

Interdisciplinary Classrooms 2016

POLITICIZED MEMORIES: THE BATTLE FOR THE TERRITORY OF COLLECTIVE MEMORY

Zenica – Zagreb – Belgrade



**Title: Interdisciplinary Classrooms 2016 - Politicized Memories: The Battle for The Territory of Collective Memory
- Zenica – Zagreb – Belgrade**

PILAR project

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TPO Foundation organised three interdisciplinary classrooms *Politicized Memories: The Battle for The Territory of Collective Memory* in cooperation with the Department of BCS languages and literature at the Faculty of Philosophy in Zenica, the Club of History Students – ISHA in Zagreb and civic association Balkanac from Belgrade. The classrooms took place in Zenica (B&H), Zagreb (Croatia) and Belgrade (Serbia). The classrooms were organised within PILAR programme whose focus is on affirmation of interdisciplinary approach in learning and research methods in social and humanistic disciplines in all forms of sociability in the area of former Yugoslavia. The goal of such approach is to build public good that has been degraded for more than twenty years. In order to use human capital and resources, particularly of young people, quality knowledge, skills and competences have to be ensured to enable people to improve their own lives and public good via social inclusion of all population categories. An important step in that process is the abolition of false divisions between academia and social community and provision of equal education approach for all. In this approach we gather all existing platforms and initiatives interested in joint work on public good through the following programme themes: policies of memory and building of social solidarity, exploration of trauma in everyday life, cultural production and trauma testimony.

Since the most significant participants this year were students of Faculties of Philosophy from B&H, Serbia and Croatia it was important to open some themes related to all generations that live in this area and it is primarily linked to questioning and coping with past events and not only those from recent past but also those that happened centuries ago. This is the time when societies in the area of former Yugoslavia show less tolerance for other and different people, when our communities turn to revisionism what implies further delay for coping processes with the last war and the generations that are lost for coping processes will not be able to tell the truth about events in this area in the coming years. We find important that young people, particularly students at humanistic faculties know that truth and justice can never have double or triple standards.

There are still numerous open questions for which we do not have clear and satisfying answers. Some of lectures were about our politicized reality and how “sensitive” are disciplines such as languages, literature, history and how political messages are sent to different ethnicities via these disciplines. Unfortunately, proponents of nationalistic project still manage to mobilize sufficient number of supporters of nationalism, to spread hatred etc. even twenty years after the war conflicts. We must hope there must be a way to cope finally with everything that happened in this area not only in the 90s, but also to open all our traumatic themes and to initiate entirely different process that will lead us to complete social recovery.

We bring you an overview of lectures delivered at these classrooms as well as students’ reflections and photos from Zenica, Zagreb and Belgrade.

Zenica, Museum of Zenica City, April 22, 2016

Dr. Drago Bojić



From Resentment to Forgiving and Conciliatory Memory

Can memory, forgiving and reconciliation as significant theological (believers') categories become ethical and political values? Can memory, despite all historical horrors, become just "forgiving and conciliatory" memory – memory that deals with sustained injustice(s) in a just manner but also with (individually and collectively) committed evil? Religious communities are significantly grounded and determined by memory and it is the reason why contemporary theologies, both local and global ones, should be "theologies of memory" that transform the most painful memories and the most horrific resentments from the perspective of faith and humaneness into forgiving and reconciliatory memory that will be not (only) memory of undergone injustice but (primarily) memory of someone else's suffering.

Dr. Christopher Bennett



Back to Future

Analysts of Bosnia and Herzegovina and its peace process mainly agree that the country is trapped in its past and it must surpass the structures of Dayton Peace Agreement in order to achieve self – sustainable peace. Although the war ended 20 years ago the political discourse remains in the events from the first half of the 90s. Ethno – national political elites represent mutually exclusive narratives of decay and war through politically controlled media and continue to perceive every single issue through tight ethno-national prism. Although it seems that the history of divisions, interpretation of recent past to be more precise, which puts responsibility on minor ethno-democracies, can provide resources for reform of existing structures in the country that changes incentives in political system in order to change the logic of Bosnian politics.

Dubravko Lovrenović, PhD, Faculty of Philosophy, Sarajevo



Bosnian Identity: Croatian Trauma

This text was made on the trace of solving dichotomy between cultural and state affiliation of B&H Croats in whose fundament lies "deep doubt into identity" (Fromm). It was needed to see "the difference between true and false ideals which matters as well as the difference between truth and lie" (Fromm). In other words, there is a question: Can and should the ideals of previous generations remain the same for the living generations? Are once proposed and adopted resolutions given for all time or perhaps they should be critically checked and question their "capacity"? If they are given once and forever then we are all born with beforehand programmed tasks that others set upon us. Empirically was shown that former ideals, inadequate for our reality, are directed against life itself in the end. Every culture opposed and superior to universal principles ends in its own autism. The examples of so-called great and small nations show that, our case of mutual extermination and suffering in the name of nation shows that – in the name of fiction whose sense majority could hardly describe.

