



Middlebury Institute of
International Studies at Monterey



James Martin Center for Nonproliferation Studies

Critical Issues Forum

Nuclear Disarmament: Humanitarian Approach

April 2nd-April 4th, 2015 Hiroshima, Japan

Critical Issues Forum

2015 Spring Student-Teacher Conference

Organized by James Martin Center for Nonproliferation Studies (CNS)

Nuclear Disarmament: Humanitarian Approach



Top row from left: CIF Students Group Discussion, Vienna Conference on the Humanitarian Impact of Nuclear Weapons
Mushroom Cloud over Bikini Atoll in the Marshall Islands, Hiroshima Peace Memorial, Aftermath of the Atomic Bomb Strike
on Hiroshima, 2014 CIF Conference Group, Nagasaki Peace Statue

April 2nd-4th, 2015

**Venue: Hiroshima Jogakuin Senior High School
Hiroshima, Japan**

Nuclear Disarmament: Humanitarian ApproachApril 2nd-April 4th, 2015 Hiroshima, Japan

April 2, 2015

Dear Participants in the Critical Issues Forum in Hiroshima,

Welcome to the 2015 Critical Issues Forum Student-Teacher Conference. First of all, I would like to thank Hiroshima Prefecture and City and Hiroshima Jogakuin for co-sponsoring this year's CIF Spring Conference. It is very significant and appropriate that the next generation of leaders in disarmament and nonproliferation from around the world are gathering to discuss one of the most pressing global challenges in Hiroshima, commemorating the 70th anniversary of the atomic bombings. While I am unable to participate in person at the conference due to my other nonproliferation education commitments, I am sending my warmest regards to all of the participants for the most successful event.

Since its inception in 1997, the CIF program has reached out to hundreds of American and Russian high school students and has introduced them to a variety of nonproliferation and disarmament issues. I am so delighted that the project started engaging schools from Japan in 2013. Disarmament and nonproliferation education for young people around the world will undoubtedly have a positive impact on progress toward a world free of nuclear weapons.

I am glad to hear that all of you exerted yourselves studying this year's CIF topic, "Nuclear Disarmament: Humanitarian Approach," which is an extremely timely endeavor. Since the 2010 Review Conference of the Treaty on the Non-Proliferation of Nuclear Weapons, the NPT expressed deep concern about the catastrophic humanitarian consequences of any use of nuclear weapons, civil society, international organizations, and the overwhelming majority of NPT state parties have repeatedly highlighted this issue. The discussion of nuclear weapons has been dominated for too long by national security, military, and strategic aspects. The humanitarian initiative focuses on the consequences of nuclear weapons use, placing human security at the center of nuclear disarmament debates. There is no more appropriate place than Hiroshima and Nagasaki to think about the implications of the human catastrophe of the use of nuclear weapons and what must be done to avoid any such future occurrence.

The timing of your work here is also prescient. Later this month, the NPT Review Conference will be held at the United Nations in New York. Parties to the Treaty will gather, as they do every five years, to review the implementation of the world's most widely ratified multilateral disarmament agreement. This year, the humanitarian initiative will surely play a central role in the deliberations in New York, and it is heartening to know that high school students—the future leaders of the world—are becoming well-versed in this important disarmament approach as it continues to take shape and, hopefully, moves the disarmament agenda forward. In this sense, you are truly at the cutting edge of thinking in the field of nuclear disarmament and nonproliferation.



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I also understand that on the last day of the conference you will hold a public forum where Japanese Foreign Minister Fumio Kishida will greet participants, and student panelists will discuss the role of youth education for a world free of nuclear weapons. As a staunch advocate of disarmament and nonproliferation education, I sincerely encourage all of you to actively exchange your views on this important topic, and continue to study this challenging but vital global issue.

Over the past quarter century, the James Martin Center for Nonproliferation Studies (CNS) has dedicated itself to training the next generation of nonproliferation specialists at home and abroad. A central aim of our work is to raise global public awareness of weapons of mass destruction threats. CIF has been an integral part of this educational effort and serves as an important outreach program of the Center. My CNS colleagues and I extend our sincere congratulations on your successful implementation of CIF projects. I hope that you will make use of this unique conference to get to know students and teachers from different countries and to build friendships that will contribute toward a deeper understanding of nonproliferation and disarmament through cross-cultural communication. We are very proud of you and wish you the very best for a successful conference.

