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DIPL 2118/6258 Memory and Conflict: Dealing with the Past Constructively

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MEMORY AND CONFLICT: DEALING WITH THE PAST CONSTRUCTIVELY

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Course description

Through a study abroad trip in the Basque Country, this course examines how different actors and institutions address processes of dealing with the contentious past and how the politics of collective remembering impacts the dynamics of relationships among people on the ground. We will also examine various social practices and initiatives of counteracting the negative effects of divisive past through education, justice, policymaking, art and commemoration. We will visit different cities of the Basque Country, Spain such as Bilbao, San Sebastian, Vitoria and Guernica. This course will be an opportunity to apply various international relations theories and concepts, network with representatives of local and international organizations, engage with people on the ground and immerse in the rich culture of the region.

Primary student learning outcomes

By the end of the program, students should have acquired knowledge and understanding of: key concepts, models, theories, and debates involved in the study of post-conflict reconstruction and dealing with the contentious past that can contribute to building more equitable and just societies around the world. Students should have developed the skills to analyze complex situations and synthesize information on how the politics of collective remembering impacts the dynamics of relationships among people and how different actors and institutions address processes of dealing with the contentious past. Students will analyze in depth the Basque Country case as well as other societies dealing with contentious past using a comparative lens to crystallize knowledge applicable in different contexts. They will gain skills to communicate effectively in oral and written forms and they will learn how to recognize and understand differences among a diversity of identities and viewpoints; and interact effectively with people of other cultures and backgrounds.

The value of this experiential learning program is that it provides an opportunity for its participants to listen and learn from the local people about what is going on the ground. The program will also provide a space in which each participant will be able to reflect on and re-examine his/her own assumptions on international relations theory and practice,

and explore innovative ways of dealing with complex issues. This program will be an opportunity to apply various international relations theories and concepts, network with representatives of local and international organizations, engage with people on the ground and immerse in the rich culture of the region.

Program structure

The course will take place in January 2016. Students will spend 9 days in the Basque Country, Spain in addition to preparatory and follow-up meetings conducted via webinar/seminar (TBD). It will be open to students, professionals and scholars from Seton Hall and all over the world. Each day will consist of class time, field experiences, presentations, discussions and interviews with scholars/practitioners from various institutions in the Basque Country. We will be studying as well as traveling in various parts the Basque Country.

Eligibility

This course is open to all BA, Ms and Ph.D students as a 3 credit course and to non-students as a professional development seminar.

Requirements

- Participation in one preparatory meeting prior to departure for the Basque Country and one session after returning home.
- Effective and successful engagement with both peers in the class and local scholars/practitioners in the Basque Country. **25% of Grade**
- One 5-page journal that describes participants' experience of the trip, and analytically reflects on class readings, discussion, interviews and day to day experiences. Students should write about how the experience relates to their own ideas and their own way of thinking about the world. Students will be expected to include any critiques of the material presented in and outside class. **30% of Grade**
- A final paper (15-20 pages, double-spaced, Times New Roman font, 1'-margin). Course participants will choose their own topics, drawing upon the readings for the course as well as outside sources as relevant. The objective of this paper is to reflect on and propose an intervention/initiative that would counteract the negative effects of divisive and contentious past. Students can use cases covered in the readings or any other case that would fit the objective. All submissions should be made to the instructor by e-mail. **45% of Grade**

The total classroom time for this course will be 35-40 hours. This is based on the following: 1 three-hour preparatory class before travel (dates TBD), eight 2.5 hours class sessions while in the Basque Country, 14 hours of engaging with multiple academics, guest speakers and practitioners in the region, and 1 three-hour classroom session after returning home from the course.

Disabilities Act

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodation, he or she must self-identify at the Office of Disability Support Services (DSS), Room 67, Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodations. The contact person is Ms. Diane Delorenzo at [\(973\) 313-6003](tel:9733136003).

Plagiarism

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:

<http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>

<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

Readings and course schedule:

Required texts for purchase

Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press.

Watson, Cameron. 2007. *Basque nationalism and political violence: the ideological and intellectual origins of ETA*. No. 14. University of Nevada Press.

All other readings will be accessible through Blackboard.

(NOTE: While the required readings will stay the same, the readings for individual sessions are currently tailored for the trip to Basque Country in 2016 and they may change depending on the travel context.)

Session 1: Background and introduction – the Basque case (Introduction/preparatory class)

Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press (Chapter 2)

Watson, Cameron. 2007. *Basque nationalism and political violence: the ideological and intellectual origins of ETA*. No. 14. University of Nevada Press (Intro, Chapters 1, 2)

Session 2: Justice in the aftermath of conflict

Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press, 1998 (chapter 3)

Aguilar, Paloma, Laia Balcells, and Héctor Cebolla-Boado. 2011. "Determinants of Attitudes Toward Transitional Justice An Empirical Analysis of the Spanish Case." *Comparative Political Studies* 44 (10): 1397–1430.