Amra Delić, MA, Department of Psychiatry and Psychotherapy, HELIOS Hospital, Stralsund, Medical University in Greifswald, Germany



Long-Term Experiences and Psychosocial Well-Being of Children Born Of War in Bosnia And Herzegovina

In tradition-bound Bosnian culture, where negative social attitudes are related to women victims of sexual exploitation and other forms of sexual violence in the war and post-war period, stigma is also attached to “children born of war”, but that has rarely been considered. Many of them were placed in orphanage and some of them given for adoption right after birth, often remaining ignorant of their biological origin. Yet, an official statistics and unified database are missing. Non-governmental organizations dealing with the aftermath of massive war rape perpetrated by enemy soldiers are mainly focused on supporting victimized women, whereas the needs of those born out of rape remain almost unaddressed and their rights of child denied to a high degree. Although there have been many reports on widespread accounts of inappropriate behaviour, sexual enslavement and exploitation of local women by peacekeepers and foreign aid workers operating in Bosnia and Herzegovina, the cases of children that UN mission personnel fathered and subsequently abandoned at the end of their deployment are invisible and unrecognized as a distinct social category too, and talking about them is a societal taboo. In this paper an initiative to tackle long-term experiences and psychosocial well-being of “children born of war” in Bosnia and Herzegovina will be presented.

Srđan Šušnica, MA, Banja Luka



Holy Hen: Crumbs on the Holy Periphery

This paper researches symbolic representation of socio-political and economic inequalities between sexes as a result of androcentric gender order. The order that draws strength from the tradition of ethno-religious patriarchy, but also contemporary, economic and militant patriarchy that relies on quasi – scientific, creationist, essentialist and biomasculinized thinking in whose opinion today's economic and political domination and power of man comes from "superiority" of psycho-social characteristics and abilities of "stronger sex" and his "natural" control position over the female body. That is how dominance and superiority of a man is legitimized as a confirmation of "old" traditions and "biblical" order but also as "natural necessity" of management and control of violence, security and military – economic powers that are key foundations to develop nations and "national" culture and institutions.

Gender order as such inevitably produces gender segregation and rule of the one who is more powerful and ready for violence. In such surroundings themes like constructions of femininity or gender equality find their place equally slow in academic, regulatory or public space and they are presented in a shy manner with double standards or only superficially. Nationalistic, clerical and ideological powers and orders do not allow people to fight for equality and freedom of social construction of gender. In some societies this kind of gender order is so much regressed that freedom of gender and femininity construction is entirely lost with a powerful return to clerical mediaeval traditions wrapped in contemporary nationalistic new speech. It is what happens in today's Banja Luka and Bosnia and Herzegovina and the similar situation is in the whole Balkans. This paper will present gender structure of street names and show how street names that had female gender identification were changed in Banja Luka during the war 1991-1995. This paper also tackles discursive meanings and ideological matrixes of this change when it comes to street names as well as to identify and explain directions in which gender and femininity construction goes which is marked by the street names.

Enver Kazaz, PhD, Faculty of Philosophy, Sarajevo



Remembering the War 1992 – 1995 as a Foundation of Nationalism

Remembering of war in B&H, ethnically divided society was dictated from nationalistic ideological centres of power of all three ethnic groups. By using that type of memory they set basic frames to form new narratives and shapes of ethnic identities based on nourished image of ethnically other as demon enemy through the history. At the same time, remembering of war serves to establish new ethnical symbolic imagery in which war perpetrators are portrayed as particular ethnic saints. Remembering on that basis becomes a new form of interethnic militarization and phobias resulting in hatred towards ethnically other. Such memory is based on the phrase *forgive but not to forget* in which religious values are adopted for the sake of nationalistic ideology that nationalizes God in the end and turns him in ideological value instead of metaphysical one. Bloody past in that memory turns into a pledge on which the future is filled with phobias and those challenges require militant and powerful collective. That is how war victims appear in that memory as ethical justification for inner homogenization and militarization of ethnicities. In the end it is the memory that nationalism sees as the only possible future ideology.

Zagreb, Faculty of Philosophy, June 21, 2016

Dr. Dragan Markovina, Split



Mythologisation of Tuđman's Age and Suspension of Coping with the Past

When city government in Split, following the unanimous decision of City Council in 2013 made a monument of Franjo Tuđman in the very centre of the city, anyone with a pinch of common sense could realize it could not have been an isolated case. The process of factual secular canonization of Franjo Tuđman and his politics whose main goals were related to mythologization of the 90s and affirmation of values from that age and consequently to the suspension of any issues of that age was symbolically initiated by that act. In other words, in the moment when in normal society could be expected meaningful intellectual and scientific discussion on results and consequences of a social context it was lowered from the highest positions to mythologized speech on past without any coping and true insight into complexity of observed age. Since then that process has developed into two parallel and mutually complement directions. On the one hand side, that discourse about incontestable Tuđman's politics has possessed entire political scene that almost the entire last electoral campaign in Croatia was about who were greater Tuđman's followers in political life of the country: HDZ or SDP. On the other hand side the avant-garde of such manner of thinking that intended to take over state institutions in a revolutionary way was displayed on the streets. Reasons for this sequence of events should be sought in two things. In the will of right that their politics which marked contemporary Croatia crucially becomes incontestable at last thanks to what any change of government would be only cosmetic and endeavours of left to represent their own pact with Tuđman's politics as desirable necessity. Nobody cares what will happen with historical facts. Therefore, one should not disregard the fact that all abovementioned leads to monopoly over history and in the end to deep civilisation polarization in society and within history between those who subordinated their professional standards to the collective and those who questioned established myths exposing themselves to public lynch on one side and institutional marginalisation on the other side.

Hrvoje Klasić, PhD, Faculty of Philosophy, Zagreb



Coping or Clash with the Past?