Sincerely,

Professor William C. Potter

Director

James Martin Center for Nonproliferation Studies and
Sam Nunn and Richard Lugar Professor of Nonproliferation Studies
Middlebury Institute of International Studies at Monterey

Nuclear Disarmament: Humanitarian ApproachApril 2nd-April 4th, 2015 Hiroshima, Japan**History of the Critical Issues Forum**

The James Martin Center for Nonproliferation Studies (CNS) began its high school educational outreach effort in 1997 in order to meet the needs of nonproliferation education among the high school students, which was practically non-existent. CNS initiated the Critical Issues Forum (CIF) in 1998 in partnership with the Lawrence Livermore National Laboratory's Science and Technology Education Program, and became the project leader of the CIF in 1999. The CIF aims to empower students to develop informed opinions and think critically about the proliferation of weapons of mass destruction, terrorism, and other crucial international issues of the 21st century.

- 1997-1998: Terrorism in the Nuclear World
- 1998-1999: Nonproliferation of Nuclear Weapons
- 1999-2000: The Disposition of Nuclear Materials
- 2000-2001: Chemical and Biological Weapons
- 2001-2002: Missile and Missile Defense
- 2002-2003: Weapons of Mass Destruction in the Middle East and South Asia
- 2003-2004: Nuclear Issues in Northeast Asia
- 2004-2005: Peaceful and Terrorist Use of Radioactive Materials
- 2005-2006: Nuclear Weapons and Nonproliferation
- 2006-2007: Outer Space: The Next Frontier for Proliferation or Forum for Cooperation?
- 2007-2008: Nuclear Renaissance: Benefits versus Risks
- 2008-2009: Nuclear Disarmament: Challenges, Opportunities, and Next Steps
- 2009-2010: Nuclear Nonproliferation: Global Opportunities and Regional Challenges
- 2010-2011: Nuclear Energy and Nuclear Weapons in the Middle East.
- 2011-2012: Nuclear Safety and Nuclear Security
- 2012-2013: Toward a World without Nuclear Weapons: Progress, Prospects, and Challenges
- 2013-2014: Nuclear Nonproliferation: Global Opportunities and Regional Challenges
- 2014-2015: Nuclear Disarmament: Humanitarian Approach



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Acknowledgements

The 2015 Critical Issues Forum program was made possible by funding from:



United States-Japan Foundation

United States-Japan Foundation

Cosponsors:

We would like to take this opportunity to thank our cosponsors for their support in planning the 2015 Critical Issues Forum Conference:

Hiroshima Jogakuin Senior High School



**“Hiroshima for Global Peace” Plan Joint Project Executive Committee
(Hiroshima Prefecture and Hiroshima City)**



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Participating Schools

U.S.

Choate Rosemary Hall, Wallingford, CT

Cushing Academy, Ashburnham, MA

Harker School, San Jose, CA

Pasadena High School, Pasadena, CA

Presque Isle High School, Presque Isle, ME

Rock University High School, Janesville, WI

Santa Catalina School, Monterey, CA

Japan

Hiroshima Jogakuin Senior High School, Hiroshima

Kwassui High School, Nagasaki

Yasuda Girls High School, Hiroshima

Yokohama Senior High School of International Studies, Kanagawa

Kaisei High School, Tokyo

Russia

Gymnasium No 41, Novouralsk

Gymnasia No 164, Zelenogorsk

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Agenda

Critical Issues Forum 2015 Spring Student-Teacher Conference

Nuclear Disarmament: Humanitarian Approach

Hiroshima Jogakuin Senior High School

Gaines Hall

11-32 Kaminobori-cho, Naka-ku, Hiroshima city, Hiroshima, Japan

<http://www.hjs.ed.jp/eng/>

Thursday, April 2nd

- | | |
|------------------|--|
| 9:00 — 9:04 AM | Opening Statement, Masako Toki, Project Manager of the Critical Issues Forum, James Martin Center for Nonproliferation Studies (CNS) |
| 9:04 — 9:06 AM | Welcome Remarks: Yuka Takenaka, Hiroshima Jogakuin Student |
| 9:06 — 9:10 AM | Welcome Remarks: Host School Hiroshima Jogakuin Senior High School, Mr. Haruo Hoshino, Principal |
| 9:10 — 9:15 AM | Video Message by Ms. Virginia Gamba, Director and Deputy to the High Representative for Disarmament Affairs, United Nations Office for Disarmament Affairs |
| 9:15 — 9:35 AM | Presentation: Hiroshima Jogakuin Senior High School, Hiroshima, Japan |
| 9:35 — 9:55 AM | Presentation: Santa Catalina School, Monterey, CA, U.S. |
| 9:55 — 10:15 AM | Presentation: Gymnasium No. 41, Novouralsk, Russia |
| 10:15 — 10:30 AM | Break (Refreshments) |



