

平和心理学の立場から いとうたけひこ(和光大学)

SS-024「日本における批判心理学の可能性:理論心理学, LGBT心理学, エスニックマイノリティの心理学, 平和心理学の立場から」

話題提供:五十嵐 靖博(山野美容芸術短期大学)

話題提供:柘植 道子(一橋大学)

話題提供: Tin Tin Htun (Temple University, Japan Campus)

話題提供:いとう たけひこ(和光大学)

指定討論:尾見 康博(山梨大学)

司会者: いとう たけひこ(和光大学)・五十嵐 靖博(山野美容芸術短期大学)

日本心理学会第79回大会 公募シンポジウム
名古屋国際会議場3F 第6会場/ 1号館133+134
2015年9月22日15:30-17:30

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Peace psychology

From Wikipedia, the free encyclopedia

Peace Psychology is a subfield of **Psychology** and **Peace Research** that deals with the psychological aspects of **peace**, **conflict**, **violence**, and **war**. Peace psychology can be characterized by four interconnected pillars: (1) research, (2) education, (3) practice, and (4) advocacy.^[1] The first pillar, research, is documented most extensively in this Wiki entry.

Peace psychological activities are based on psychological models (theories) and methods; they are usually normatively bound in their means and objectives by working towards the ideal of sustainable peace using (as far as possible) non-violent means. Violence and peace are usually defined in terms of **Johan Galtung's** extended conceptualization of peace,^{[2][3]} according to which peace is not merely the absence of personal (direct) violence and war (= negative peace), but also the absence of structural (indirect) and cultural violence (= **positive peace**).^[4] The ideal of peace can also be conceptualized as

渡辺崋山 寺子屋



紛争解決学、紛争解決教育の教材として



ガルトゥング紛争解決学入門: コンフリクト・ワークへの招待 単行本 - 2014/9/22

ヨハンガルトゥング (著), Johan Galtung (原著), & 3 その他
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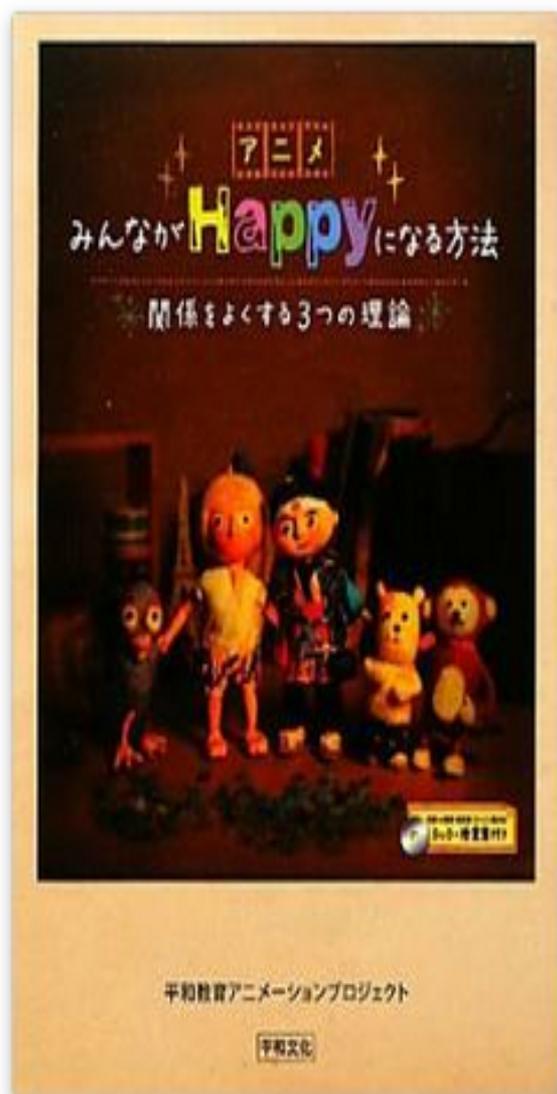
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心理科学研究会(2014) 『平和を創る心理学 第2版』 ナカニシヤ出版



平和を創る心理学—私とあなたと世界
ぜんたいの幸福を求めて

2014/5/10

心理科学研究会

『平和を創る心理学 第2版』

心理科学研究会(編) ナカニシヤ出版

2014.3.31.

- 第1章 平和心理学の理論
- 第2章 平和心理学の歴史
- 第3章 犯罪・非行における暴力ー加害と被害ー
- 第4章 暴力とジェンダーの役割ー新たな暴力モデル構築へー
- ◎コラム1 Our Problem としての日本軍元「慰安婦」問題
- 第5章 グローバル化の中の偏見と差別
- ◎コラム2 偏見低減教育ーナラティブ教材を活用してー
- 第6章 自己肯定感と平和
- 第7章 メディアと暴力
- 第8章 ロール・モデルの平和心理学
- 第9章 幼児期の平和教育
- 第10章 非暴力の視点から見た平和心理学とその可能性について

(総論)

第1章 平和心理学の理論

第2章 平和心理学の歴史

いとうたけひこ(和光大学)

杉田明宏(大東文化大学)

- 平和心理学研究が社会的・歴史的情勢のインパクトを受け、平和学の枠組みや着想を援用しながら、とりわけ21世紀に入ってから理論・概念の整理が進み、多様な領域で具体的研究が展開されてきたことが描かれる。

第3章 犯罪・非行における暴力 —加害と被害—

堀尾良弘(愛知県立大学)

- 少年犯罪・非行の臨床と研究に関わってきた立場から、「被害と加害の連鎖」が分析され、それを断ち切り立ち直りを援助する社会的システムの構築が、平和な社会をつくるための重要な課題として提起される

第4章 暴力とジェンダーの役割

—新たな暴力モデル構築へ—

◎コラム1 Our Problem としての日本軍元「慰安婦」問題
草柳和之（メンタルサービスセンター）

- ドメスティック・バイオレンス（DV）における被害者ケアと加害者更生プログラムの実践・研究に携わってきた著者が、女性運動と臨床家の視点を統合するモデルを提示する。
- 付随するコラムに描かれた元「日本軍慰安婦」の問題は、この章の課題と深い関わりを持つ歴史的・社会的事例といえる。

第5章 グローバル化の中の偏見と差別

坂西友秀(埼玉大学)

◎コラム2 偏見低減教育—ナラティブ教材を活用して—

小平朋江(聖隷クリストファー大学)

- 社会心理学における代表的なテーマである偏見・ステレオタイプ・差別の問題について、日本社会のグローバル化や3.11の原発事故という構造的な要因を踏まえた観点からの分析の観点が示される。
- こうした偏見をどのように低減していくかについては、統合失調症に関する看護教育の事例を紹介したコラムを通じて、さらに考えを深めることができる。

第6章 自己肯定感と平和

高垣忠一郎(立命館大学)

- 心理臨床に長年携わってきた著者の経験を踏まえ、「評価」のまなざしに取り巻かれて生きざるを得ない今日のマクロな文脈の中で、「自分が自分であって大丈夫」という自己肯定感の重要性が説かれる。

第7章 メディアと暴力

和田正人(東京学芸大学)

- テレビなどのメディアが暴力に与える影響についての長年の研究蓄積を整理しながら、有害なテレビ番組やテレビゲームに対する社会的な対策やメディア・リテラシー教育の課題が提示される。

第8章 ロール・モデルの平和心理学

杉田明宏(大東文化大学)

