

クィーンズ大学100周年 池田大作先生名誉博士号受賞記念シンポジウム

The Queen's University of Belfast Centennial Symposium
Commemorating The Honorary Doctorate
Conferred Upon Dr. Daisaku Ikeda

2009年5月19日

【午前の部】

挨拶 山本英夫学長（創価大学）
Opening Announcement by Prof. Dr. Yamamoto,
President of Soka University

基調講演 ケネス・ブラウン副総長補（クィーンズ大学）
Keynote address by Prof. Kenneth Brown,
Pro-Vice Chancellor of Queen's University

基調報告 寺西宏友副学長補（創価大学）
「平和構築における人間外交の役割：池田SGI会長の訪中・訪ソの事例研究」
Keynote Speech by Prof. Hirotomoto Teranishi,
Deputy Vice President of Soka University

【午後の部】

第1部会 「言語、コミュニケーション、教育」
Session I 'Peace, Communication, and Education'
Chair Person: Prof. David Johnston
Vice Chair Person: Associate Prof. Dr. Fujimoto

第2部会 「平和と和解」
Session II 'Peace and Reconciliation'
The Chair person, Professor Masami Kita
(Deputy Vice President of Soka University)
The Vice Chair person, Professor Shane O'Neill
(Head of the School of Politics, the Queen's University)

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報告要旨

presentations (abstracts)

第1部会 「言語、コミュニケーション、教育」
Session I 'Peace, Communication, and Education'

David Johnston, 'Translation as Intercultural Exchange'

Translation inclines towards interval in that it inhabits the spaces betwixt and between self and other (non-self), between product and process, and, most crucially, between facts and contexts. This sense of the inhabitation of interval means that the translator works most completely as an engineer of hybridity. As a cultural form, hybridity is increasingly recognised as one that challenges canonical authority, fragments notions based on sameness, and destabilises accepted power relations. This paper looks at the ways in which translation, both as a writing practice and as a mode of cultural analysis, can fruitfully assert itself as a broker on the stages of geography and history.

David Johnston is Professor of Hispanic Studies and Head of the School of Languages, Literatures and Performing Arts at Queen's University. He co-directs the Queen's Research Forum in Translation and Cultural Encounter. His work on the theory and practice of

translation is internationally known, and he is regularly invited to speak at conferences around the world. He is also an award-winning translator for performance.

Ms. Maitland, ‘Objects in the midst of other objects: translation and the cultural “other”.’

Hideo Ozaki, ‘What learning strategies do learners actually use to improve their proficiency in English?’

Learning strategies, defined as specific actions taken by learners to facilitate their learning, are regarded as essential in language learning because they encourage self-direction for learners. This study examines if there are differences in the use of learning strategies between successful and unsuccessful learners of English as a foreign language at a university in Japan. Successful learners are those who improved their language proficiency and unsuccessful learners are those whose proficiency stayed the same or decreased. The proficiency level of learners was measured by the Institutional Testing Program at the beginning and the end of the 2008 to 2009 academic year. By comparing these two groups of learners, this study will illustrate characteristics of successful learners' strategies and clarify what increases self-direction.

Hideo Ozaki is Lecturer of the Faculty of Letters at Soka University. He started teaching at Soka University as a member of the World Language Center faculty in 2001. He used to be a coordinator of one of the university self-access centers. His main research interest is learner differences and second language acquisition.

Anthony Soares, 'A Postcolonial Babel?
Language, the Postcolonial, and the Global Market'

Although there has been a significant amount of discussion regarding the choice of national languages for former colonies, where that choice has invariably resulted in adopting the language of the former colonial power, there has been rather less attention paid to the possible difficulties that may arise when the ex-colonizer's language is what is generally and misleadingly called a "minority language". This paper will therefore consider the implications of the adoption of such a "minority language" by former colonized nations, and how "intercultural communication" in such circumstances may be curtailed due to developmental pressures that appear to demand linguistic competence in "world languages", particularly English. The paper will also pose the question as to whether, rather than a reciprocal cultural dialogue between central countries of the global economy and those at the "periphery", we are witnessing a one-way cultural "freeway" that will lead to ever-increasing misunderstandings of "other" cultures, with disastrous consequences.