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10:30 — 10:50 AM	Presentation: Presque Isle High School, Presque Isle, ME, U.S.
10:50 — 11:10 AM	Presentation: Kwassui High School, Nagasaki, Japan
11:10 — 11:30 AM	Presentation: Harker School, San Jose, CA, U.S.
11:30 — 11:50 AM	Presentation: Gymnasium No. 164, Zelenogorsk, Russia
11:50 — 12:00 PM	Group Photo
12:00 — 1:15 PM	Lunch
1:15 — 2:00 PM	Keynote Speech by Mr. Steve Leeper, Former Chairperson, Hiroshima Peace Culture Foundation. "Youth, Education and a Nuclear Weapon-Free World"
2:00 — 2:45 PM	Group Activities I
2:45 — 3:00 PM	Break (Refreshments)
3:00 — 3:20 PM	Presentation: Kaisei High School, Tokyo, Japan
3:20 — 3:40 PM	Presentation: Pasadena High School, Pasadena, CA, U.S.
5:00 — 7:00 PM	Welcome Reception at Hotel JAL City Hiroshima, 7-14 Kaminobori-cho, Naka-ku, Hiroshima-shi, Hiroshima

Nuclear Disarmament: Humanitarian ApproachApril 2nd-April 4th, 2015 Hiroshima, Japan**Friday, April 3rd**

9:00 — 9:05 AM	Opening Announcement/Housekeeping Issues
9:05 — 9:35 AM	Greetings from U.S. Embassy in Japan. Mr. Jeffrey Adler, Assistant Cultural Affairs Officer
9:35 — 9:55 AM	Presentation: Choate Rosemary Hall, Wallingford, CT, U.S.
9:55 — 10:15 AM	Presentation: Yokohama Senior High School of International Studies, Kanagawa, Japan
10:15 — 10:35 AM	Presentation: Cushing Academy, Ashburnham, MA, U.S.
10:35 — 10:50	Break (Refreshments)
10:50 — 11:10 AM	Presentation: Yasuda Girls High School, Hiroshima, Japan
11:10 — 11:30 AM	Presentation: Rock University High School, Janesville, WI, U.S.
11:30 — 12:20 PM	Group Activities II
12:20 — 1:30 PM	Lunch
1:30 — 2:00 PM	Talk Session, “Pursuing a Career in Peace and Disarmament,” Haruka Katarao and Aoi Sato
2:00 — 2:30 PM	Comments by Evaluators: Hiroshima Peace Research Institute, Kazumi Mizumoto and Robert Jacobs
2:30 — 3:00 PM	Overall Assessment of the Conference: Prof. Nobumasa Akiyama
3:00 — 3:30 PM	Award Ceremony

Nuclear Disarmament: Humanitarian ApproachApril 2nd-April 4th, 2015 Hiroshima, Japan**High School Participants***(in order of presentation)*

Hiroshima Jogakuin Senior High School Hiroshima, Japan http://www.hjs.ed.jp/	
<i>Teacher</i>	Gerald O'Sullivan
<i>Teacher</i>	Chinobu Takami
<i>Teacher</i>	John Weil
<i>Student</i>	Nonoko Sato
<i>Student</i>	Yuna Murakami
<i>Student</i>	Shizuka Kuramitsu
<i>Student</i>	Yuina Capper
<i>Student</i>	Akari Takesato

Imagine: You Are Next

It is clear that if a nuclear weapon is dropped, people will know the power of it. For example, a “nuclear winter” will lead humans to hunger and death. We think no one in the world would want to die because of someone else.

The reason nuclear weapons still exist in the world is because not many people know the true effects. Why are we still at this step? Because awareness about nuclear weapons is still at a low point. What we need to do is first to raise awareness. After that we need to actually abolish them. This will be easier now, because less people will oppose it.

But first, in order to make people realize the power of nuclear weapons, we think that making a ‘challenge’ is a good way. We have come up with our own challenge.