Session 3: Education for better future

Groot, Olaf J. de, and Idil Göksel. 2011. "Conflict and Education Demand in the Basque Region." *Journal of Conflict Resolution* 55 (4): 652–77.

Durkin, Stuart A. 2013. "Advancing Peace Culture in the Basque Autonomous Community: The Basque Education Plan for Peace and Human Rights (2008–2011)." *Studies in Ethnicity and Nationalism* 13 (3): 342–57.

Session 4: Gender equality and social reconstruction

Alonso-Arbiol, Itziar, Phillip R. Shaver, and Sagrario Yárnoz. 2002. "Insecure Attachment, Gender Roles, and Interpersonal Dependency in the Basque Country." *Personal Relationships* 9 (4): 479–90.
http://www.researchgate.net/profile/Sagrario_Yarnoz-Yaben2/publication/227715415_Insecure_Attachment_Gender_Roles_and_Interpersonal_Dependency_in_the_Basque_Country/links/0046351f9661cf0574000000.pdf

Emakunde. 2010. Women and Post-Conflict Reconstruction: Issues and Sources. Online report. http://www.emakunde.euskadi.eus/contenidos/informacion/english_documents/eu_def/adjuntos/equality_policies_for_women_and_men_bac.pdf

Emakunde. 2010. Men, equality and new masculinities. Online report. http://www.berdingune.euskadi.eus/contenidos/informacion/material/es_gizonduz/adjuntos/men_equality_news_masculinities.pdf

Session 5: Dealing with the past and legacy of terror

Watson, Cameron. 2007. Basque nationalism and political violence: the ideological and intellectual origins of ETA. No. 14. University of Nevada Press (Chapter, 8)

Martín-Peña, Javier, and Susan Opatow. 2011. "The Legitimization of Political Violence: A Case Study of ETA in the Basque Country." *Peace and Conflict: Journal of Peace Psychology* 17 (2): 132–50.

Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press, 1998 (chapter 5)

Session 6: Conflict and identity

MacDonald, Ross B., and Monica C. Bernardo. 2006. "The Politics of Victimhood: Historical Memory and Peace in Spain and the Basque Region." *Journal of International Affairs* 60 (1) (Autumn–Winter): 173–196.

Peral, Edurne Bartolome. 2013. "Basque and Spanish Identity in a Changing Context." *Journal on Ethnopolitics and Minority Issues in Europe* 12: 59.

Session 7: Post-conflict reconstruction and sustainable development

Bateman, Milford, Bruce Girard, and Robert McIntyre. 2006. "Promising Practices: An Integrated Cooperative Approach for Sustainable Local Economic and Social Development in the Basque Region of Spain (Report to UNDP of a Study Visit)." *New York*.
http://www.researchgate.net/profile/Milford_Bateman/publication/256054310_An_Integrated_Cooperative_Development_Approach_for_Sustainable_Economic_and_Social_Development_Can_the_Basque_Region_and_Northern_Italy_Regional_Development_Experiences_be_Replicated_in_Croatia_and_Elsewhere_in_Southern_Europe/links/54c9ffa70cf298fd262765ae.pdf.

Lizarralde, Iosu. 2009. "Cooperatism, Social Capital and Regional Development: The Mondragon Experience." *International Journal of Technology Management & Sustainable Development* 8 (1): 27–38.

Session 8: Forgiveness, reconciliation and healing

Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press, 1998 (chapter 6)

Blakeley, Georgina. 2005. "Digging up Spain's Past: Consequences of Truth and Reconciliation." *Democratization* 12 (1): 44–59.

Bobowik, Magdalena, M. Ángeles Bilbao, and Joana Momoitio. 2010. "Psychosocial Effects of Forgiveness Petition and 'self-Criticism' by the Basque Government and Parliament Directed to the Victims of Collective Violence." *Revista de Psicología Social* 25 (1): 87–100.

Session 9: Dealing with contentious past through art

Pablo, Santiago de. 2012. *The Basque Nation On-screen: Cinema, Nationalism, and Political Violence / Santiago de Pablo* ; Translated by Robert Forstag. Douglass Scholar Series: No. 2. Reno, Nev. : Center for Basque Studies, University of Nevada, Reno, (Chapter 2, pgs 45-78).

Young Imm Kang Song. 2012. "Educating for Peace: A Case Study of a Constructivist Approach to Understanding Peace Through Artistic Expression." *Creative Education* 3 (1): 79–83.

Cohen, Cynthia. 2011. "Engaging with the Arts to Promote Coexistence." In *Imagine Coexistence: Restoring Humanity after Violent Ethnic Conflict*, edited by Martha Minow and Antonia Chaves.

Session 10: Reflection, feedback and concluding remarks