- 平和についての問題意識・活動意欲を行動へとつなぐ「平和のロールモデル」の理論と課題、効果・可能性について、沖縄において戦争と基地問題に取り組む人々や、子ども・青年の平和活動を事例に展開される。

第9章 幼児期の平和教育

中島常安(名寄市立大学)

- 幼児期における平和教育の理論と実践について、これまでの否定的／肯定的意見を批判的に吟味した上で、この発達段階における積極的平和教育のあり方を「伝え合い保育」の実践に即しながら提案する。

第10章 非暴力の視点から見た平和心理学 とその可能性について

松本 孚(相模女子大学)

- 「非暴力」の概念・歴史・実践を平和研究の観点から整理し、「嗜癖」という概念を手掛かりに、本来の非暴力を前提にしたスピリチュアリティを含む新しい平和心理学のアプローチの可能性を考究する。

第10章 非暴力の視点から見た
平和心理学とその可能性について

はじめに

- 1 非暴力とは
- 2 平和研究と非暴力
- 3 平和心理学における非暴力的スピリチュアルアプローチについて

おわりに

書名	平和を創る心理学 [第2版]	
著者	心理科学研究会 編	
定価	2500円＋税	
ISBN	978-4-7795-0825-7	
A5判	194頁	並製

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FOR BEGINNERS

世界を変える非暴力

暴力連鎖は人類の破滅だ。今こそ非暴力を!!

世界各地の非暴力で変革しようとした実践、考え方を紹介。
DVD内容 ガンジーとキング牧師の行動ドキュメンタリー。

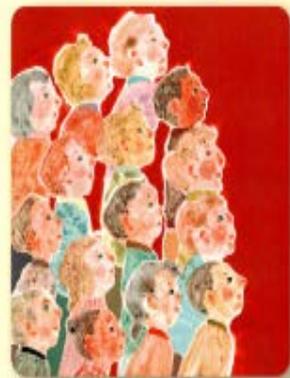


阿木幸男
イラストレーション
橋本 勝

現代書館



平和と戦争の絵本
非暴力で平和をもとめる人たち



目良誠二郎 [文] 石井勲 [絵]

北大書房



非暴力で
世界に関わる方法

北大路 BOOK ET 01

心理学者は問いかける

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北大路書房

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Peace psychology

From Wikipedia, the free encyclopedia

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Experimental Psychology



Clinical Psychology

*with the homage of
E. E. Southard, compiler.*

SHELL-SHOCK AND OTHER NEUROPSYCHIATRIC PROBLEMS

PRESENTED IN FIVE HUNDRED AND EIGHTY-
NINE CASE HISTORIES

FROM THE

WAR LITERATURE, 1914-1918

BY

E. E. SOUTHARD, M.D., Sc.D.

Director (1917-1918), U. S. Army Neuropsychiatric Training School (Boston Unit);
Late Major, Chemical Warfare Service, U. S. Army; Bullard Professor of Neuro-
pathology, Harvard Medical School; Director, Massachusetts State Psychi-
atric Institute (of the Massachusetts Commission on Mental Diseases);
Late President, American Medico-Psychological Association

WITH A BIBLIOGRAPHY BY

NORMAN FENTON, S.B., A.M.

Sergeant Medical Corps, U. S. Army (Assistant in Psychology to the Medical Director,
Base Hospital 117 A. E. F.); late interne in Psychology, Psychopathic Department,
Boston State Hospital; Assistant in Reconstruction, National Committee for
Mental Hygiene

Human Factors Psychology



Design of Cockpits

See Wiener & Nagel
(1988) for a review.

Social Psychology: Demoralizing the Enemy*



*For a review of social psychologists' contributions to WWII, see Johnson & Nichols (1998).

Social Psychology: Message Reframing and Recruitment

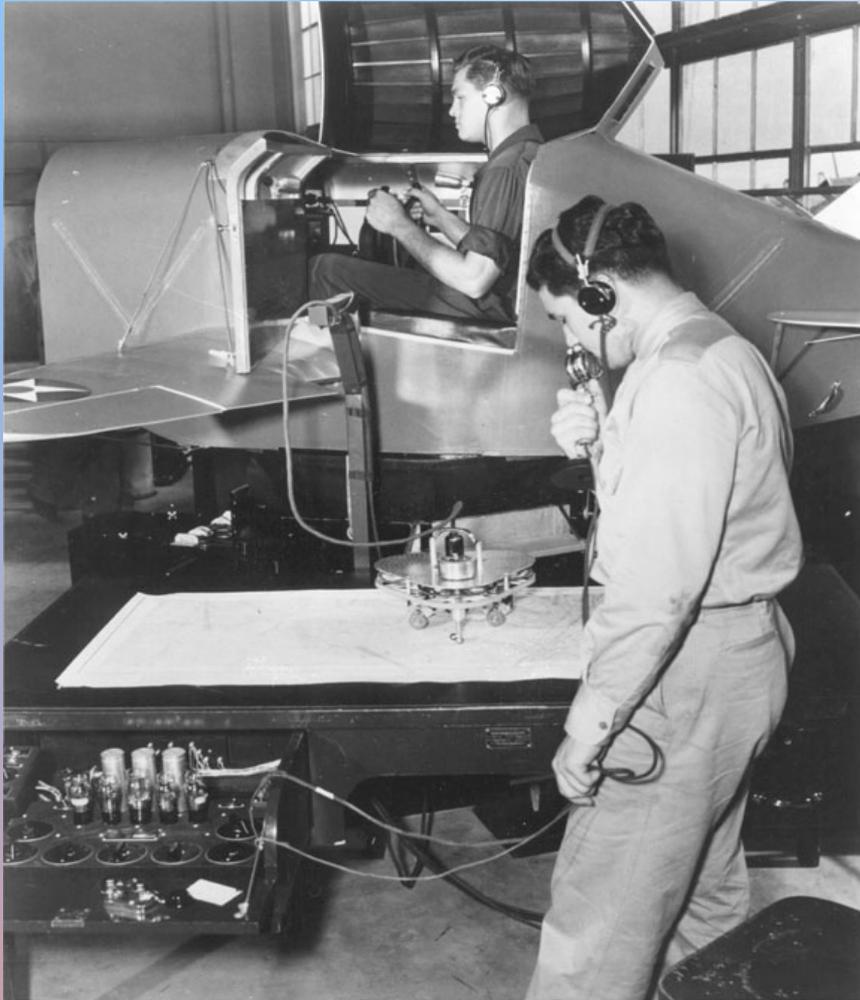


Recruiting for Military
Service!

Allport & Lepkin (1943)*

*For a review of social
psychologists'
contributions to WWII, see
Johnson & Nichols (1998).