In the final presentation, we will talk about the plan of the challenge, the effects and goals of it.

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Santa Catalina School Monterey, CA www.santacatalina.org/	
<i>Teacher</i>	Masha Serttunc
<i>Student</i>	Shaden Ibarra
<i>Student</i>	Laura Colosky

Three Pillars of the NPDT

How do we apply the humanitarian initiative while pursuing disarmament and maintaining a collaborative relationship with both nuclear weapon states and non-nuclear weapon states in possession of nuclear weapons? The humanitarian initiative seeks to revitalize the debate that surrounds the NPT's primary goal, nonproliferation, focusing on people's lives and human societies that are impacted by nuclear violence.

By investigating the current NPT from a humanitarian perspective, we have formed a solution, which requires us to revise the NPT by changing its name to Nonproliferation and Disarmament Treaty (NPDT) in order to create three amendments that will regulate possession of weapons, disarmament, and transportation of fissile materials. These amendments will serve as the three pillars of our solution. Together they pursue disarmament and attempt to create a collaborative relationship with both nuclear weapon states and non-nuclear weapon states in possession of nuclear weapons.

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Gymnasium No. 41 Novouralsk, Russia	
<i>Teacher</i>	Elena Patrusheva
<i>Student</i>	Daria Maratkanova
<i>Student</i>	Sergei Zarianskii

Listen to the Whisper of Children

What are the main values in our life? They are security, independence, health, success, kindness, pleasure, etc. Do people want their children to be healthy, joyful and secure? They do. Actually, children are the most vulnerable members of the society. The presentation is concentrated on the life stories of children who became victims of genocide in the World War II, victims of the Cold War, victims of nuclear tests and nuclear accidents and nuclear bombing of Hiroshima and Nagasaki.

The presentation contains reminiscences, diary writings, drawings, a video speech of Linda Walker who has worked to help Chernobyl accident survivors; especially their children. We cannot but agree with the film director Ippei Kobayashi of the film "Hiroshima", based on the essays of children who experienced and survived the bombing in Hiroshima, when he says, "Time has passed, and a lot of people in the world have never known what happened in our human history. A new generation has yet to be told these stories. Let us continue the work started by the children who gave us their stories so we can know the truth of nuclear war. Let us carry forward their spirit of human dignity. At every turn, fight for peace. Abolish nuclear weapons."

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Presque Isle High School Presque Isle, Maine www.sad1.org/pihs/	
<i>Teacher</i>	Linda Palmer
<i>Student</i>	Emma Beaulieu
<i>Student</i>	Grace Player

The Bridge to Nonproliferation

The connection between a humanitarian approach to nonproliferation and the NPT forms a bridge over possible annihilation. In the era before the NPT, nuclear weapons states were steadily forming, and existing states were acquiring more weapons. After the enactment of the treaty, the number of nuclear weapons began to decrease. Thus, the NPT becomes the main pillar of our bridge. In building the bridge, the successes and shortcomings of the NPT must be considered, as well as the steps that could be taken to improve it. The history of nonproliferation before and after the NPT was enacted must also be considered, as well as the involvement of the NPT. An analysis of the validity of the NPT must follow, including the effect of the signatories keeping their nuclear weapons with no repercussions, and how that could lead signatories to not taking the NPT seriously. The Cold War must be examined, as well as the effect of the nuclear bombings of Hiroshima and Nagasaki on the creation of the NPT. The second pillar of the bridge of nonproliferation, the humanitarian approach, must consider the effect of nuclear weapons on individuals, even those not directly affected by the weapons. Thus, with both pillars, the bridge over annihilation to nonproliferation can be formed.

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Kwassui High School Nagasaki, Japan http://www.kwassui.ac.jp/chuko/index2.htm	
<i>Teacher</i>	Mami Yoshisa
<i>Teacher</i>	Toshiro Kusano
<i>Student</i>	Moka Nakanishi
<i>Student</i>	Masaki Koyanagi
<i>Student</i>	Haruka Okubo

The Role of the Youth in The Abolition of the nuclear weapons

On August 9, 1945, the atomic bomb was dropped on the city of Nagasaki. More than 70,000 people were killed instantly. There were many schools in the nearby Urakami District, and as a result 5,000 children died in that area alone. With these tragic consequences, it is time to seriously consider the problems related to nuclear weapons from the viewpoint of humanitarian impact.