Changes that happened in Croatia at the beginning of the 90s and included democratisation of society, exit from Yugoslav Federation and long term war influenced a changed approach towards past. It was primarily related to the perception of Yugoslavia, i.e. Yugoslavian idea at all, socialism, but also antifascism and antifascist fight. These terms, seen as extremely positive in the previous age, influenced by aforementioned changes are perceived as something highly negative or non-Croatian, i.e. anti – Croatian to be more precise. There are several reasons of this change of narratives and systems of value. On one hand side Croatian past can be estimated through the prism of then current events what was firstly related to the war as a tool

of achieving state independence. The second important moment was making of the new political elite. Regarding “all Croatian reconciliation” advocated by the first Croatian president Franjo Tuđman, the ex political prisoners, Communistic regime opponents, proponents of Ustasha movement and fascist Independent State of Croatia occupied the leading socio-political positions in Croatia among others.

Their attitude about past has influenced significantly the construction of a new narrative. Regardless of *de iure* keeping of anti-fascist values in the new Croatian constitution, proclaiming the Day of Anti – Fascist Struggle a national holiday as well as the fact that ex Partisans, even communists (Franjo Tuđman, Josip Manolić, Josip Boljkovac, Janko Bobetko and others) are at the key positions in Croatia historical revisionism and relativization of Fascistic (Ustasha) crimes. These changes are visible in numerous examples from the new contents in history school books to unhindered use of Ustasha symbols in public space. One of the most obvious examples of “reckoning” with anti – Fascism is treatment of street names and memorials dedicated to events and personas from the Second World War. Majority of streets that had names of remarkable Partisan fighters change the name, while, for example a huge number of cities in Croatia has a street named after the one of greatest high – ranking officials of Ustasha regime, Mile Budak. Similar, but even more violent is the treatment of memorials. Many memorials were removed, some of them were mined and some of them “only” defiled. There are many attempts to build memorials dedicated to Ustasha movement members as in the cases of streets.

The process of independence and democratisation of Croatia on an example of coping with the past has shown many deficiencies. Instead of objective and scientific questioning of all myths, interpretations, disinformation and intentional lies that characterised Communist approach to the past the process of non-selective judgement of everything Yugoslavian and Socialist/Communist and relativization even open support of Fascist/Ustasha ideology occurred. Unfortunately, this kind of approach towards the past is deeply rooted in Croatian society even today.

Vesna Teršelič, Documenta, Zagreb



Recording of Personal Memories as a Resistance to Supremacy of Dominant War Narratives

In post-Yugoslavian countries where there is almost no family which does not transfer memories of hardships from one to another generation and the battle for supremacy in the space of one's memories and one's oblivion rarely subsides, writing and recording of testimonies could be a path toward healing. In order to create a platform for all interested people we recorded more than 500 video interviews in *Documenta*. We will open the discussion on perception of personal memories in an ideologised public discussion after showing parts of interviews on forcing of simplified war narratives.

Dr. Snježana Kordić, Zagreb



The Image of Linguistic Past in Service of Today's Politics

Ideological propaganda does its best to serve such a story about the past to the population through media and schools in order to justify and make seemingly inescapable what is in the interest of ruling nationalistic elites. Their goal is to seal dominant ideology through something they present as a history. They use two strategies during that: one is constant repetition of lies and the other is silence about important facts. The abovementioned strategies mark our linguistic history crucially. Concrete examples of how it looks like in the practice will be shown in this very lecture. It will also be explained what practical consequences come out of it, e.g. role of a victim, feeling of moral supremacy, producing of an enemy. Scientifically established description of our linguistic situation will be exposed in continuation where will be visible how huge is the range of linguistic theme manipulations in our present is. A solution will be offered in the end by which nationalistic use of language might be neutralised.

Belgrade, Faculty of Philosophy, September 15, 2016

Dubravka Stojanović, PhD, Faculty of Philosophy, Belgrade



History Classes as Pre-military Training - Is There Escape?

History classes are closer to something we call memory rather than historical science. It becomes clear from the fact that history school books have been entirely changed in at least two situations. Firstly, the change was conducted in Croatia, Serbia and Bosnia and Herzegovina during the wars what speaks of enormous significance of history to nationalistic ideologies. One should just imagine a situation in which governments, in the middle of the war, camps, refugees, sanctions and hyperinflation are changing "the history"! It was needed because they wanted to "adjust" the past to the current political needs and to make war in Yugoslavia the only possible result of the past. That is why they erased everything that was cooperation of Yugoslavian peoples and changed it with their mutual conflicts making a conflict image of the past from which can be born only conflict present. The second time, at least in Serbia, school books were changed after Milošević's departure from government. New democratic government considered that the previous rival should be defeated in the field of "history" as well and after 2003 they changed the lessons on the Second World War in the school books of a new generation. Chetniks have become good boys while Tito's partisans have become bad boys. A dangerous confusion was introduced about understanding of Fascism and anti-Fascism by that what is a huge problem in Serbia even today. Drugi put su, bar u Srbiji udžbenici promenjeni posle odlaska Miloševića s vlasti. Nove, demokratske vlasti smatrale su da je potrebno prethodnog protivnika poraziti i na polju „istorije“, pa su stoga u udžbenicima nove generacije, nakon 2003., zamenili lekcije o Drugom svetskom ratu. Good boys su sada postali četnici, dok su Titovi partizani postali loši momci. Time je uvedena opasna zbrka u razumevanje fašizma i antifašizma, što je i danas veliki pblem u Srbiji.