Anthony Soares is Lecturer in Portuguese Studies and co-Director of Queen's Postcolonial Research Forum at Queen's University in Belfast. His main research interests are the postcolonial Portuguese-speaking world, with a specific focus on East Timor.

Richmond Stroupe,

‘Language and international communicative competence:
Implications for institutional and national education policy’

In recent years, globalization has continued to affect economies, identities and society, and national policy, including policies concerning language instruction. English has been trumpeted as the international language of the new century, yet its predominance may be challenged by other languages, including Chinese (Mandarin), Spanish, various regional and national languages, and another unlikely competitor, Global English. As national policies change, and as the demographics and needs of language learners evolve, the nature of language education must also adapt or risk becoming irrelevant. National and individual education institutions should address these changes, focusing on the comprehensibility of international communication as one of a number of skills that learners require, and moving beyond a strict EFL model to a more integrated skills and content-based approach. Much international communication may continue through English-media, yet the face of English language instruction may change significantly in the years to come.

Richmond Stroupe has worked with university and professional language-learners from Japan, the United States, Thailand, Lao PDR and Cambodia since 1989. He is currently a Professor and Program Chair for the Master's Program in International Language Education: TESOL at Soka University, Tokyo, Japan. His academic interests include teacher training practices, ongoing professional and curriculum development, and international comparative education.

Mukesh Williams, 'Representing the Oral History of Partition'

The present research concerns the way Punjabi refugees represent and narrate violence, dislocation and personal loss arising from the Indian Partition. The study interprets the language and metaphor of violence and the experiences of refugees through free-flowing interviews and also assesses the reliability of the narrators themselves. The analysis of the interviews interrogates the undue emphasis on human agency to record and interpret historical events and the over-reliance on highly structured questions to elicit a hypothetical 'truth.' Finally the investigation takes into account those strategies of survival and relocation the subjects adopt to ensure social success and personal victory. The research concludes that a careful sifting of remembered events and their representation thereof could add an important dimension to historical investigation and broaden our knowledge and understanding of the history of the Partition. This research is part of a larger project of representing the partition through the narratives of Punjabi and Sindhi refugees who came to India in 1947 or immediately thereafter.

Dr. Mukesh Williams teaches at Soka and Keio universities in Japan. He has taught English Studies, South Asian Studies, American Studies, Media Studies, and Asian Security courses to university students in Japan. He is widely published and has nearly thirty year of teaching experience at universities in both India and Japan. A prolific poet, Professor Williams is listed in the World Poetry Directory, UNESCO 2008 and Marquis Who's Who in the World.

Rosalyn Davidson, ‘Sticks and Stones…’

The politics of belonging usually focus on citizenship rights and legal status within a defined state, or linguistic and group rights, as seen in the work of Davidson & Castles and Kymlicka respectively. But how do immigrants construct a sense of belonging and self-identity in relation to the majority communities? By exploring the comprehension and adoption of words and practices used in society to distinguish members of one community from others- shibboleths, in the ontological narratives of members of new communities or in their 'habitus', we can see how the meanings are changed, thus altering the 'field' for all.

Rosalyn Davidson is a research assistant for the Northern Ireland Languages Strategy (a joint project co-directed by Professor David Johnston, of Queen's University Belfast and Professor John Gillespie, of the University of Ulster). She is also a doctoral student in the School of Languages, Literatures and Performing Arts in Queen's University, where she is working on the politics of belonging in the context of an increasingly multi-ethnic society.