Aviation Psychology



Selecting,
Classifying, and
Training Pilots*

*For a history of
aviation psychology
see (Koonce, 1984)

Cold War: Fear Desensitization and Atomic Maneuvers

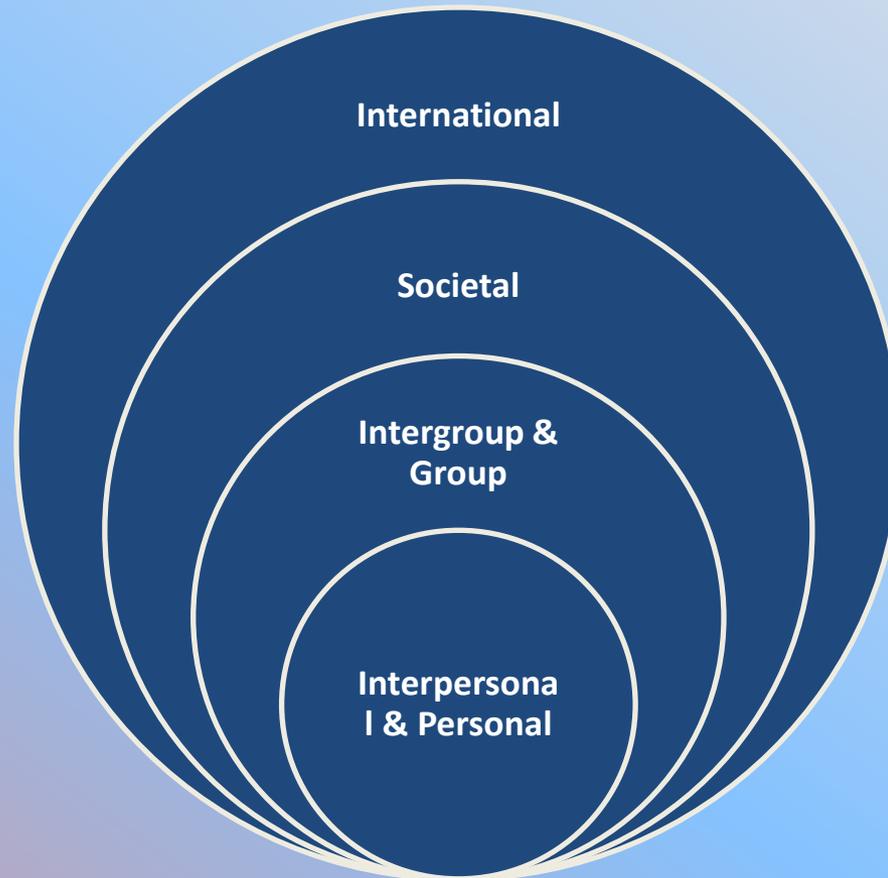


Post Cold War (1989 - to date)

- Positive Psychology: ... “the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions” (Gable & Haidt, 2005, p. 104).
- Comprehensive Soldier Fitness Program (Seligman & Fowler, 2011)*

*See entire issue of *American Psychologist*, January 2011

Level of Analysis in Peace Psychology



平和問題におけるメディアの役割



From the US 9/11 attacks to the Japanese 3/11 earthquake

Takehiko Ito (Wako University)

take@wako.ac.jp www.itotakehiko.com

Division 11: Political Psychology Presidential Address

<http://www.icap2014.com/divisional-programs/div-11-political-psychology/53>

11:00-12:00, Sunday, July 13, 2014

Room 212/213, The Palais des Congrès - Paris France

28th International Congress of Applied Psychology
8-13 July 2014

Part I: The US 9/11 attacks in 2001

Quiz: How many building collapsed in WTC, NY on Sep. 11, 2001?



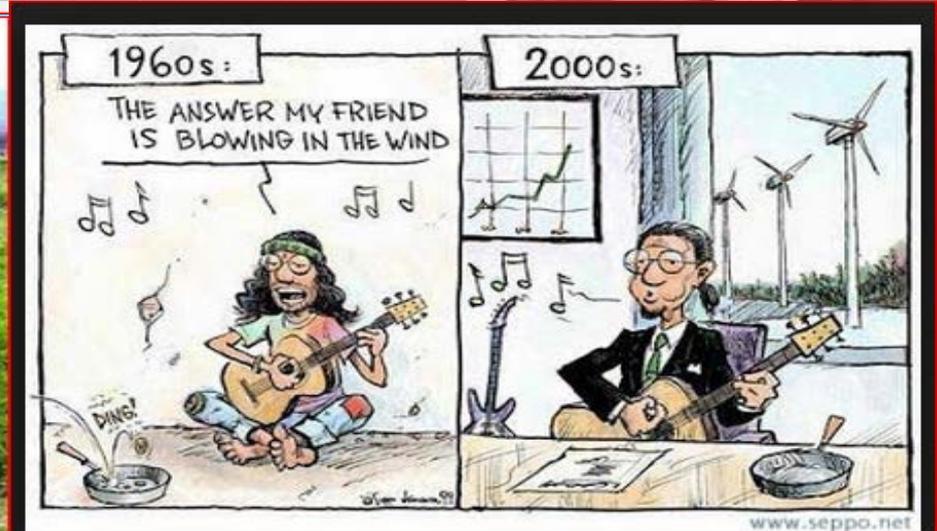
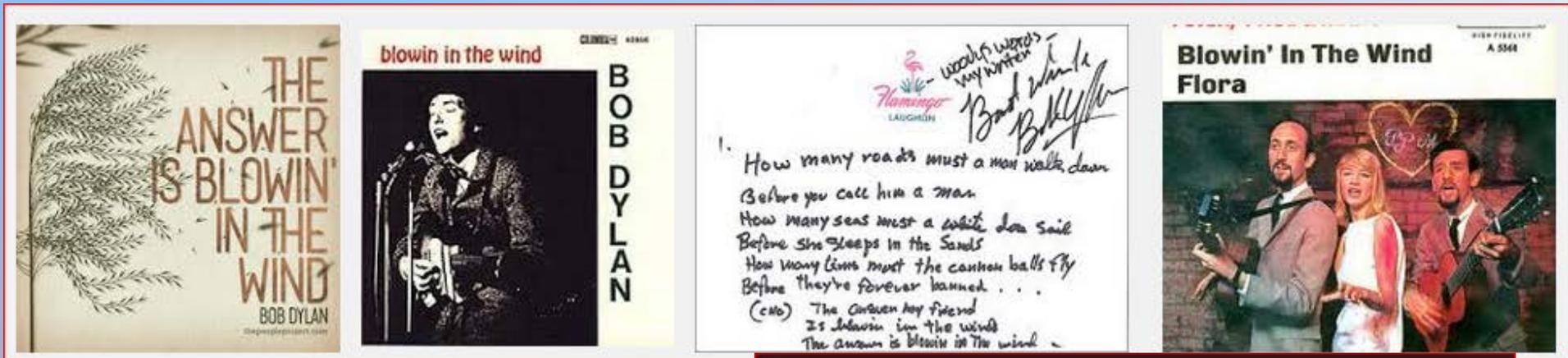
How many buildings of WTC collapsed, before the next day would come?

The answer is ...

How many buildings of WTC collapsed, before the next day would come?

The answer, my friend, is blowing in the wind?

The answer is blowing in the wind??



The correct answer is **three**.

Why?



+ **?**

2011/09/11 WTC Buildings 1,2

Another WTC Building ? ?₃₅ ?

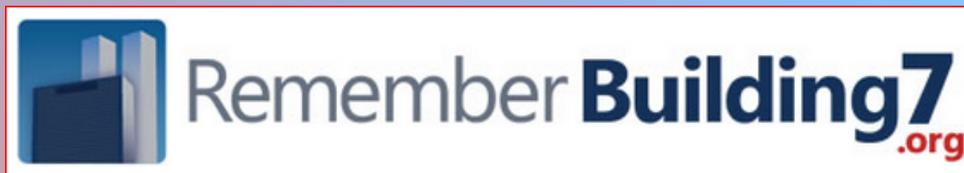
Because World Trade Center Building 7 collapsed at 5:20 pm on the same day
<https://www.youtube.com/watch?v=LD06SAf0p9A>



What is WTC Building 7?