Dr. Milivoje Bešlin, Novi Sad



Historical Revisionism and Political Use of the Past

Synchronised processes of national ideologies and history in Europe of 19th century would be the initial point of this exposé. The thread of political use of the past through erasing from memory and altering of Obrenović's period in history after 1903 would be followed after it and over political functions of history in the age of both Yugoslavias as well as the most frequent narrative of political use of the past through the use of the Second World War victims in Yugoslavia. The main segment of the lecture will be dedicated to the contemporary processes of historical revisionism through four key points: historical, legal, judicial as well as revisionism of the executive institutions. Critical historiography and rational knowledge on past play irrelevant role in all abovementioned aspects of historical revisionism.

Momir Samardžić, PhD, Faculty of Philosophy, Novi Sad



Linguistic Standardisation In The End of 18th Century and At The Beginning of 19th As An Example of Serbian National Identity Construction

Observation of diverse models of linguistic standardisation as paradigms of national

constitution does not imply definition of two antagonistic concepts of nation, but the perspective of binary oppositions imposed by primordial and constructive concept of nation asks a question of essential differences between two models of linguistic standardisation, i.e. to be more precise, ways in which the attitude towards linguistic reform is reflected in challenges of the initial phase of Serbian national identity construction. Beginning from the opinion of Czech historian Miroslav Horh that, among other things, nation in its birth can be described and characterised only through standardisation of "folk" language and that language has become a key tool to building a new identity, significance of mechanism and dynamics of national identity construction in the process of primary standardisation of literary language begins from the fact that it primarily depends on extra linguistic factors. In the age of great changes states and societies must cope with external pressure beginning from the existing system of institutional and social relationships and that various factors influenced concepts of linguistic standardisation on the North and South of Sava and Danube; from cultural paradigms of Enlightenment and Romanticism to socio-economic situation of language speakers, i.e. bearers of linguistic reform and their attitude about desirable speaking idiom as a foundation of standardisation. Relying on the thesis of sociolinguistics that the nature of particular society are mutually dependable it is possible to draw a conclusion that without enlightenment influence, literary and linguistic tradition with extremely egalitarian rural social structure in the context of war, violence and social revolution and under the influence of romantic ideas on nation as natural, organic whole and its language as a keeper of "national being" essence linguistic standardisation of Serbian literary language could be grounded exclusively on folk – linguistic tradition born in a patriarchal culture of a Serbian village in the Ottoman empire as well as primordial, organic concept of nation essentially related to it and which was achieved in spite of dynamics of national identity construction characteristic for ethnic communities in the Habsburgs' monarchy.

Dr. Milovan Pissari, Beograd



Genocide against Roma People: A Forgotten Holocaust?

Roma and Sinta people were the victims of particular racist politics whose goal was their extermination in the countries under the Nazi rule between 1934 and 1945. Genocide against Roma people known as Roma People Holocaust, Porajmos or Samudarpjen was in that sense very similar to the Jewish People Holocaust (Shoah). Historiography has just begun to treat that theme recently, particularly in Germany and France. At the same time, European and other international institutions, as well as individual countries employed certain commemorations in order to mark sufferings of Roma people.

Since nothing was known in the last sixty years there is an expression used even today: "Forgotten Holocaust". Still analysing historical period from the Second World War to today it was noticed that Porajmos has always been present, but ignored: documents state clearly that by the end of the war it was clear that Roma people have undergone something similar as Jewish people, but nobody was held responsible for that. Sufferings of Roma people have always been present in historiography, although it would always come after Jewish people and nobody paid attention to that in details. Roma organisations have been struggling for recognition of genocide particularly in Europe.

The reason for ignoring should be sought in general approach which European societies hold for Roma people, i.e. a form of general European racism and suppression of their own past, i.e. anti-Roma judiciary which was in force in many countries including "the most developed" ones such as Sweden and Switzerland. In that sense even we ourselves are not aware of that racism that we also cause. It is an ignored genocide because Roma people are ignored as well. It is something that started to change but will require lots of time to change approach towards Roma people and their sufferings entirely.

Sonja Biserko, Helsinki Committee for Human Rights, Belgrade



Dissolution of Yugoslavia in the Context of International Relations

The author spoke about the way in which some of the most important events occurred in the context of international relations such as dissolution of certain republics and the war on the territory of Republic of Croatia and B&H.

Staša Zajović, Žene u crnom (Women in Black), Belgrade



Staša Zajović delivered a lecture that included feminist principle of memory, i.e. coping with the past. Representing the work of organisation "Žene u crnom (Women in Black)" the author spoke about years of resistance towards Milovšević's politics and afterwards. Today Serbia is in a position of denial when it comes to inclusion in the wars in the area of Yugoslavia and it still refuses to see itself in a mirror, as it was stated in one of the films.

Students' Reflections on Interdisciplinary Classrooms



Lucija Balikić, Faculty of Philosophy, Zagreb



A string of Interdisciplinary classrooms organised in Zenica, Zagreb and Belgrade was an excellent opportunity for me to meet young people from the region, but also to hear the ideas of professors, scientists and activists from the region. The theme of collective memory which was common to all exposes is important for understanding of the current regional relations. Therefore it was important to present it properly to young people so they could work on more stable and progressive future. The most valuable thing in this experience was acquaintances. I had an opportunity to discuss with my colleagues historians and linguists from the neighbouring countries and find out many interesting things. I was mostly interested in their perception about us and themselves and their perspective of Yugoslavia and its dissolution. We need more projects of this kind because they help in breaking prejudices of young people about young people from the neighbouring countries and academic level of so important and poorly discussed theme such as collective memory. Region like ours which has undergone traumatic and far-reaching changes must find the way to deal with its heritage and to build better future by bonding.

