

# Preface

The Fukushima nuclear power plant accidents after an earthquake in March 2011 have drawn the world's attention to the relationship between science, technology and society in the high-technology setting of Japan. For example, how are the nuclear power plants embedded in political, economic and social contexts in Japan? Under what kinds of relationships between science, technology and society are such accidents produced? In addition, how are these relationships constructed historically? This book provides a case analysis on the Triple Disaster (i.e. earthquake, tsunami and nuclear power plants) to address the first two questions and also provides analysis on Minamata disease (Mercury pollution) and Itai-Itai disease (Cadmium pollution) to examine the last question.

The first question is one that I received from Ulrike Felt, Professor at the University of Vienna, just after the earthquake in April 2011. Professor Felt posed this question at the “STS 20+20” (Science and Technology Studies: The Next Twenty: A conference reflecting on the past 20 years of STS graduate study and looking ahead to the next 20) at Harvard University. This is a very important question for analysing the Fukushima accidents from the perspectives from Science and Technology Studies. Since the conference, we Japanese researchers have eagerly examined this first question as well as the second question; for example, I chaired and played an discussant in the joint plenary of the History of Science Society (HSS), the Society for History of Science (SHOT), and the Society for Social Studies of Science (4S) in Cleveland on November 3, 2011, on “Dealing with Disasters: Perspectives on Fukushima from the History and Social Studies of Science and Technology”. Discussions have also been developed in the sessions at the 4S and the European Association of Science and Technology Studies (EASST) joint conference in October 2012 in Copenhagen. We make full use of these discussions in four chapters in Part I.

To answer the last question, we deal with several case analyses in Part II. These analyses are based on the Japanese STS textbook edited in 2005 in Japanese as a result of a project funded by the Japan Science and Technology Agency. The project began in January 2002, and we received helpful advice from Sheila Jasanoff, a Professor at Harvard University, at the Science and Democracy Meeting held in

Berlin in 2002. Based on her advice, we held an international workshop in December 2003. Michel Callon, Brian Wynne, Ulrike Felt, Rob Hagendijk and Thomas Gieryn gave us much useful feedback. In the 4S/EASST 2004 Paris meeting, we organised a session on results of the project, in collaboration with Michel Callon and Edward Hackett, who were commentators. After we submitted a final report to Japan Science and Technology Agency (JST), we published the STS textbook, *Case Analysis and Theoretical Concepts for Science and Technology Studies* (University of Tokyo Press 2005). Part II of this book is a selected, revised version of this textbook.

In the process of planning to publish this book, the editor received insightful comments from Rethy Chhem. I would like to express my gratitude to Rethy for the realization of this book.

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