第2部会 「平和と和解」

Session II 'Peace and Reconciliation'

Shane O'Neill, ‘Equality, Democracy and Peace in Northern Ireland: A Political–Philosophical Perspective’

In this presentation I will examine key aspects of the recent peace

process in Northern Ireland by investigating ways in which an assessment of this process might inform debates in political philosophy. In particular I will evaluate in this context the merits of two normative models of egalitarian democracy, one based on cosmopolitan liberalism and the other on critical recognition theory. The argument will focus on criticisms that have been made of the group-sensitive, bi-national and consociational features of the Belfast Agreement of 1998 that has been central to the success of this process. These features all tend to recognise the significance of national group membership to the conflict and they acknowledge the essential role that such recognition will play in the achievement of peace, stability and justice for Northern Ireland. The criticisms I will be evaluating have emerged from the perspective of cosmopolitan, liberal theorists who have advocated as an alternative a post-national, integrated order for Northern Ireland. Critical recognition theory will be used to expose the limitations of cosmopolitan liberalism as a guide for conflict resolution

Shane O'Neill is Professor of Political Theory at Queen's University, Belfast. He has been Head of the School of Politics, International Studies and Philosophy since it was established in 2005, and in April 2009 he will become Dean of the Faculty of Arts, Humanities and Social Sciences. He is author of *Impartiality in Context: Grounding Justice in a Pluralist World* (State University of New York Press 1997) and of numerous articles in journals of politics, law and philosophy. He is co-editor of *Reconstituting Social Criticism: Political Morality in an Age of Scepticism* (Palgrave/Macmillan 1999) and *Recognition, Equality and Democracy* (Routledge 2008).

**Rick Wilford, ‘The Belfast Agreement:
Institutional Design and Reform – A Critique’**

This presentation will explain the 'consociational plus' design of the governing institutions elaborated in 1998 and the subsequent changes to the original template effected by the St Andrews Agreement of 2006. The outworking of the devolved institutions during the first phase of devolution-in particular the difficulties of operating the Executive Committee-will be identified and diagnosed and a critical evaluation of the revised arrangements will be made following the restoration of the institutions in May 2007. The presentation will suggest that further reforms are required in order to generate a more stable and durable means of governing Northern Ireland's divided society and thereby depart from a rigidly consociational model.

Rick Wilford is Professor of Politics at Queen's University Belfast and has held a number of senior managerial posts in the School of Politics, International Studies and Philosophy. Since 1999 he has been the co-coordinator of the 'Monitoring Devolution' project team in Northern Ireland and has written widely on the politics of the region. He has acted as an Advisor to the Speaker of the Northern Ireland Assembly and to its Procedures Committee and is a frequent and regular commentator on the politics of the region for the media, both nationally and internationally.

**Alex Schwartz,
‘The Belfast Agreement and the New Constitutional Reality’**

The Belfast Agreement created a framework for peace in Northern

Ireland. It also laid the foundations for a new constitutional reality. Courts are charged with sustaining this reality, putting increasing pressure on judges to consider difficult questions of political morality. This pressure is likely to intensify with the addition of a Bill of Rights for Northern Ireland. In this presentation I argue that the legal positivism that has prevailed in Northern Ireland is out of sync with the new constitutional reality. If judges are to develop a coherent interpretation of the 'constitution' of Northern Ireland, they will need to openly engage with the animating principles of the Agreement.

Alex Schwartz is a Ph.D. candidate at Queen's University of Belfast, School of Law. He holds an LL.M from the University of Toronto, and an LL.B. from Dalhousie University. His research focuses on the constitutional accommodation of national pluralism in Northern Ireland.

Caoimhe Nic Dhaibheid,

'The Politics of Transition: Sean MacBride's Journey from IRA Chief of Staff to Nobel Laureate'

During the 1970s Sean MacBride was awarded a trio of international peace prizes: the Nobel Peace Prize in 1974 (when he shared the award with former Japanese Prime Minister Eisaku Sato), the American Medal for Justice in 1975, and the Lenin Peace Prize in 1977. These triple honours, never previously awarded to a single individual, highlight the special position which MacBride had come to occupy within the international humanitarian community. Within Ireland, however, he remained best known for his previous incarnation as a high-ranking former member of the Irish Republican

Army, an organisation which he was never quite perceived to have left behind. This paper will explore MacBride's transition from violent republican to international man of peace, while considering wider patterns of transition away from political violence within Irish history.

