Panel number: 7.24 - Presentation 7.24.1
Post-genocide Society, Criminology, and Pedagogy of Lifelong Learning: An Analysis of the Empirical Example of Bosnia and Herzegovina

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Abstract:
The war in Bosnia and Herzegovina (1992–1995) is the historic background of this paper, as produced in the reports of the United Nations and documents presented during international and national trials concerning war crimes committed during period. A literature review forms the analytical basis and contains various studies from the domains of war sociology, social epistemology, pedagogy of emancipation and lifelong learning, and sociology of knowledge. The aim of the paper is to analyse: 1) the negative/dark sides of social capital in the Bosnian–Herzegovinian post-genocide society that emerged because of decades of symbolic and real war and post-war violence against the people in Bosnia and Herzegovina; and 2) the possibility of social development in the direction of a positive/lighter side of social capital, in the sense of legitimising progressive politics of social development based on the following foundations: a) learning peace, coexistence, and reconciliation; b) acknowledgment that genocide was carried out during the war and actively denied after the war; c) condemnation of genocide (both during the war and the post-war period); and d) active work to recognise the status of and obtain compensation for the victims of the genocide (at the social, organisational/institutional, and individual levels).