In the conference held in Mexico last year, a “Hibakusha Session”, or “Atomic Bomb Survivors’ Session”, was held. One of our members gave a testimonial as the third-generation of atomic bomb survivors, together with four other survivors. In the plenary session of the main conference, the long-term effects of nuclear weapons on global public health, economy, development, environment, climate, food, traffic, information, and communication were discussed.

We studied the results of the discussion and considered what young people like us can do about the situation. Allow us to share with you the 5 roles that we have taken on in this important issue. First, we renew our determination to continue with our activities. Second, we will pass onto the next generation the truth about what happened 70 years ago in Hiroshima and Nagasaki. Third, we will continue studying and learning about this issue. Fourth, we will extend our activities on a world-wide scale. Last, but not least, we will work on an exchange program with other countries. We have been taking advantage of many opportunities to spread our message of peace. There is great strength when humble efforts are united. We are committed to succeed in our mission.

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The Harker School San Jose, California	
<i>Teacher</i>	Eric Nelson
<i>Student</i>	Alexander Sikand
<i>Student</i>	Ethan Ma

**A Comparative Analysis of the Feasibility of Nuclear Disarmament
Through Humanitarian Considerations**

In response to this year's theme of the Critical Issues Forum, our paper will propose a humanitarian approach to nuclear disarmament and non-proliferation. To model our solution, we look to the varying levels of success humanitarian efforts have had in the prohibition of slavery, chemical weapons, land mines, and CFCs. We then analyze the factors that led to each movement's success or failure. These precedents will guide us on the path to a more peaceful future, and through an understanding of the humanitarian initiatives of the past, we will be better able to lay the foundation for a world without nuclear weapons.

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Gymnasia No. 164 Zelenogorsk, Russia http://gym.zelenogorsk.ru/	
<i>Teacher</i>	Nelli Porseva
<i>Student</i>	Timur Ismagilov
<i>Student</i>	Valeriya Serkova

Preconditions and Obstacles for Banning Nuclear Weapons

In our work we are going to review obstacles and preconditions for banning nuclear weapons. We will try to find the reasons why the countries which own nuclear weapons in their arsenal strongly oppose an idea of banning nuclear weapons. We will look into detailed cases of cruel violations of International Humanitarian Law which must clearly be seen as preconditions for banning this type of weapons. Moreover, we would like to mention the importance of the grassroots movement and its significant mission to urge governments of different countries to start thinking of nuclear weapons' inhumane nature.

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Keynote Speech

Mr. Steve Leeper

Youth, Education and a Nuclear-Weapon-Free World

Steve Leeper has spent about half of his 67 years in Japan. He has a master's degree in clinical psychology and has worked as a family counselor (10 years), management consultant (14 years), translator (30 years to present), and peace activist (16 years). He believes, until he encounters facts to the contrary, that he has translated, edited, or interpreted more A-bomb survivor stories than anyone in the world except his wife. He began working for Mayors for Peace in 2002, which led to his appointment in 2007 as Chairman of the Hiroshima Peace Culture Foundation. He stepped down in 2013 and currently is a visiting professor at Hiroshima Jogakuin University, Nagasaki University, the Kyoto University of Art and Design and Omikyodaisha Gakuen (high school). His publications include *Hiroshima Revolution* (bilingual) and *Nihon ga Sekai wo Suku* (Japanese).

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Kaisei High School Tokyo, Japan http://kaiseigakuen.jp/en/index.htm	
<i>Teacher</i>	Toru Hayakawa
<i>Student</i>	Akihiro Takigawa
<i>Student</i>	Tetsuya Yamamoto

70: Our Responsibility and Hope for the Future

It goes without saying that exposure to nuclear explosions is extremely harmful to our health. Moreover, nuclear fallout pollutes the environment on a global scale. When nuclear weapons are used during war, they destroy the infrastructure essential for human society.

We must look at how the existence of nuclear weapons affects the world. The cost of maintaining them is unimaginably high. It is possible for the nuclear deterrence policy of nuclear weapon states to bring about the instability of international relations. Nuclear weapons can very well fall into the wrong hands. It is clear that the world is better off without nuclear weapons.

The question is, how can we get closer to realizing such a world? How can ensure that the horrors experienced by the people of Hiroshima and Nagasaki 70 years ago, are never repeated?