Caoimhe Nic Dhaibheid is a final year doctoral student in the School of Politics, International Studies and Philosophy at the Queen's University of Belfast. Her thesis, spanning the years 1904-1946, is a study of Sean MacBride's career within Irish republicanism before he entered constitutional politics. Through the lens of MacBride, one of best-known members of Ireland's second revolutionary generation, her thesis explores a number of important themes in early twentieth-century Irish history: wider experiences of revolution outside elite groups; the fluctuating ideologies within Irish republicanism in the 1920s and 1930s; the persistence of political violence in Ireland; and the history of Irish republicanism during the Second World War. Before commencing doctoral research, Caoimhe received a B.A. in History and French from University College Cork, and an M.A. in Irish Politics from the Queen's University of Belfast, where she was also awarded the Frank Wright Memorial Prize for 2005.

Olivier Urbain,

'Conflict Resolution, Daisaku Ikeda's Philosophy of Peace and Johan Galtung's Transcend Method'

Despite the flaring up of violence and the terrible loss of life that occurred in March 2009, the "Good Friday Agreement" reached on Friday 10 April 1998 in Belfast is a classic example of successful and lasting conflict resolution. Why did it work? Why is it so difficult to find

lasting solutions to intractable conflicts such as those affecting the Middle-East, the Kurdish populations in several nation-states, Kashmir, Darfur, the Congo and many other places? This paper offers a comparison between two peacebuilding concepts, Johan Galtung's Transcend Method and Daisaku Ikeda's Philosophy of Peace, within a specific theoretical framework. In the recently updated volume *Contemporary Conflict Resolution*, Ramsbotham, Woodhouse and Miall emphasize three elements that must be taken into account when evaluating peacebuilding efforts. First, conflicts have life-cycles, with escalation leading from difference and contradiction to violence and war, and de-escalation moving from ceasefire to normalization and reconciliation. Second, how far do cultural differences reach? Are some conflict resolution methods universally applicable? Third, what kind of future do we want to imagine, and to help create? Do people have any freedom of choice between, among other visions, a perpetual clash of civilizations, an inevitable revolt of the masses, or a harmonious world community? For Johan Galtung, life itself is made of conflicts, and the top priority is to enhance people's capacity to avoid violence at the direct, structural and cultural levels. His concept of nonviolence is inspired by Gandhi and is deeply linked to non-cooperation. Daisaku Ikeda's philosophy of peace is a three-step approach made of Personal Transformation, Dialogue and Global Civilization. The similarities of each phase with Victor Frankl's Existential Psychology, Jurgen Habermas's Communicative Rationality and Daniele Archibugi's Cosmopolitan Democracy are highlighted. The commonalities and differences with Galtung's method are explored, using the theoretical frameworks described above. It is argued that both methods are highly appropriate in specific contexts and can be useful in particular aspects of peacebuilding. It will be

necessary to generate more interest for conflict resolution theory and practice, and to mobilize many more people in the struggle for peace and justice, if we want to see the concretization of more achievements such as the "Good Friday Agreement."

Olivier Urbain was appointed director of the Toda Institute for Global Peace and Policy Research in April 2008. He was formerly professor of Modern Languages and Peace Studies at Soka University, Japan, and director of the Transcend: Art and Peace Network (T:AP), the artistic branch of Johan Galtung's TRANSCEND peace and development network. He was also the co-convener of the Commission on Art and Peace (CAP) of the International Peace Research Association (IPRA) and member of the IPRA council until 2008. Publications include several articles about the power of the arts for peace, as well as the edition of *Music for Conflict Transformation*, a volume published by I. B. Tauris in 2008. His current research project is the formulation of a theory of positive peace that integrates the interrelated frameworks of Humanistic Psychology, Communicative Rationality and Cosmopolitan Democracy, with a book slated for publication in 2009. After obtaining a first PhD in French Literature from the University of Southern California (USA) in 1990, Olivier Urbain will receive a second PhD, in Peace Studies, from the University of Bradford (UK) in July 2009.