<http://rememberbuilding7.org/7-facts-about-building-7/>

- Building 7 was a 47-story skyscraper;
- was part of the World Trade Center complex.
- Built in 1984, it would have been the tallest high-rise in 33 states in the United States.
- It collapsed at 5:20 pm on September 11, 2001.
- It was not hit by an airplane;
- and suffered minimal damage compared to other buildings much closer to the Twin Towers.



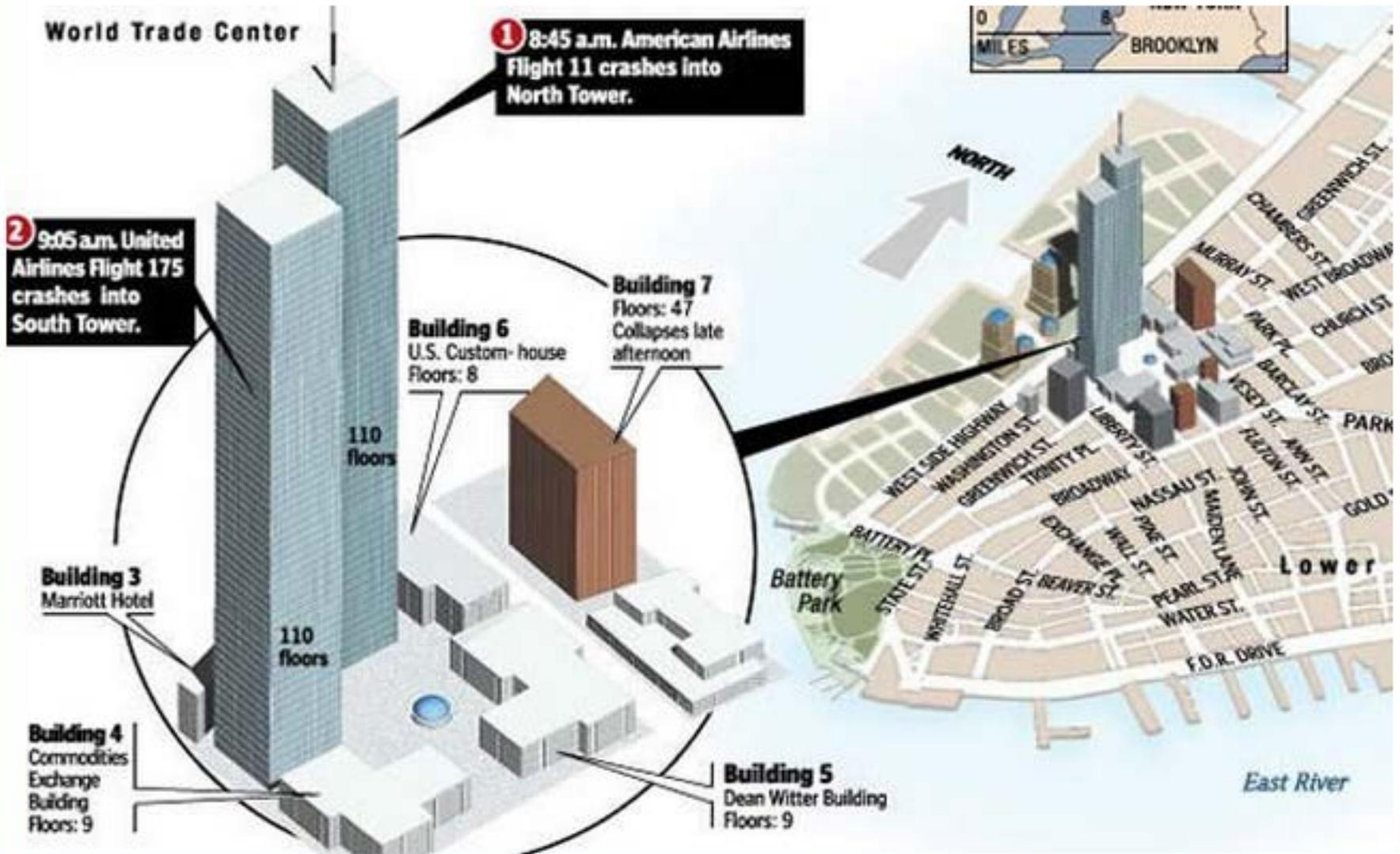
7 FACTS ABOUT BUILDING 7



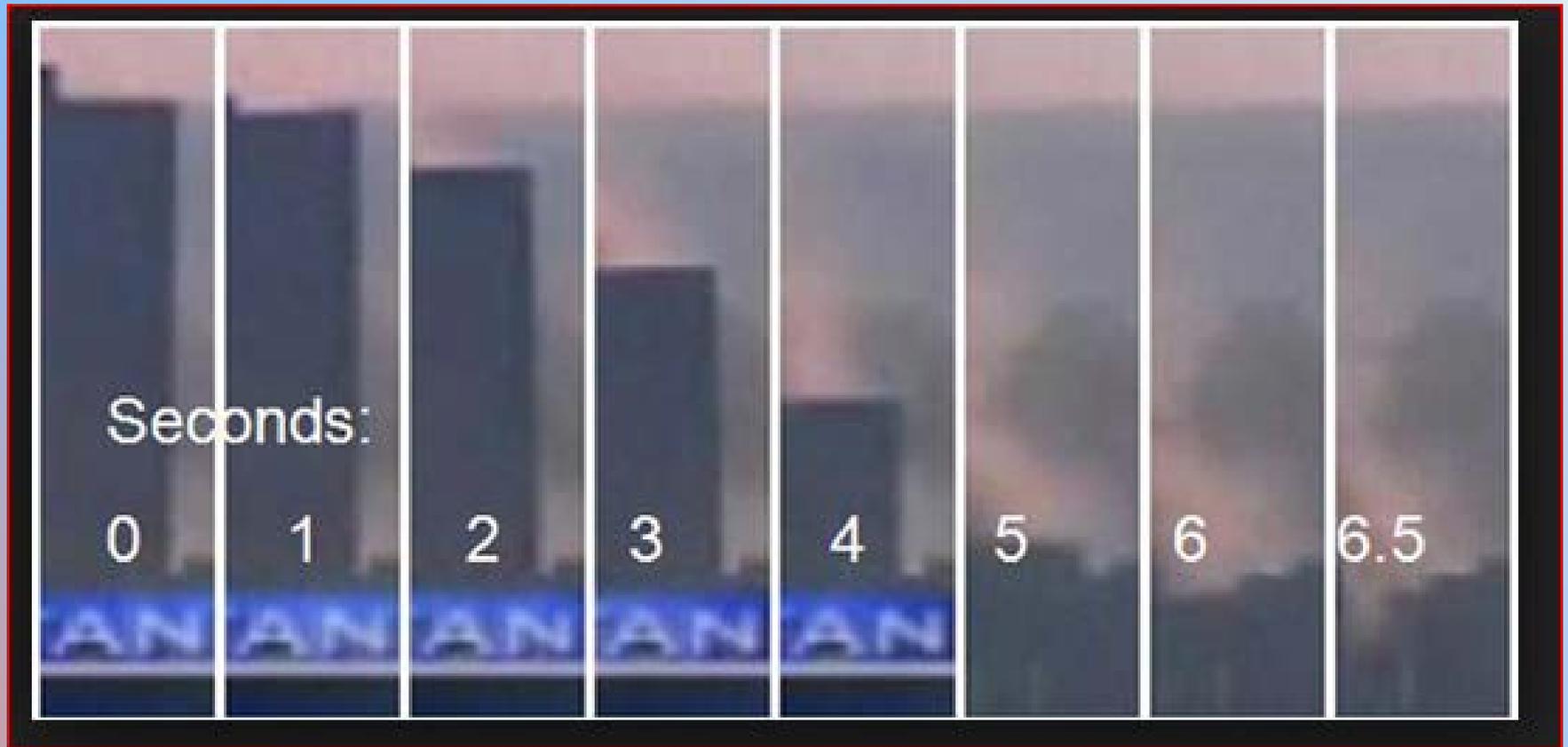
- 1) If fire caused Building 7 to collapse, it would be the **first ever fire-induced collapse of a steel-frame high-rise**.
- 2) Its collapse was **not mentioned** in the 9/11 Commission Report.
- 3) In 2006, 43% of Americans **did not know** about Building 7.
- 4) It took the federal government **seven years** to conduct an investigation and issue a report for Building 7.
- 5) 1,700+ [architects and engineers](#) have signed a petition calling for a new investigation into the destruction of Building 7, including the possible use of explosives.
- 6) Numerous witnesses say the possibility of demolishing Building 7 was widely discussed by emergency personnel at the scene and advocated by the building's owner.
- 7) housed by several intelligence and law enforcement agencies, and the NYC Office of Emergency Management's Emergency Operations Center, more commonly known as "Giuliani's Bunker".

