

**Global Focus on Knowledge
Academics and Humanity
4th class**

**Religion and Academics(1)
An Unbreakable Relationship**

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I. <Science> and <Academics>

◇ *Kouji-En* (authoritative Japanese dictionary)

- “Science”—— “science, Wissenschaft ①knowledge which is systematic and empirically verified. Although Physics, Chemical, Biology etc as Natural Science are seen as typical science, there are Economics, Jurisprudence as Social Science and Psychology, Linguistics as Human Science. ② In the narrowest sense, it is the same as Natural Science.”
- “Academics/liberal arts”—— “①to study. Unlike martial arts, to learn and master studying and arts. And, Knowledge obtained through studying. ②(science(s)) knowledge and methods systematized based on given theory. General term of Philosophy, History, Literary, Social Science, Natural Science. Study.”

◇ *Iwanami Tetugaku/Sishou Jiten* (1998)

- “Science” — “science, Wissenschaft . It stands for the knowledge of nature originated mainly in the modern West. In the broadest sense, it is the same as Academics.”

◇ *Kouji-en*

- “Academy” — “①academics and arts. The term including academic applications.”
- Science~ liberal arts / academy·academics,
Science thesis~ liberal arts / academics arts.
- ”Global Focus on Knowledge” is “liberal arts.”

◇ Academics as a way of self-understanding of human

▪ variety of psychology

◎ Psychotherapy (mental therapy) and clinical psychology/ mental medicine

◎ Psychoanalysis (Freud), Morita-therapy (Masatake Morita)

☆ How does a human recover from mental illness?

☆ In what state is the healthy human mind?

☆ What is maturity : how should humans grow?

◎ These questions must relate with philosophy, religion, and arts

“Unbreaking” relation. Science tried to break this relation, but failed.

II. “End of Humanity”?

◇ Will it be permissible to make and use Human clones?

Japanese council (“*Bio-ethics of beginning life*” 2006)

- 1996. The cloned sheep, Dolly, was born. (reported in 1997)
- 1997. Japanese government created a life ethics committee
- 1998. ES cell was successfully cultured (University of Wisconsin)
- 2001. Life ethics specialized examination group (Council for Science and Technology Policy)
- 2002. American President Bush’s bioethics panel proposed four years national expenditure freezing into uses or creating of stem cell
- 2004. In Korea, ES cells from human clone stem cell were successfully cultivated.
- 2005. UNGA adopted International convention against the reproductive cloning of human beings.
- 2005.Nov~ It turned out that Korean success was false, and it contained ethical problems

Kass, Leon R et al. *Beyond Therapy: Biotechnology and the Pursuit of Happiness*, 2003.

Kass, Leon R. *Life, Liberty, and the Defense of Dignity: The Challenge for Bioethics*, 2002.