Hideki Tamai, 'Reconciliation: Importance and Difficulties in Peacebuilding Process'

There are many agendas for peacebuilding that is reconstruction of post-conflict societies. It has been argued recently that the

ownership of post-conflict societies is one of the most important agendas. It means that the victims of conflicts should change from the passive recipients of aid to the active peacebuilders. For this agenda, we have to make effort for empowerment, capacity building and reintegration of divided society. In this point, reconciliation is very important process. Reconciliation can enable the former adversary to convert into the partner for peacebuilding. But there are several obstacles to those processes (i.e. difficulties of getting over bad emotions and memories causing conflicts) in post-conflict societies. We often fail to prevent the recurrence of violent conflicts. In spite of that, there are many great efforts to bring about reconciliation. This presentation examines some reconciliation works (Truth and Reconciliation Commission of South Africa, Two Schools under the one roof in Bosnia, CAVR in East Timor, and School for Peace in Israel etc.) in peacebuilding process and explores the possible ways to facilitate reconciliation. It also examines some conditions for facilitating reconciliation, for example, the importance of DDR (Demilitarization, Demobilization and Reintegration) and SSR (Security Sector Reform) including judiciary reform. We can say that such peacebuilding process is an attempt to advance Human Security. And it will point out that the success of reconciliation in peacebuilding process depends on the total and balanced development of various endeavors to advance Human Security.

Hideki Tamai is director of Soka University Peace Research Institute, and Associate Professor belongs to the Faculty of Letter, Soka University. He graduated Soka University and obtained MA (Studies of International Society) from Soka University in 1989. He studied at Lund University in Sweden from 1986 to 1987 as an exchange student. He left

the doctorate at Soka University so that he was appointed Research Assistant of Soka University Peace Research Institute in 1990. He wrote papers as to peace movements and peace building, i.e., "Peace movements in Israel: The occurrence of 'Peace Now' movements"(1992), "Development of Intervention Programs in Jewish-Arab Contacts in Israel"(1995), "The Meaning of Conflict Transformation in Conflict Resolution Process"(1996), "Demilitarization and Building a Zone of Peace: A Okinawan perspective"(1998), "Conflict Resolution Studies and Education in the United States"(2003), "Peace Movements In Japan after World War II"(2008).

Donna McInnis, 'Reconciliation: Building Hope and Teachers' Initiatives'

Lack of respect for the dignity and integrity of others is at the very heart of intolerance and what can be termed "bully mentality". Bully mentality is pervasive and manifests on many levels from international relations (marginalization, injustice, and economic inequity ;economic sanctions; "pre-emptive" war; terror), to national relations (moral exclusion, persecution, torture, ethnic violence, environmental destruction), to interpersonal relations (verbal, physical, and psychological violence in school and in the home), to intrapersonal (self-destructive behaviors; the impact of bullying causes harm to both perpetrators and victims and is responsible for behavioral and emotional difficulties, long-term negative outcomes, and violence). Urgent action is called for to relieve the suffering and set those involved on a path to reconciliation and peace. Education has a vital role to play and teachers must be intentionally trained to teach and ACT for tolerance, caring, cooperation, and justice. This paper will

explore teacher training initiatives, curricula, and materials which

- recognize that violence associated with "bully mentality" causes unnecessary hurt, long-lasting trauma, and feelings of hopelessness, despair, and cynicism
- recognize the need to intentionally educate for coping, resilience, self-reflection, reconciliation, and hope
- increase the likelihood for caring, empathy, and other prosocial behaviors
- recognize the role that the teacher plays as agent for social change and educator for socially constructive purposes
- recognize the realities of global interdependence, common human needs, and common responsibility for socially just futures