Where was WTC 7?

BUILDING 7 — BEFORE COLLAPSE



How WTC 7 collapsed =Free fall forming a parabola



World Trade Center 7: Some of the Tenants

- the Internal Revenue Service Regional Council the United States Secret Service
- New York City Office of Emergency Management
- Department of Defense (DOD)
- Central Intelligence Agency (CIA)
- IRS.

“the first and only steel skyscraper in the world to have collapsed due to fire” (BBC,) (wikipedia)



Oh, BBC, what did you broadcast on 9/11, 2001?

<https://www.youtube.com/watch?v=ltP2t9nq9fl>

**This video was
censored by Google Video**

WTC 7 "Collapsed" at 5:20 PM.

This report was 20 minutes earlier.

**How did the BBC know that it
was going to collapse?**

**And why did they report the
collapse when it is clearly standing
in the background?**

**This video was
censored by Google Video**

WTC 7 "Collapsed" at 5:20 PM.

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**How did the BBC know that it
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collapse when it is clearly standing**

BBC WORLD

News Update

WTC 7



TERRORISM ATTACKS IN US

LIVE

World Trade Centre destroyed by hijacked planes, Pentagon hit and burning



BBC WORLD
News Update

WTC 7



TERRORISM ATTACKS IN US

LIVE

World Trade Centre destroyed by hijacked planes, Pentagon hit and burning

BBC WORLD

News Update

WTC 7



TERRORISM ATTACKS IN US

LIVE

World Trade Centre destroyed by hijacked planes, Pentagon hit and burning



00:37.15



BBC WORLD

News Update

Watch ticker!



TERRORISM ATTACKS IN US

LIVE

The 47 storey Salomon Brothers building close to the World Trade Centre has also collapsed.



02:06.77



ETB WORLD

News Update

Standing



7 World Trade Center housed
Salomon Smith Barney.
Hence the reference to WTC 7 as
the "Salomon Brothers Building"

TERRORISM ATTACKS IN US

LIVE

The 47 storey Salomon Brothers building close
to the World Trade Centre has also collapsed.



02:10.05



<https://www.youtube.com/watch?v=ItP2t9nq9fl>

Live feed is suddenly "lost"...



**This video was
censored by Google Video**

WTC 7 "Collapsed" at 5:20 PM.

This report was 20 minutes earlier.

**How did the BBC know that it
was going to collapse?**

**And why did they report the
collapse when it is clearly standing**

So why this “accident” happened?

2007/02/26 にアップロード

An astounding video uncovered from the archives today shows the BBC reporting on the collapse of WTC Building 7 over twenty minutes before it fell at 5:20pm on the afternoon of more 9/11. The incredible footage shows BBC reporter Jane Standley talking about the collapse of the Salomon Brothers Building while it remains standing in the live shot behind her head. How did the BBC know that it was going to collapse? And why did they report the collapse when it is clearly standing in the background?

prisonplanet.com/articles/february2007/260207building7.htm

Explosive Demolition Hypothesis

WTC Building 7

- 1 **SUDDEN ONSET** of Destruction Near Base of Structure
- 2 **STRAIGHT-DOWN**, Symmetrical Collapse into Bldg Footprint
- 3 **PATTERNED REMOVAL** of Column Supports
- 4 **FREE-FALL ACCELERATION** thru Path of Greatest Resistance
- 5 **TOTAL DISMEMBERMENT** of Structural Steel Frame
- 6 Limited Damage to Adjacent Structures
- 7 **SOUNDS OF EXPLOSIONS** Heard by Credible Witnesses
- 8 **PYROCLASTIC-LIKE CLOUDS** of Pulverized Concrete
- 9 Pools of **MOLTEN STEEL / IRON** Seen by Witnesses
- 10 Evidence of **THERMITE INCENDIARIES** in Steel Samples

EXPLOSIVES HYPOTHESIS

Features of the destruction of WTC Building 7 match an explosive demolition - not a building collapse

Direct Evidence of Explosive Destruction

NO Characteristics of Destruction by Fire

FIRE HYPOTHESIS

Fire may cause less solid structures to collapse asymmetrically and with gradual deformations following the path of least resistance. But steel skyscrapers have never collapsed because of fire. Additionally, there's overwhelming evidence of explosives.

Data from FEMA & NIST Reports

Testimony of First Responders

Whistle Blowers

Expert Corroboration

Foreknowledge of Destruction

Video Evidence



Proof of Controlled Demolition

Beyond a Reasonable Doubt



ARCHITECTS & ENGINEERS
for 9/11 TRUTH

AE911Truth.org

Method

The participants were 45 students (male 30; female 15). The experiment was done on December, 2009.

Pre-test:

Q1. How many buildings of New York WTC were collapsed on September 11, 2001?

Q2. How old were you at the time of incident?

Q3. Why those buildings were broken down?

Post-test:

Q1, Q3 above plus:

Q2. Have you ever seen this DVD before?