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Pasadena High School Pasadena, CA http://phs.pusd.us/pages/Pasadena_High	
<i>Teacher</i>	Andrew King
<i>Student</i>	Amadea Tanner
<i>Student</i>	Kyle Espiritu

The NPT: A Successful, Failed Experiment

The Nuclear Nonproliferation Treaty (NPT) has served as the cornerstone of the nuclear regime since 1967. It successfully oversaw the reduction of over 70% of the global nuclear stockpile. Unfortunately, in recent years, little progress has been made in reducing the global nuclear stockpile, and new nuclear weapon states remain unrecognized, preventing a meaningful conversation of nuclear reductions.

The Pasadena High School Nuclear Nonproliferation Club will argue that the NPT ultimately proved to be a “Successful, Failed Experiment”— while it prevented a catastrophic nuclear war during the critical period of the Cold War, it failed in preventing further nuclear proliferation and achieving nuclear disarmament. However, in recognition of its successes, the NPT can serve as a stepping stone to the proposed “New NPT”.

Students will highlight critical areas of focus in the New NPT (FMCT, CTBT, Inclusion of New Nuclear Weapon States), outline further areas of need (Nuclear Terrorism, International Reprocessing Plants, Solution to Nuclear Spent Fuel Problem), emphasize the importance of the Humanitarian Initiative (Nuclear Education, Cooperation with NGOs), and provide a glimpse into a world that fails to adopt a serious approach to nuclear disarmament.

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From 2000 to 2003, Mr. Adler worked in Los Angeles and Boston as a newspaper reporter. In 2006, he joined the U.S. Department of State and has since served in Mexico and Washington, D.C. He began studying Japanese in 2011. He enjoys photography and American football.

Mr. Adler received his Bachelor of Arts from the University of Pennsylvania and a Masters of Public Policy from Harvard University. He lives in Tokyo with his wife, daughter, and son.

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Choate Rosemary Hall Wallingford, Connecticut http://www.choate.edu/	
<i>Teacher</i>	James Davidson
<i>Student</i>	Christopher Moeckel
<i>Student</i>	Lucia Madero-Murillo

**The Humanitarian Imperative: A Look at Nuclear Proliferation's
Humanitarian Threat and a Strategy for Disarmament**

There is no doubting that nuclear weapons have supported the peace process in many ways these past 70 years. There has been no global war in part because of the prospect of destruction on a massive scale. The pain, suffering, and death that these weapons threaten have kept things politically balanced, but it is that balance that needs to be considered as we examine the role the weapons play as we look forward.

The final document in the 2010 NPT Review Conference showed “deep concern at the continued risk for humanity represented by the possibility that these weapons could be used and the catastrophic humanitarian consequences that would result from their use.” In addition, the environmental and economic consequences of the weapons that exist – and the weapons that are sought by nations today – loom large, so large that they threaten the very balance that has existed.

We will explore the idea that a humanitarian initiative would start with a debate of the NPT's disarmament pillar and its potential benefits. We will also explore the position that holds the opposite view: that such an initiative will be “undermining the entire NPT” that is put forward by nuclear-armed states.

We will also examine the many uses – developmental assistance, education, disaster relief, and providing real relief for impoverished peoples – which the money spent for building, updating and maintaining nuclear weapons could be used for. Could such a redirection of funds provide even great security for all concerned? We acknowledge that there are many hurdles in the way of even considering – let alone implementing – such a redirection of funds. We acknowledge that such a venture seems idealistic, but assert that it is an ideal that must be examined, and this year of remembrance seems like a good time for that examination.

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<i>Teacher</i>	Yoshiko Yamada
<i>Student</i>	Moe Akashi
<i>Student</i>	Mako Fujihashi

Education Builds a Nuclear-Free World

In this presentation, we would like to propose standardizing education of young people regarding nuclear weapons-related problems in the world.

Today, people's understanding of these issues is different from country to country. That is why some countries are still trying to test nuclear weapons, while other countries, actually a majority of the world, are against testing. The NPT is one of the most important treaties in the world regarding nuclear disarmament and non-proliferation. However, because of its many ambiguous abstract expressions such as "negotiations in good faith" in Article VI, the NPT does not clearly show each country how to address these issues.

