecture 200-500 words.

Memory of the past events of our society is a heritage that enriches our culture. It helps us to understand the path that our society has taken to get where we are now, but it also encourages us to discern how we can conduct ourselves in the future in harmony with the global community. Hence, conveying the memories of the past conflicts, reconciliation, and reconstruction to younger and future generations has potentially great benefits. However, the interpretation of war memories and the way they are passed on may also cause domestic and international disputes leading to identity-conflicts as witnessed in many parts of the world today. Emphasis on sufferings alone often create a chasm between the victim and the culprit fostering an endless conflict. The Atomic-bomb experience, however, is unique in that the war memory of 'sorrow, pain, anger and hatred' has metamorphosed into the 'longing and aspiration to create universal, eternal peace'. My current project investigates this transition.

This presentation introduces the study of the Atomic-bomb experience and the efforts to convey its memory as a legacy for the future generations since the fateful day of 6 and 9 August 1945. I will first outline the aspects of the Atomic-bombings, review a variety of heritage projects, and overview my current research with my host research institute.

Seventy-years have passed since ‘that day’ and, as society has continued to change, how the A-bomb experience is narrated has also changed: By whom, for what purpose, how, and which part of the A-bomb experience should be told? During this process, the collective identity of the A-bomb survivors has also transformed from that of being weak and victimized to be a driving force behind national and international peace movements. The long journey of this transition is itself, in fact, an integral part of the A-bomb experience and should be passed on to future generations. Empirical and systematic study of the transition, however, is scarce, and much of it is undocumented. Meanwhile, the first-generation survivors are aging and, in the changing digital world with increasingly multi-sourced and unverified flow of information, the A-bomb memory is at risk of dilution, manipulation and becoming lost in misconception and disregard.

How can academic models and research output contribute to passing the torch of memory heritage to the next generation? The last part of this presentation introduces the current research at the Center for Peace, Hiroshima University. It takes a multidisciplinary approach to analyzing the A-bomb experience holistically and systematically from the physical, socio-economic, and cognitive-psychological aspects of an individual at any given time. In addition, the transitional patterns of the narratives of the A-bomb experience change over time, which will be investigated using a discourse transition model. The results will contribute to developing a framework for “participatory heritage” of the A-bomb experience, where spontaneous participation of the public becomes the driving force of conveying the memory, aided by a network of specialized research and museum organizations backed by a databank and primary and secondary resources of authentic, in-depth, and multiple-referenced knowledge, experience, and evidence.

- Overall advice or comments to future participants in the program (今後の講師へのアドバイス):

1. Speak slowly in a simple language.
2. Use simple sentences.
3. Use gestures and visual aids.
4. Paraphrase technical terms (using a visual aid) in a simple language at their first and second mentions.
5. Send your presentation materials (incl. Handouts or vocab. List) in advance.

- Other noteworthy information (その他特筆すべき事項):

1. It is a good idea to learn about the school as part of preparation for the lecture.
2. The students are interested in their contemporaries worldwide. Say something about the culture of the school children in your country, not just about the demographic and traditional features of your country.

- Impressions and comments from the accompanying person (講義補助者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。)

I attach below a copy of a thank-you mail from the teachers of the Akashi-Kita High School.

----- Forwarded Message -----

Subject: Re: 11 □ 29 □ □ □ □ □ JSPS サイエンスダイアログ

Date: Mon, 3 Dec 2018 10:02:14 +0900

Must be typed

From:s656975@hyogo-c.ed.jp
To:VAN DER DOES LULI <lulidoes@hiroshima-u.ac.jp>
CC:sdialogue@jsps.go.jp

瑠璃先生

楽しくてためになるご講義をありがとうございました。
生徒の中には、自分たちが平和について語り継ぐべき存在であると認識したものもいます。
一生懸命先生のお話に耳をかたむけていました。
写真をとり忘れたことが唯一の心残りです。
生徒たちにも先生のメールアドレスをお伝えします。
今後ともよろしく願いいたします。

兼本美千代・井上朋枝

PS.

谷尾君・新谷君（しんがい と読むのは非常にめずらしいです）にも先生からのメッセージをお伝えします。