Sanja Radović, Faculty of Philosophy, Belgrade



As a student of doctoral studies and a demonstrator on subjects “World outside Europe in Contemporary Age” and “Social Phenomena in 20th century” at the Faculty of Philosophy in Belgrade I had the honour and pleasure to participate at Interdisciplinary classrooms with colleagues that took place in Zagreb and Belgrade. I was a host and a classroom coordinator in Belgrade.

Significance

Significance of these classrooms’ organisation was, in a region still burdened by the war and political heritage, extremely huge. A possibility to gather colleagues from three ex-Yugoslavian countries who are professionally oriented to examine social and humanistic disciplines and to get the chance to discuss the issues still burdening their countries I consider extremely positive and I hope that similar

practice will be continued in the future because it would enable building of a string of acquaintances and improve future professional cooperation among our institutions.

Classrooms

Both classrooms I took part in lasted for a day and there were several exposes within the same panel. The idea was to cover a particular theme from several points of view and to argument it. A number of present students varied from 15 to 25 and I think this segment requires more work in the future. The ways to animate a larger number of students who would like to participate should be found because the interest undoubtedly exists.

Experiences

During our stay in Zagreb we had an opportunity to listen to relevant researchers about sensitive historical episodes, particularly from the time of the Second World War in the context of the nationalistic discourses, historical memory and new politicized interpretations as well as building of new national identities through enforcement of national languages building etc. Lectures were utterly inspiring and a large number of questions and lively discussions after the sessions speak in favour of it. We discussed similar themes in Belgrade just from another point of view and the most relevant interlocutors took part in this classroom who have been dealing with the themes of post Yugoslavian heritage and interpretation of our past both scientifically and from activist perspective. Unfortunately, due to organisational issues in Belgrade (lectures were late due to delay of colleagues from Zagreb as well as early departure of colleagues from Bosnia) we did not have a chance for longer discussion what would be the only faulty part of the classroom.

Organisation

The only remark would be the duration of the classrooms and I would urge organisers to question possibilities to include at least two days of lectures in the future because it would enable more relaxed afternoon schedule and more possibilities for informal meetings and exchange of opinions among colleagues from various countries who usually do not have an opportunity to meet in these academic circumstances.