Donna McInnis is a Professor in the Department of Humanities at Soka University where she teaches and develops courses in Nonviolent Communication, Conflict Resolution, Gender and Security, Human Rights, the Psychology of Peace and Nonviolence, and Nonviolent Social Action. She has been a member of the Soka University Peace Research Institute since 1993. Research interests have focused primarily on the role of peace education in creating nonviolent and just futures. Most recently she has been concerned with the need to intentionally address the role of the teacher as transformational agent rather than simply alluding to this or ignoring it all together in teacher training programs. Publications include numerous articles concerned with overcoming bully mentality, training teachers, transforming schools, and building healthy peaceful communities. Her most recent contribution is a chapter entitled "A Nonviolent Response to Terrorism: What Can Peace Education Do?", which appeared in the book "Nonviolence: An Alternative for

Defeating Global Terror(ism) published by Nova Science Publishers and edited by Senthil Ram and Ralph Summy (2008).

Toshiyuki Nasukawa, 'Human Security in Japanese Foreign Policy: A Challenge to Peacebuilding'

It has been approximately ten years since the Japanese diplomacy introduced the concept of "Human Security," which was proposed by the United Nations Development Programme (UNDP). During this period, five prime ministers have consistently expressed the serious consideration of this concept in diplomacy, even after the death of Prime Minister Keizo Obuchi who strongly promoted human security. Moreover, the Japanese government has developed concrete policies on human security through its Official Development Assistance (ODA). Japan regards this concept as a theoretical foundation that links security to development assistance and a means of peacebuilding efforts in conflict regions where it has not been able to readily engage because of constitutional constraints and public opinion against military actions.

In this presentation, I examine the history and development of the concept of human security in Japanese foreign policy as a challenge to peacebuilding. First, I describe the background against which the Japanese government introduced the human security concept and propose a policy framework for the promotion of human security by the government. I explain that Japan is not only disseminating but also realizing human security in the international community.

Next, I paper reviews the process that Japan introduced the concept. The process can be categorized into three stages: (1) the first stage (nascent period), which spans the period from the UNDP's initial

proposition of human security to the inauguration of Prime Minister Obuchi; (2) the second stage (formation period), which includes the period from the launch of full-scale efforts to promote human security by the Obuchi administration to the revision of the ODA Charter; and (3) the third stage (pervasive period), which spans the period from the revision of the ODA Charter to the present.

Lastly, I examine the Japanese approaches to providing reconstruction assistance to Afghanistan in order to consider the new challenges to peacebuilding in the context of human security. In its assistance plans for Afghanistan, Japan seeks to integrate its ongoing efforts to support human security through the Trust Fund for Human Security (TFHS), the Grant Assistance for Grassroots Human Security Projects (GGP) and the Japan International Cooperation Agency (JICA).

The Japanese government understands that the human security concept broadly encompasses all issues faced in the international community, from conflict to development. Therefore, the introduction of the concept by the government enables Japan to treat ODA-a strong foundation of Japanese diplomacy-as a tool for realizing not only development but also security.

Of course, this is just the beginning of peacebuilding operations by Japan, and many problems lie ahead. However, it is inevitable for Japan to engage in peacebuilding activities in the post Cold War period, because peace and security in the international community provide an indispensable foundation for Japan's own safety and prosperity. In conclusion, if Japan successfully contributes to peacebuilding efforts within the framework of human security, the introduction of this concept in its foreign policy will assume greater significance.

Toshiyuki Nasukawa is Assistant Professor of Soka University Peace Research Institute and Visiting Researcher, Organization for Asian Studies, Waseda University. He graduated Soka University in 1996, and obtained MA in International Relations, Waseda University in 2001 and PhD in International Studies, Waseda University in 2008. He was Research Associate, Waseda University Institute of Asia-Pacific Studies from 2003 to 2005. His research focuses on Human Security Policy and wrote papers as follows; "Human Security and Military Security: Searching for a Clear Definition of Human Security"(2004), "The Military Aspects of Human Security: The Use of Force in the Concept of Human Security"(2004), " 'Human Security' in Japanese Foreign Policy"(2009)