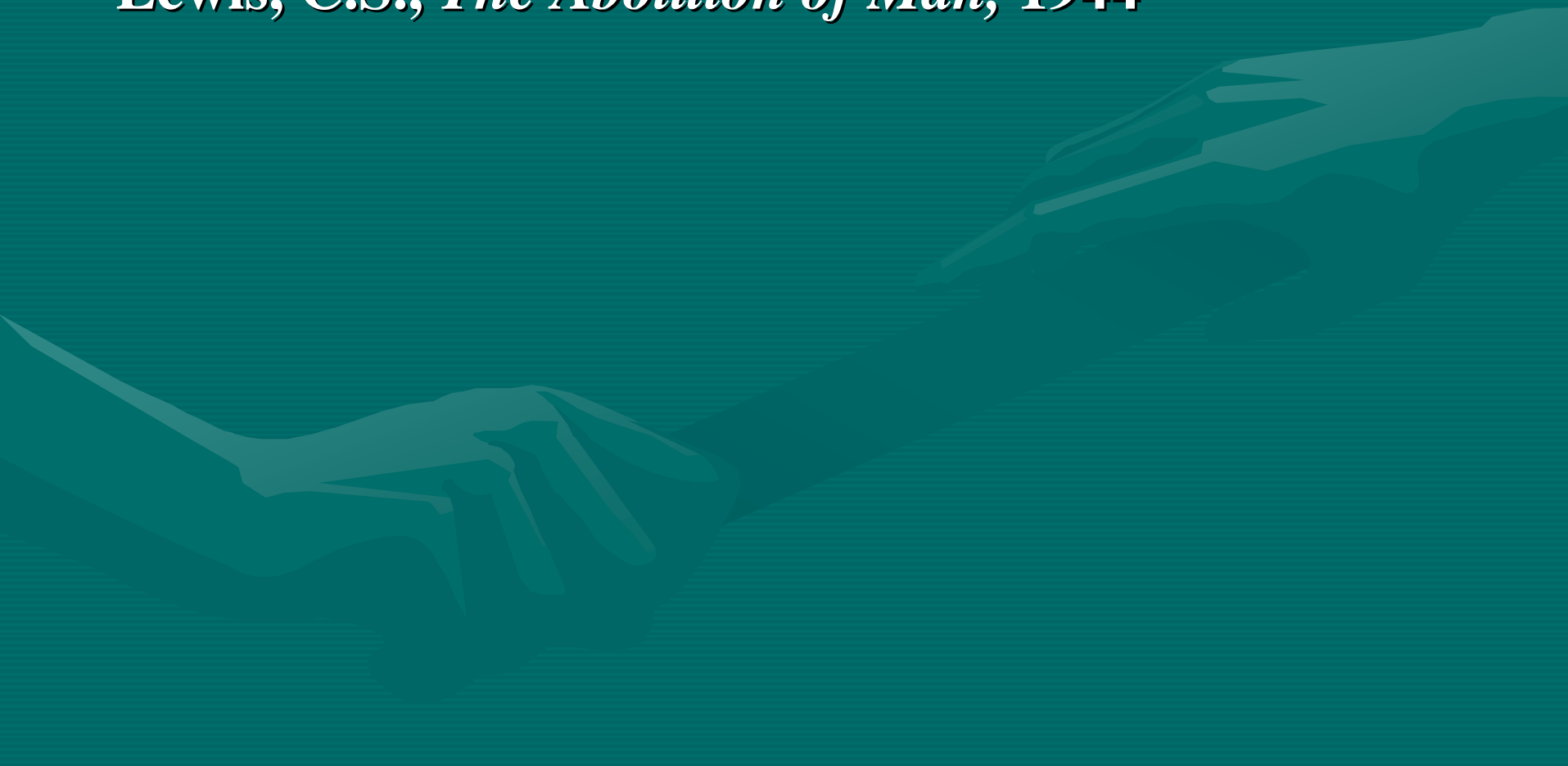
Jurgen Habermas. “*The Future Of Human Nature* ”
2004. (original 2001)

Francis Fukuyama, *Our Posthuman Future: Consequences of the Biotechnology Revolution*, 2002.

Abolition of Man?

Huxley, Aldous *Brave New World*, 1932

Lewis, C.S., *The Abolition of Man*, 1944



- (a) Possibility of losing identity of humankind.
- (b) Loss of basic attributes to claim to be human.
- (c) Spread of consciousness that humans are not one kind.
- (d) Spread of consciousness that human beings cannot share some basic values.
- (e) Domination by distorted values and breaking ethical thinking.
- ☆ Why does a cloned human threaten human dignity?
- ☆ Why does the uses of human embryos threaten human dignity?
- ☆ Why does the sale of internal organs threaten human dignity?
- ☆ Why does selections and eugenic theory threaten human dignity?
- ☆ Why do genetically-enforced humans threaten human dignity?

III. “Are Japanese Atheists?”

- ◇ From what basis will the Japanese cope with ethical problems of life and death?
 - ◎ Subject of “construction of deth-ology” at 21st CEO Project
 - ◎ Brain death is human death?
 - ◎ About operation over human embryo. Difference from Christianity.

- ◇ Toshimaro Ama, “*Why are Japanese Atheists?*”, 1996
- ◇ Another memorial monument should be no religious orientation?

IV. Academics and a Way of Self-Searching

- ◇ What kinds of views of “death and life” do you have?
How do you prepare and face your own death?
Also, what kind of death do you wish for?
- ◇ How have Japanese been facing death?
How have Japanese treated the dead?
How about the other people in the world?

©With respecting this life on the Earth and seeing its limits, Japanese have had an attitude of “religious” values, which are beyond temporal reality.

©Why religions?

Because it has been backed up human life.

©Then, how about Koreans, Chinese, and Indians?

How about Muslims?

©By knowing others, by “dialogue” with others, we ourselves will be seen through their eyes.

- ◇ Humanity and Social life: Academics faces the current difficult problems through self-consciousness and comparison of cultures.
- ◇ Academics has conveyed human knowledge, and molded it.
- ◇ Also, academics profoundly influences individual life and death and lives as one of the liberal arts.

- ◇ Obtainable variety aspects of cultures. Academics within it.
- ◇ For modern people, **liberal arts** (upper side) is indispensable. And, liberal arts is deeply related with religion.
- ◇ **Religion** (lower) is based on important position for most people's lives.

◎ Humanities and Social Science

◎ Thoughts/ education

◎ **Arts** (Literature/ music/ arts/ films/ Manga)

◎ Arts (Martial arts/ technical arts)

◎ **Religions**/ Spirituality

◎ Custom/ ceremony/ lifestyle