Bojan Popović, History Department at the Faculty of Philosophy in Belgrade

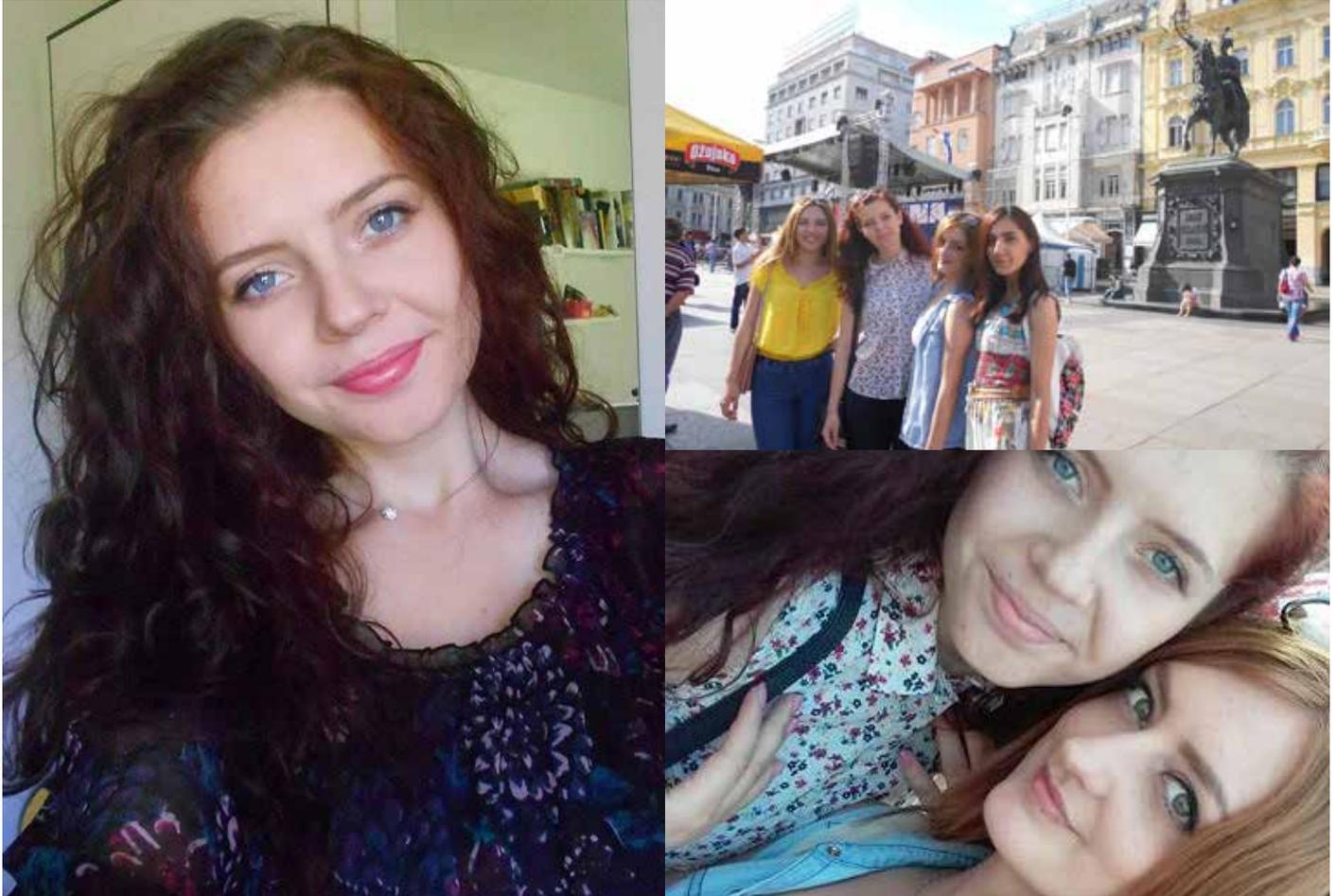


First of all I am super satisfied with the possibility to meet new people of similar interests and to exchange opinions, ideas and perception of history with them etc.

The idea of organising conferences whose goal is to suppress nationalism is excellent and it is good that young people are included because they are the ones who should build stable regional future. It is good that those are history and literature students because those are the areas going through the constant revision and are most suitable for nationalistic rhetoric.

Nevertheless I hold these conferences should be bigger and better media covered. I also think that some concrete solutions for suppression of nationalism should be discussed beside the critic of political elites. On this occasion I must mention lectures by Professor Dubravko Lovrenović and Drago Bojić that delighted me and left enough space for discussion on problem solution. I hope these projects will be implemented in the future as well.

Emina Baručija, Department of BCS languages and literature, Faculty of Philosophy, Zenica



Taking part in all three interdisciplinary classrooms entitled "Politicised Memories: The Battle over Collective Memory Territory" in Zenica, Zagreb and Belgrade I acquired new knowledge in the field of social sciences, primarily history, politics and linguistics.

I found particularly interesting lectures dealing with the war in the 90s and how representatives of nationalistic governments behaved during the war. How they put their efforts in erasing traces of "other" in that area and how they were mainly successful in that intention.

Linguist Snježana Kordić spoke about nowadays nationalists and their abuse of language in order to spread nationalistic propaganda claiming it only for them and emphasizing insignificant differences although it is one and the same language.

At the classroom in Belgrade there was a discussion on history manipulation in South Slavic area through school books and through that citizens are manipulated as well.

Beside high quality lectures one should mention the value of new friendship and acquaintances with colleagues, students from Zagreb and Belgrade.

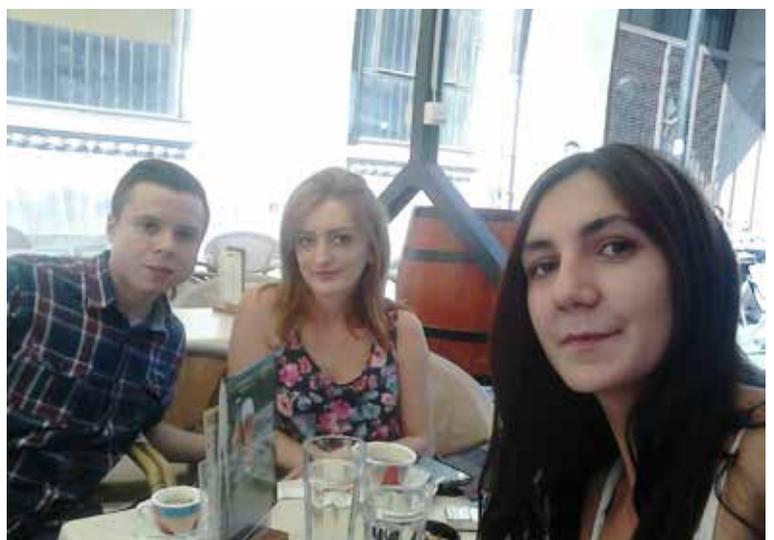
These classrooms, in my point of view, are a proof that interethnic dialogue is possible in this area but only if we all reconcile with objective history and reality rejecting the ideology of nationalism and Fascism as a way of life.

Stefan Stanković, History Department (MA), Faculty of Philosophy, Belgrade



The most important thing to me during these workshops was that I met wonderful people, my peers and colleagues from B&H and Croatia. I'll surely meet with some of them in the near future. It is good that the conflicts from the 90s are discussed as well as their consequences in all republics of former Yugoslavia. Nevertheless, I think my peers who were born in the 90s should engage more about these issues because they are not that much burdened by the wars in the area of former common state. Only then will be results and dialogue about many issues burdening all of us. Therefore I hold that some similar future projects should be implemented primarily by the students or those who are in the end of their studies. I disagreed with lecturers in certain things aware of the fact that each country has its own perception of the recent past.

It would be in short how I felt about our meetings.



Ivan Blažinović, Faculty of Philosophy, Zagreb



Interdisciplinary classrooms in Zenica, Zagreb and Belgrade were excellent experience to me. Beside the fact that I had an opportunity to listen to the lectures of renowned professors of history and other scientific disciplines the greatest advantage to me was that I met new people. I met many young people from other regional countries and through a conversation I got entirely new perspective about political and social condition in the countries of former Yugoslavia but also about studying history in general. I would warmly recommend this project to all students keen of knowledge and meeting new people.