There are many complicated causes and also many possible approaches to tackle these issues, but at this time we would like to focus on the education of young people. We would like to suggest making a manual that would outline nuclear weapons-related problem. We would also include a system for each country to utilize the manual. In the manual, the history of nuclear testing, the related treaties and the physical damage of atomic bombings will be shown as three important pillars. The ultimate aim of our proposal is to change nations' policies about nuclear disarmament. We expect that the effective standardizing of education will succeed in increasing the number of people who have informed opinions about abolishing nuclear weapons. Eventually, leaders will change by listening to people's voices and so will the world.

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Cushing Academy Ashburnham, Massachusetts http://www.cushing.org/	
<i>Teacher</i>	David Shields
<i>Student</i>	Oliver Kaplowitz
<i>Student</i>	William Livis

A Pathway to Peace

Cushing Academy's 2015 CIF presentation is focused on the humanitarian approach to preventing a nuclear war. The team has created a scenario in which the United States and the People's Republic of China engage in a limited nuclear exchange in the North Central region of the Pacific Ocean. Following this explanation the team breaks down the effects this nuclear exchange would have in three broad areas of concern: a) scientific, b) environmental, and c) humanitarian and infrastructure.

The second part of the presentation addresses the three pillars of the NPT. These principles, when employed by the international community, can ensure a world without the presence of nuclear weapons, thus avoiding the likelihood a scenario such as the one illustrated in the presentation from occurring.

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Yasuda Girls High School Hiroshima, Japan http://www.yasuda-u.ac.jp/jh/	
<i>Teacher</i>	Tomona Okubo
<i>Student</i>	Nanako Shiba
<i>Student</i>	Shiori Serada

Raising the Awareness of Citizens

In the last few years, the humanitarian approach to nuclear nonproliferation and disarmament has been drawing more attention, as international efforts and organizations, such as the NPT, have not made significant progress because of problems they have.

Important decisions are always made by politicians who represent their countries but not all countries are total in favor of nuclear nonproliferation and disarmament. However, there are actions we can take because we are the ones who choose those leaders. In other words, if citizens of countries all over the world wish to realize nuclear disarmament and choose politicians who would work hard to make it happen, it may be one step forward to a world free of nuclear weapons. Therefore, we can say that it is essential to raise citizens' awareness of nuclear issues. The more people realize how dangerous nuclear weapons are, what tragedies they have brought, and how the consequences would be relevant in their own lives as long as nuclear weapons exist, the chances of achieving disarmament are greater. We would like to suggest ways to improve the awareness of citizens.

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Rock University High School Janesville, Wisconsin http://www.janesville.k12.wi.us/	
<i>Teacher</i>	Jane Thompson
<i>Student</i>	Carlo Alcanter
<i>Student</i>	Madeline Flynn

Crowdsourcing Peace

For the final presentation on nuclear disarmament from a humanitarian perspective, Rock University High School will showcase an interactive website and a short presentation demonstrating how technology and social media will play an insurmountable role between world peoples and their governments, thus reducing the threat of the malicious use of nuclear energy.

By raising awareness and boosting the message of global peace, we hope the issue of nuclear non-proliferation will become a conversation topic not only for those in positions of power, but for the ordinary citizens of the world.

Our solution is as follows: to negotiate a nuclear stockpile reduction and disarmament between the Five Nuclear States of Russia, United States, France, China, and the United Kingdom; to lead and incentivize the disarmament of nuclear weapons in other countries including Israel, Pakistan, India, and North Korea. Communication is integral in the process of negotiating a solution to the threat of nuclear warfare. We cannot afford to simply bully countries into dissolving their nuclear weapon programs. For the world to be truly safe from nuclear threats, countries must accept the terms willingly. Countries must uphold their own terms as well as trust others to uphold theirs. In short, the solution to nuclear non-proliferation and disarmament is trust and communication.

Nuclear Disarmament: Humanitarian ApproachApril 2nd-April 4th, 2015 Hiroshima, Japan**Talk Session:****Pursuing a Career in Peace and Disarmament****Haruka Katarao****Aoi Sato****Haruka Katarao**

Peace Promotion Advisor

Hiroshima Prefectural Peace Promotion Project Team

Ms. Haruka Katarao is a Peace Promotion Advisor of Hiroshima Prefectural Peace Promotion Project Team. Prior to joining the Hiroshima Prefectural Office, she worked as a Political Affairs Officer of the United Nations Regional Centre for Peace and Disarmament in Asia and the Pacific (UNRCPD) based in Kathmandu, Nepal. She served as UNRCPD's focal point on Weapons of Mass Destruction issues from 2012-2014. She also worked as an Alternate, Permanent Representation of Japan to the Organisation for the Prohibition of Chemical Weapons (OPCW) at the Embassy of Japan in the Netherlands from 2008-2012.