Q4. Write your impression or opinion after watching this DVD

Table 1. Number of collapsed buildings

		Post-test			Total
		True (3)	False (2)	False (4+)	
Pre-Test	True (3)	7	2	0	9
	False (2)	23	3	1	27
	False (4+)	2	1	6	9
Total		32	6	7	45

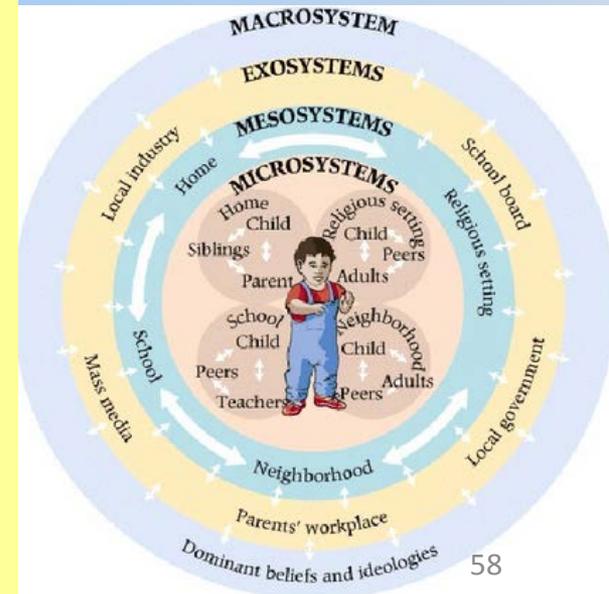
Table 2. Cause for collapse

		Post-test			
		Collision/Fire	Neutral	Demolition	Sum
Pre-Test	Collision/ Fire	10	14	14	38
	Neutral	1	4	1	6
	Demolition	0	0	0	0
	Total	11	18	15	44

Results and Discussion

- 1) The third collapse of 7 WTC Building has been erased in our collective memory due to lack of information contact through the media.
- 2) We must pay attention to the discrepancy between shared memory and objective truth.
- 3) The lecture DVD was persuasive enough to develop our critical thinking.
- 4) Bronfenbrenner (1979) proposed ecology of human development by categorizing our environment into four levels: micor-, meso-, exo-, and macro-.

Macro-level media literacy development is important as well as micro-level media literacy education.

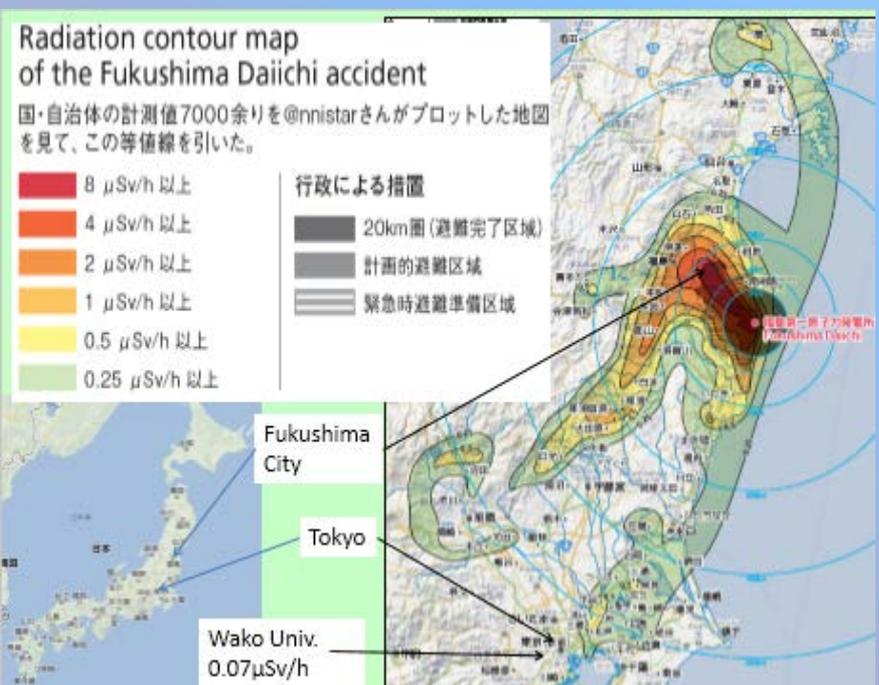


Part II: The Japanese 3/11 earthquake 2011

- The Great East Japan Earthquake, which occurred on March 11, 2011, was a mega-earthquake
- followed by a large tsunami.



- The disaster was compounded by meltdowns at the Fukushima Daiichi Nuclear Power Plant.
- The disaster caused tremendous suffering in Japan, but it also shocked the entire world and drew global attention to the issue of widespread radiation leakage from the nuclear power plant.



Earthquake and nuclear power plant sites (It seems the accidents will happen again)

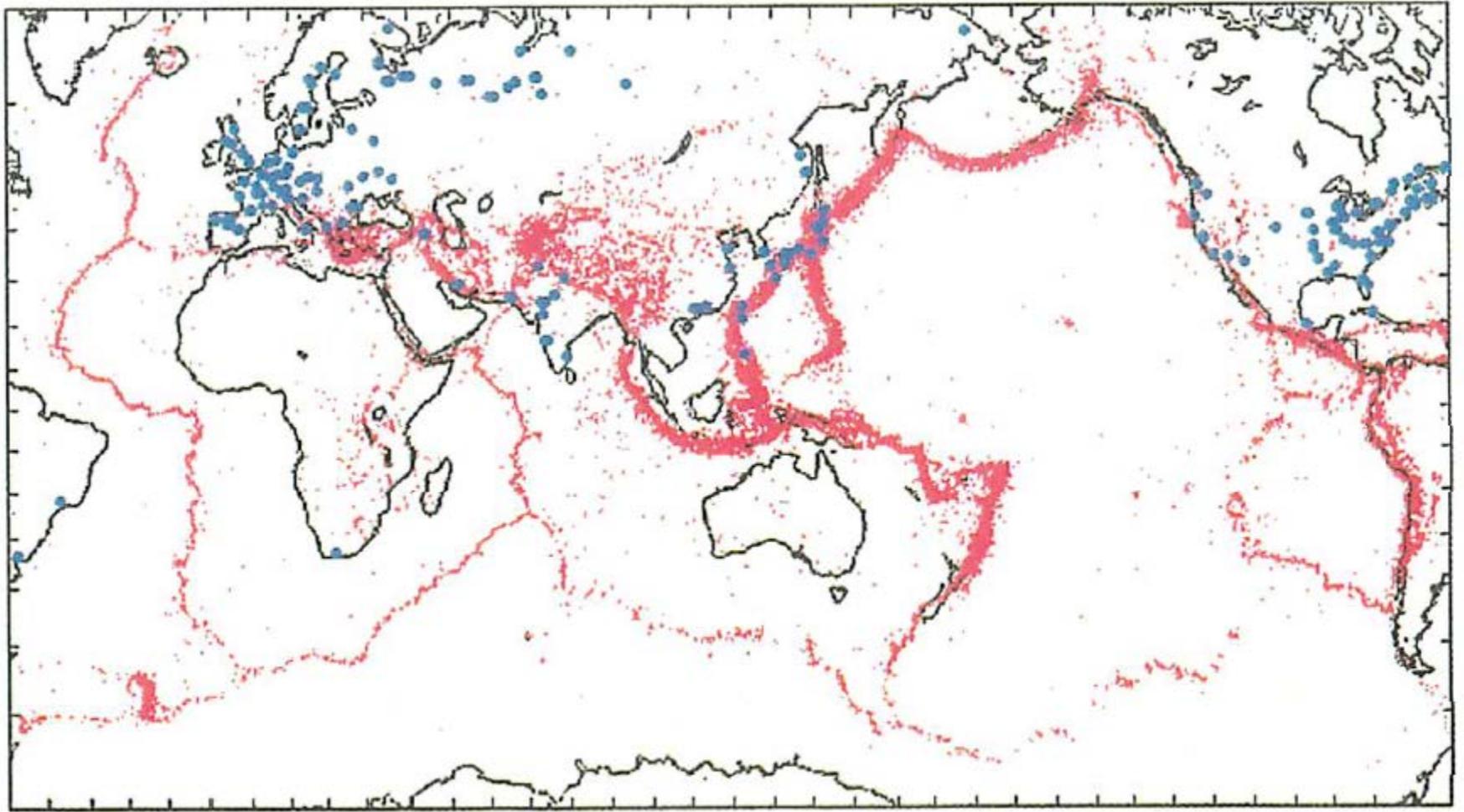


図 1-1 地震帯と原発所在地の重なり (内田正夫 (和光大学) 作成; 『理科年表』 より)