Fatima Gađun, Department of BSC languages and literature, Faculty of Philosophy, Zenica



Preparations are on, classrooms' dates set. The first visit of students from Serbia and Croatia will be in our city, Zenica. Students were coming one by one, some in groups and we were welcoming them as genuine hosts. Lectures were organised in the city museum. Plenty of new information found its place in our heads along with renowned speakers and quality presentations. After the lectures and lunch we spent our free time hanging out with new young intellectuals and friends.

A few months later the classroom was organised in Zagreb. A warm welcome and a smile adorned that splendid city. We listened to the lectures on language name and concluded how meaningless it is to separate dew from the morning, sister from brother and a human from a human. We are one, we are the same, we speak the same language, and we understand each other and respect each other. Gathering in Zagreb continued at the hostel. We laughed and had fun, tear down the differences imposed by the system. We said goodbye in tears and embraces. Until the next time in a great Belgrade.

We arrived in Belgrade. Nemanja is waiting for us with arms wide spread and a smile on his face. We were satisfied and accommodated at the hostel in the very heart of the city. We went to the Faculty of Philosophy tomorrow and listened to the lectures. Learning many things and information, hearts filled with warmth we went sightseeing.

Enthusiasm was enormous and we are all already friends, we know each other, boff and love each other. It is time to go home. Until next time, my friends, until next time.

Bojana Anđelić, Faculty of Philosophy, Novi Sad



What is actually a classroom?

The classroom is a place gathering eyes eager for knowledge.

We are asked in the classroom.

We ask in the classroom.

They ask questions in the classroom.

We ask questions in the classroom.

Ideas are born in the classroom.

The classroom connects people.

Human consciousness is formed in the classroom.

The world is changed from the classroom.

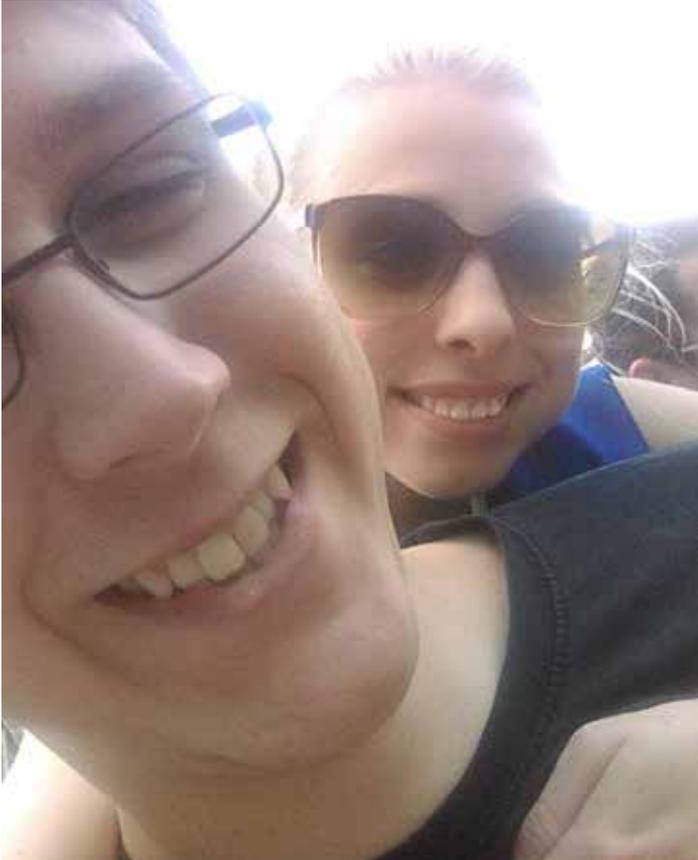
Gatherings of young people in the area of former Yugoslavia are something that, less publicly more secretly, is wished for many years. An excellent idea, affirmation of interdisciplinary approach in learning and research methods in socio-humanistic disciplines in all forms of sociability has finally been realized from Zenica to Zagreb and Belgrade at last. Students from Bosnia and Herzegovina, Republic of Croatia and Republic of Serbia spent 9 days together during which they attended lectures designed as questioning and coping with the past events from common past, walked down their culture, exchanged experiences and ideas and formed friendships.

All students – hosts were up to the task – accurate during email replies, they welcomed students-guests at the bus station, escorted them to their lodgings, organised meetings (with coffee and cakes and inevitable sightseeing) and encouraged the discussion after the lectures. As one of the project participants I think we can

influence cultural and touristic development through this form of connection. Since I hold MA degree in Serbian language and literature and I am a doctoral candidate at Methodology of Teaching at Faculty of Philosophy in Novi Sad I find literary culture (and its comparative context) particularly interesting.

I always love to quote Isidora Sekulić: “Everything that is the attribute of life, from mind and imagination to physical health, everything is the element and medium of culture, but the culture itself is something else: breeding of human being – it has thousands of levels, forms, purposes.” (...) Literary culture – it is reading, it is a constant keeping of a book in a pocket. Famous poet Shelley, when thrown out of the sea had no sandwiches or money in his pockets. He had a book and died with it. Reading – it is the culture. School – the beginning of the culture. Travelling – cultural panorama. Reading – cultural passion and delight, culture itself. Therefore it is necessary to read, to seek, to make networks, to talk, to question, to listen to each other, to exchange thoughts and to travel. Lectures, in my opinion, that marked this year’s Interdisciplinary classrooms and close to my fields of interest are: Remembering the War 1992 – 1995 as a Foundation of Nationalism (Enver Kazaz, Zenica), The Image of Linguistic Past in Service of Today’s Politics (Snježana Kordić, Zagreb) and History Classes as Pre-military Training - Is There Escape? (Dubravka Stojanović, Belgrade).