Aoi Sato

Aoi Sato received her master's degree in Nonproliferation and Terrorism Studies at the Monterey Institute of International Studies (MIIS). She received a Bachelor of Arts in Liberal Arts, concentrated on International Relations at Soka University of America. At MIIS, she mainly focused on nuclear disarmament, nonproliferation, and security and arms control in North East Asia. She also worked at the James Martin Center for Nonproliferation Studies (CNS) as a graduate assistant, contributing to the development and establishment of the CNS library. In 2014, she interned at the United Nations Office for Disarmament Affairs, WMD Branch and supported the Third Session of the Preparatory Committee for the 2015 Review Conference of the States Parties to the Treaty on the Non-Proliferation of Nuclear Weapons (NPT PrepCom) in New York. Starting in August, she will be working as a researcher at the Delegation of Japan to the Conference on Disarmament in Geneva.

Nuclear Disarmament: Humanitarian ApproachApril 2nd-April 4th, 2015 Hiroshima, Japan**Comments from Evaluators****Professor Kazumi Mizumoto, Hiroshima Peace Institute**

Born in 1957 in Hiroshima, he graduated from the Faculty of Law, University of Tokyo in 1981. He joined The Asahi Shimbun (as a reporter) and completed a master's degree at the Fletcher School of Law and Diplomacy, Tufts University. After working as the chief of The Asahi Shimbun Los Angeles Bureau, and an associate professor and professor at Hiroshima Peace Institute, Hiroshima City University, he now serves as vice-president (professor) of Hiroshima Peace Institute, Hiroshima City University. His areas of expertise are international relations, nuclear disarmament, and issues related to the atomic bombing in Hiroshima & Nagasaki.

Associate Professor Robert Jacobs, Hiroshima Peace Institute

Robert Jacobs is an Associate Professor at the Hiroshima Peace Institute of Hiroshima City University in Hiroshima, Japan. He works on social and cultural aspects of nuclear technologies. He is the author of *The Dragon's Tail: Americans Face the Atomic Age* (2010), (also available in a Japanese translation published by Gaifusha in 2013), the editor of *Filling the Hole in the Nuclear Future: Art and Popular Culture Respond to the Bomb* (2010), the co-editor of *Images of Rupture in Civilization Between East and West: The Iconography of Auschwitz and Hiroshima in Eastern European Arts and Media* (forthcoming 2015), and also co-editor of the special issue of *Critical Military Studies* "Re-Imagining Hiroshima" due out in the summer of 2015. He is the principle investigator of the Global Hibakusha Project, and has published and lectured widely on nuclear issues around the world.

Nuclear Disarmament: Humanitarian Approach
April 2nd-April 4th, 2015 Hiroshima, Japan

Overall Assessment

Professor Nobumasa Akiyama, Hitotsubashi University

Dr. Nobumasa Akiyama is a Professor at the Graduate School of Law and the Graduate School of International Public Policy at Hitotsubashi University, and an Adjunct Research Fellow at the Center for the Promotion of Disarmament and Non-Proliferation, Japan Institute of International Affairs. His other professional appointments include an advisor to the Japanese delegation to the NPT Review Conferences, memberships of the advisory committee on nuclear non-proliferation and disarmament for the Minister of Foreign Affairs. Professor Akiyama has published extensively and presented papers at various conferences on non-proliferation, Japan's national security, and nuclear energy. Recently, he worked on review of the Fukushima nuclear accident as a member of the working group for the Independent Commission on the Investigation of the Fukushima Nuclear Accident, initiated by a private think-tank, Rebuild Japan Initiative Foundation



Middlebury Institute of
International Studies at Monterey



James Martin Center for Nonproliferation Studies

Critical Issues Forum

Nuclear Disarmament: Humanitarian Approach

April 2nd-April 4th, 2015 Hiroshima, Japan

Masters of Ceremonies

Hiroshima Jogakuin Senior High School Students

Airi Ishii

Hitomi Oda

Karin Okuda

Yuka Takenaka

Riria Kyomoto

Ayano Morishita

Emi Ozeki

Shiho Oishi



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