点: 世界地震分布図 (M4 以上, 1975 ~ 1994; 丸善『理科年表』 より) · 青点: 原発立地点

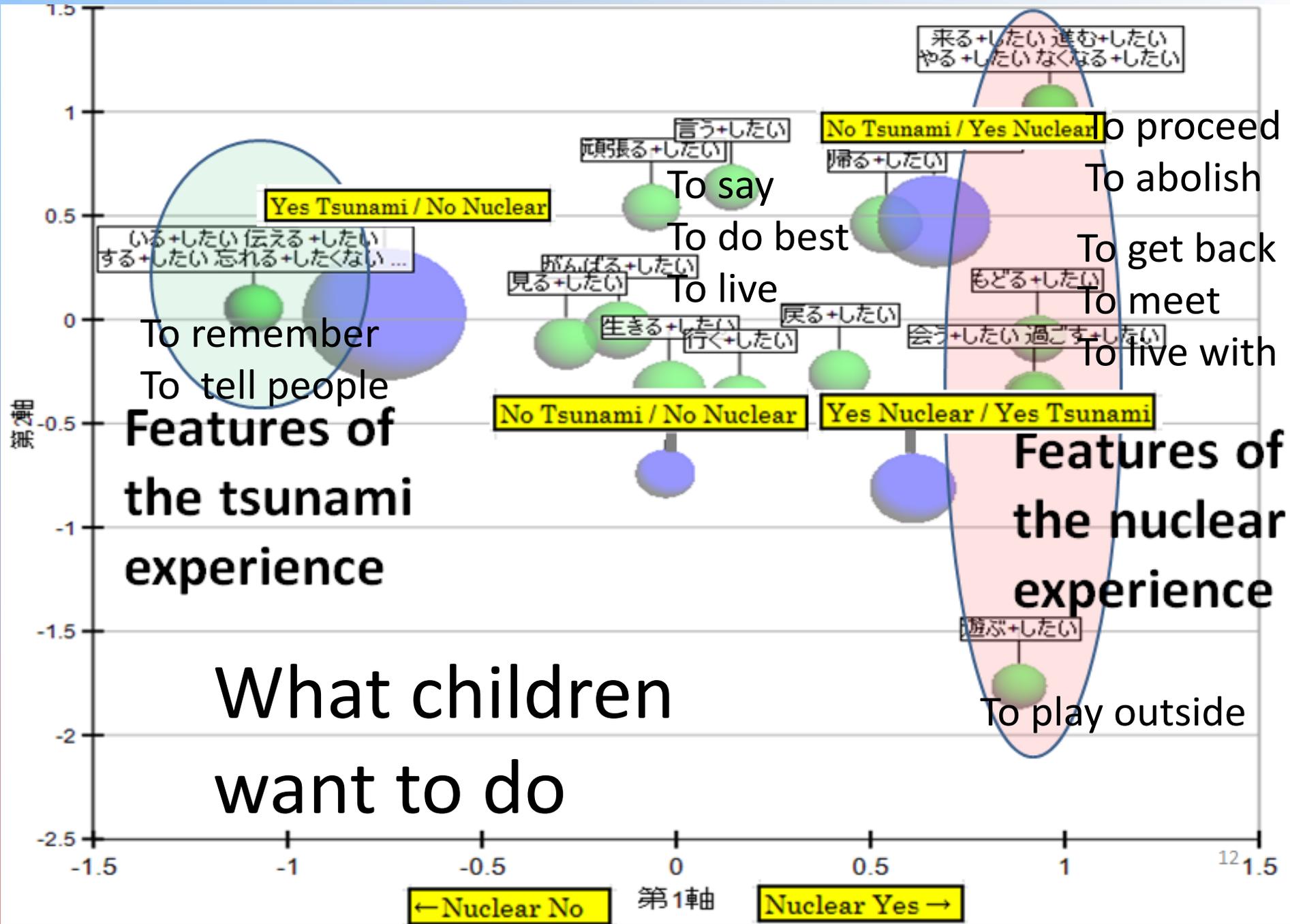
- This leakage forced many people to evacuate their homes, and the large number of evacuees continues to represent a grave problem.
- Due to the fact that the effects of radiation are long-lasting, the physical and emotional trauma that they caused will remain an important issue during the coming decades.

Fig. Number of suicide related to the earthquake according to prefectures



- Ito (2014) analyzed 161 essays written by school-aged children using the text mining technique;
- and found that the victims of the nuclear plant accident in Fukushima are suffering more from their on-going relocation and limitations on outdoor play,
- whilst the sufferers from the tsunami tend to describe their bitter experience as a past event and want to convey what they learned from it to the future.

Ito, T. 2014 Effects of tsunami and nuclear disaster on children's time perspective: A text mining study of essays after the Great East Japan Earthquake *Journal of International Society of Life Information Science*, 32(1), 44-46.



Ito, T. (in press) What kind of media contributes to human happiness?: From the news report on the 311 nuclear plant accidents

- “We (Hodo Station) broadcasted a special program which featured an investigation of the Fukushima Daiichi Nuclear Power Plant accidents on December 28th last year. We investigated the doubt that the nuclear power plant had been already partially broken down because of the earthquake before the tsunami. **Regrettably, we were not able to investigate the issue further this time. However, we recognize the existence of a village called ‘Nuclear Power Village.’**
- We will continue to investigate the issue on the nuclear plant in our program. Even if our program is terminated, I will never regret.”



2. Deleted video(and your memory)

- The word, ‘Nuclear Power Village’ refers to the tight-knit community of legislators, regulators, local governments, scholars, and mass media. Furutachi’s comments can be watched on two websites.
- The video of this broadcasting was uploaded in Miyatake’s blog, but was eventually deleted.

"古舘伊知郎 報道ステーション..."
この動画は、TV-Asahi Corp. から著作権侵害の申し立てがあったため削除されました。

**(“Ichiro Furutachi Hodo Station...”
“This video was deleted because TV-Asahi Corp. filed copyright infringement.)**

3. Background of pressure on broadcasting

- Since March 11, 2011, we have shared three shocks: an earthquake, a tsunami, and the leakage of radioactive materials caused by the Fukushima Daiichi Nuclear Power Plant accident. This accident was caused by a breakdown of the main electronic supply, followed by the loss of the auxiliary power supply, which was a safety net for tsunamis. Although pouring water prevented a huge explosion, radioactive materials spread into the air, land, and sea.
- Despite this, the Prime Minister market nuclear power plants to other countries.
- the media hides unfavorable facts from authorities, or is complicit in a cover-up. In order to realize these problems and clarify human agendas, we need a macro-level perspective of media literacy, focusing on social structure.