Nemanja Jovanović, History Department, Faculty of Philosophy, Belgrade



The positive sides of these workshops/classrooms are that they open some issues and more important, in my opinion, make new contacts among young people. Lecturers and themes are more or less good, but I think that the use of ex cathedra principle diminished efficiency of the message. The most beautiful moments were, actually, socializing and some form of discussion with the colleagues from Zagreb and Zenica before and after classrooms themselves. It was the most important experience to me personally during these classrooms. Therefore, a small recommendation for the future – let speakers speak less, i.e. let them initiate the theme and then through the questions and other tools activate students themselves to exchange opinions and ideas and speakers would be moderators to navigate the theme. Exchange of ideas and making acquaintances is the point of all this. And in the end I would like to thank organisers for the possibility to meet wonderful people and for interesting experiences.

Nemanja Cvetković, International Economy, John Nesbit University, Belgrade



Workshops, in which I took part, in my opinion, had a very beautiful and powerful impression. From acquired knowledge to relevant information and new friends who are important for what I do and to what we aspire. I liked the interaction and constant dialogue which is of crucial importance for the better Balkans. I hope that we will go in the same direction in the future. Meeting, dialogue, understanding, respecting and different angles as well as problems' solutions. I am glad I was a part of a good team of young people and I hope we will continue together in the future as well.

Gavro Burazor, History Department, Faculty of Philosophy, Belgrade



The impression I carry from Isidora's gymnasium in Novi Sad has not bleached at all in the last couple of years. The meeting with high school graduates whom I taught for a while I still recount every time I have an opportunity. Thirty, nearly of age students of that famous gymnasium did not know the answer to the question which river flows through Zagreb.

I think this is a good example which portrays the condition among young people in the countries of former Yugoslavia. There is not enough of cooperation, interaction, people who speak in same tongue because they do not know each other very well. I do not want to deal with the reasons of how we came here, but I want to support strongly every step, every initiative that strives to change this condition, the condition of mutual alienation.

It was a pleasure to go to Zagreb, be welcomed by colleagues, exchange ideas, compare syllabi, and talk about life. These programmes and initiatives, in my opinion, have multiple therapeutic properties on young people. They enable journeys (there is a proverb: "One journey, one life faculty"), expansion of

views, breaking of nationalistic constructions about "others who wish you bad/evil", possibilities of cooperation on scientific plan, cultural exchange and the latest but not the least important, making of new friendships. After horrific war events these programmes are of crucial importance for improvement and future. We are already late when it comes to that. Insufficient number of students from Zagreb comes to Belgrade and vice versa for postgraduate studies. Insufficient number of students visited Sarajevo or Mostar. We need more programmes that bind us, we need more initiative and satisfied we can only be once we stop perceiving each other as "exotic". Once students from distant Japan or Indonesia become exotic to us, then we will know our region is on the right path, the path of peace and progress I would say.

Dženedina Mušanović, Department of BCS languages and literature, Faculty of Philosophy, Zenica



I took part in all three classrooms in Zenica, Zagreb and Belgrade and I must say it was a remarkable experience to be a part of these meetings. Lectures were related to the politics of memory, building of social solidarity, exploring the trauma in everyday life, problem of language and history manipulation etc. I would like to emphasize the lecture by Professor Snježana Kordić who spoke about language manipulation for the sake of politics and the issue of languages' name that are spoken in the area of former Yugoslavia. Professor Kordić offered the solution which would stop language manipulation and it is the introduction of the subject entitled Language and Literature. But more than the solution itself more important are the examples Professor Kordić provided as well as the possible new solutions that might come out of these and similar discussions.

And more important than the organised lectures were meetings of young people from region. We did not need dictionaries or translators to understand each other perfectly, and names and surnames served us to find each other on the social networks in order to stay in contact and schedule future meetings, some new projects where we, young people would participate actively and deliver lectures ourselves.

Tijana Bajrambašić, Department of BCS languages and literature, Faculty of Philosophy, Zenica



I am very glad to have participated at the classrooms in Zenica and Zagreb and I intend to be a part of that story in the future as well. I had an opportunity to listen to the lectures of professors whom I respect and who showed there are still clever and educated people who dedicated their lives to the fight against nationalism which we face every day. Still, the most beautiful part of this project was meeting young people from Serbia and Croatia who are not more different than us in Bosnia and Herzegovina. Interdisciplinary classrooms showed that young people are more than ready for dialogue and coping with the past and it is the most important factor because we are the tailors of our future. I hope that we will be more active participants and perhaps someday we will also implement these or similar projects. It would be good, at the very beginning to bring other students to participate in those projects and particularly those students who do not think as we do but have stereotypical perceptions about their neighbours and are easily misled by nationalistic propaganda.

Jovana Žarković, Faculty of Philosophy, Novi Sad



I participated only at the third Interdisciplinary classroom organised on September 15, 2016 in Belgrade. First of all I would like to laud the idea to gather students from Serbia, Bosnia and Herzegovina and Croatia in one place. It is always beautiful to make new acquaintances and of course, exchange opinions. Lecturers were excellent. They helped us to see the history we learned from some other aspects but also to ask ourselves if the things are the way they are in the schoolbooks. I came to some findings and interested in some exposes I decided to find out more about some issues. I hope these gatherings will continue because they are very useful as well as that more people will join.