4. Conflicts within the media

- There is a conflict between journalists, who try to give a conscientious report after visiting the field in order to gather information, and senior management who care about advertising rate and relent to political pressure.
- How can we solve the conflict in a way that both sides agree?
- It is important that we hear out the management, who are at a disadvantage in terms of justice and claims.
- However, considering their position, it may be difficult for them to tell their honest opinions.
- In this case, we should guess their honest views by coming up with our own hypotheses, even if we do not have concrete evidence.

5. Relationship between the advertising industry and the media industry

- One clue for deduction is the relationship between the advertising industry and the media industry. For example, **Tokyo Electric Power Co., Inc** spent **26.9 billion yen** solely on advertising expenses (Honma, 2012). Although they are a local industry, their expense ranked 10th in the nation. In addition, **Federation of Electric Power Companies** jointly spent tens of billions of yen to promote nuclear power plants in 2010.
- With this money (originally from public electric bills) they hired famous celebrities and artists for PR (**Satake**, 2011).
- They also received huge advertising fees from affiliated companies, including the top three companies that support the nuclear power industry: Hitachi Ltd., Toshiba Corporation, and Mitsubishi Heavy Industries, Ltd.

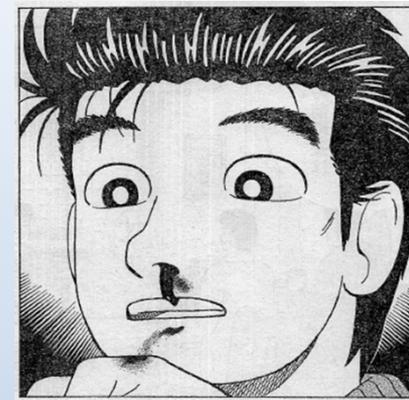
(Continued)

- Becoming an advertising client prevents media, such as newspapers and private TV stations, from broadcasting content that portrays a bad image of nuclear power generation. The advertising rate is paid using the public's electric bills. Most media depend on advertising revenue for their management base, so advertising clients are influential.
- For instance, the actor Taro Yamamoto was pulled out of a program because he voiced opposition against nuclear power generation (Honma, 2012).
- Also, Toshiba EMI, whose parent company is Toshiba, a maker of a nuclear power reactor, ceased the release of the CD "*Covers*" by RC Succession because it included songs such as "*Summertime Bruce*" and "*Love Me Tender*," which have anti-nuclear lyrics.
- In addition, the scholar Hiroaki Koide from Kyoto University and the writer **Takashi Hirose** do not appear in the mass media.

6. Relationship between academic scholars and the nuclear power industry

- The relationship between academic scholars and the nuclear power industry is a problem.
- Japan Atomic Energy Relations Organization (1991) is an important report about the advertisement to increase support of nuclear power plants: “When we continue to praise an ugly woman, she becomes beautiful. The nuclear power is beautiful, so we should make an effort to highlight its beauty and charm genuinely.”
- A prominent social psychologist is a member of the committee.
- As another example, a scholar plays an important role in the evaluation of internal exposure of radioactive materials.

7. Conflicts over the depiction of a nose bleeding in “*Oishinbo*”



- The popular manga series *Oishinbo* (appearing in *Big Comic Spirits*, a Japanese comic magazine) came under fire after the cartoonist, Tetsu Kariya, drew a picture that deals with the issue of nuclear power accidents, the resurgence of Fukushima Prefecture, and health problems through the image of a man whose nose is bleeding in its May issue in 2014.
- In this problem, both local government and politicians play an important role. Regarding internal exposure to radio activity, some scholars insist that it causes little harm,
- while others claim that internal exposure is more harmful than external exposure.
- We should not stick to one view, but each of us needs to judge the problem after considering various opinions from those who are in a variety of positions.

8 Media literacy

- In order to judge the problem critically, we should know that the **bias described above currently exists in the mass media.**
- With this understanding, the ability to seek for both conflicting facts and opinions is one of the important aspects of media literacy.
- Media literacy may be regarded as the ability to interpret the given information from the mass media critically. However, **true media literacy includes the ability to detect what is not reported.**

(1) All the media coverage is edited.

- All the media coverage, including documentaries, are works edited and created with some intention.
- While movies and manuscripts do not reveal reality, we need to regard media coverage as works or artifacts made by TV stations, production companies, newspaper publishers, and journalists with a particular motive in mind.

(2) Media constructs reality

- When the public watch the news, the reported events become social reality even if they are false and speculated information.
- For example, Michael Jackson confessed that he suffered from a change of skin color because of a skin disease called vitiligo vulgaris. Despite this fact, the media broadcasted that Michael bleached his skin because he wanted to be white in a gossip column or a tabloid show.
- This image became shared knowledge of the public and remained as their shared memory.
- In another case, when the Imperial General Headquarters (大本營発表) broadcasted false news that the country was winning a war, people were convinced that it was the truth.

(3) Audience interpret media coverage and construct meaning.

- Works do not have a straight impact on an audience. Audiences construct interpretation and meaning, including an evaluation of the credibility of the media coverage, on their own. Even if the audience misinterprets facts, the media coverage becomes reality for the audience.
- While some did not believe the Imperial General Headquarters announcement, they were the minority and were persecuted once they were found. Thus, in this case, “reality,” which was shared as a fantasy, did not change easily.

(4) Media has commercial meaning.

- Newspaper companies and broadcasting stations are private companies.
- NHK is regarded as a public broadcasting station. It says, “We do not intend to have commercial gain. We are independent from state control and broadcast for the public welfare.”
- However, they use outside production companies. Animation “Hanakappa,” broadcasted in E-television, is produced by a production committee, which includes a private company. It is also supported by a publishing company and a movie company. NHK has a vested interest in the rights regarding the use of animation for movies and picture books as well as copyright fees. NHK claims that they are a public broadcasting station with a conflict of interest with private companies.

(5) Media conveys a point of view (ideology) and a sense of value.

- Political and economic authorities tend to force their ideologies and values on the public in order to maintain their system.
- They have a strong motivation to manipulate public opinion and control information. Once they succeed in doing so, dominant ideology becomes ideology by dominators.
- The mass media serves as a mediator, and thus they tend to be governed by political power.

(6) Media has social and political meaning.

- Mass media plays a role in information control and manipulation of public opinion in order to maintain their system.
- This is shown by the fact that the results of opinion polls regarding political matters are different depending on the political position of the newspaper companies.
- On the other hand, the media have played an active role in terms of democratic rights, opposition to war, and protection of human rights in history.
- Media is influenced by politics but, at the same time, it transforms politics.

(7) Media has its unique pattern, artistic quality, techniques, and rules (conventions).

- McLuhan said, “The medium is the message.”
- The ways of conveying messages are different depending on the kinds of media such as newspapers, TVs, radios, and the Internet.
- In addition, whether the medium focuses on news or entertainment changes the means of expression.
- Therefore, it is important to know media grammar, which is a problem in a macro-level perspective of media literacy.

(8) Reading the media coverage critically increases creativity and promotes communication in a variety of ways.

- News reports and documentary programs do not broadcast reality without editing.
- TV programmers construct works, public audiences interpret the works, and social phenomena in real society are constructed.
- Audiences should be concerned that important facts may not be broadcasted ;
- and therefore, take the time to investigate the issue voluntarily.

Conclusion

- Ito & Ohtaka (2011) stresses the importance of media literacy at not only micro levels but also **at macro levels in this society.**
- It is imperative for us to notice **the bias of mass media and try to acquire alternative facts and opinions** to judge this world.