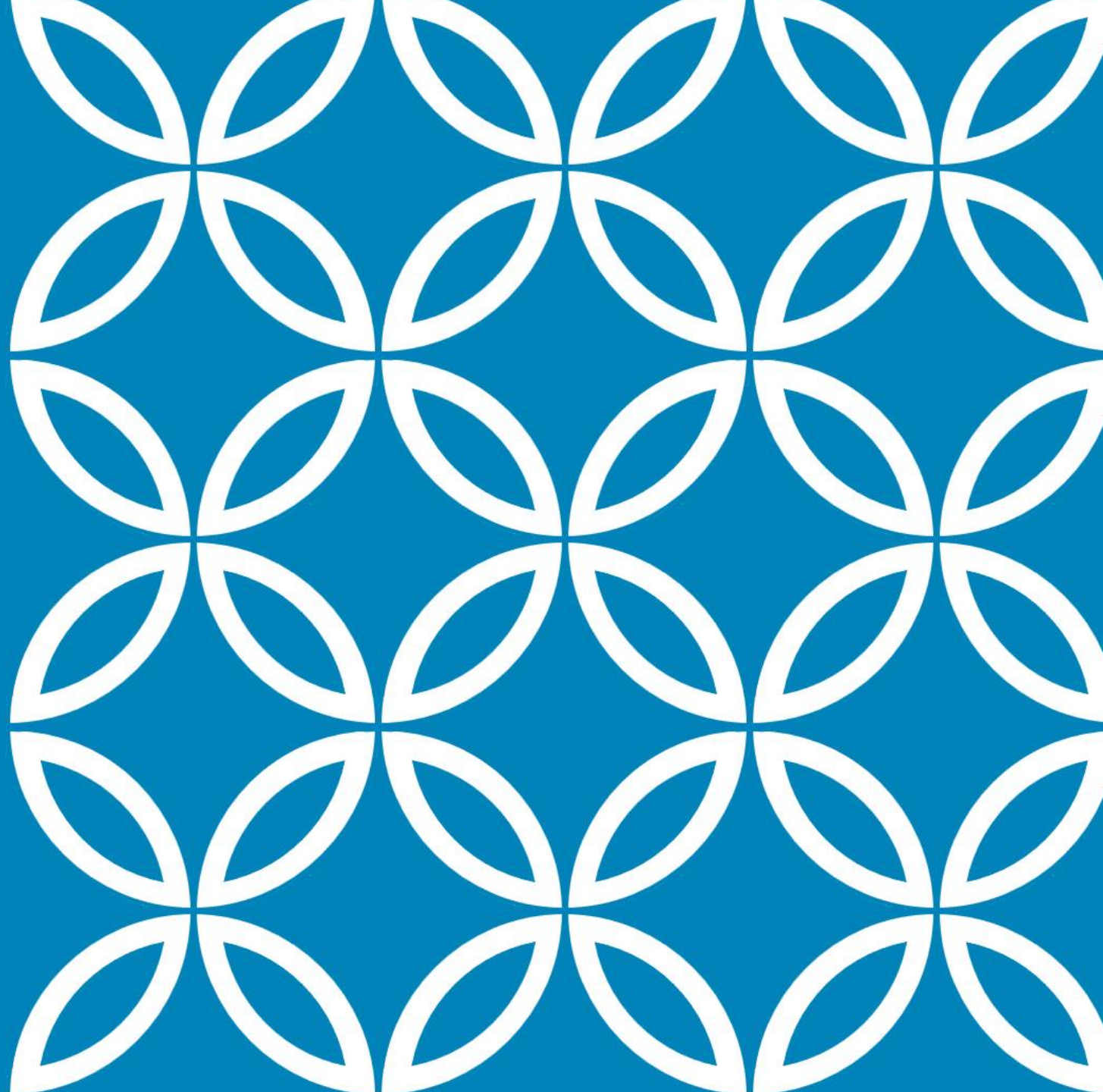


SURVIVAL IN SARAJEVO - FRIENDSHIP IN A TIME OF WAR

A possible approach
Josip Naglić, Rijeka, Croatia



CHAPTERS

1. Where to start?
2. Whose Bosnia?
3. Words matter
4. Conclusion

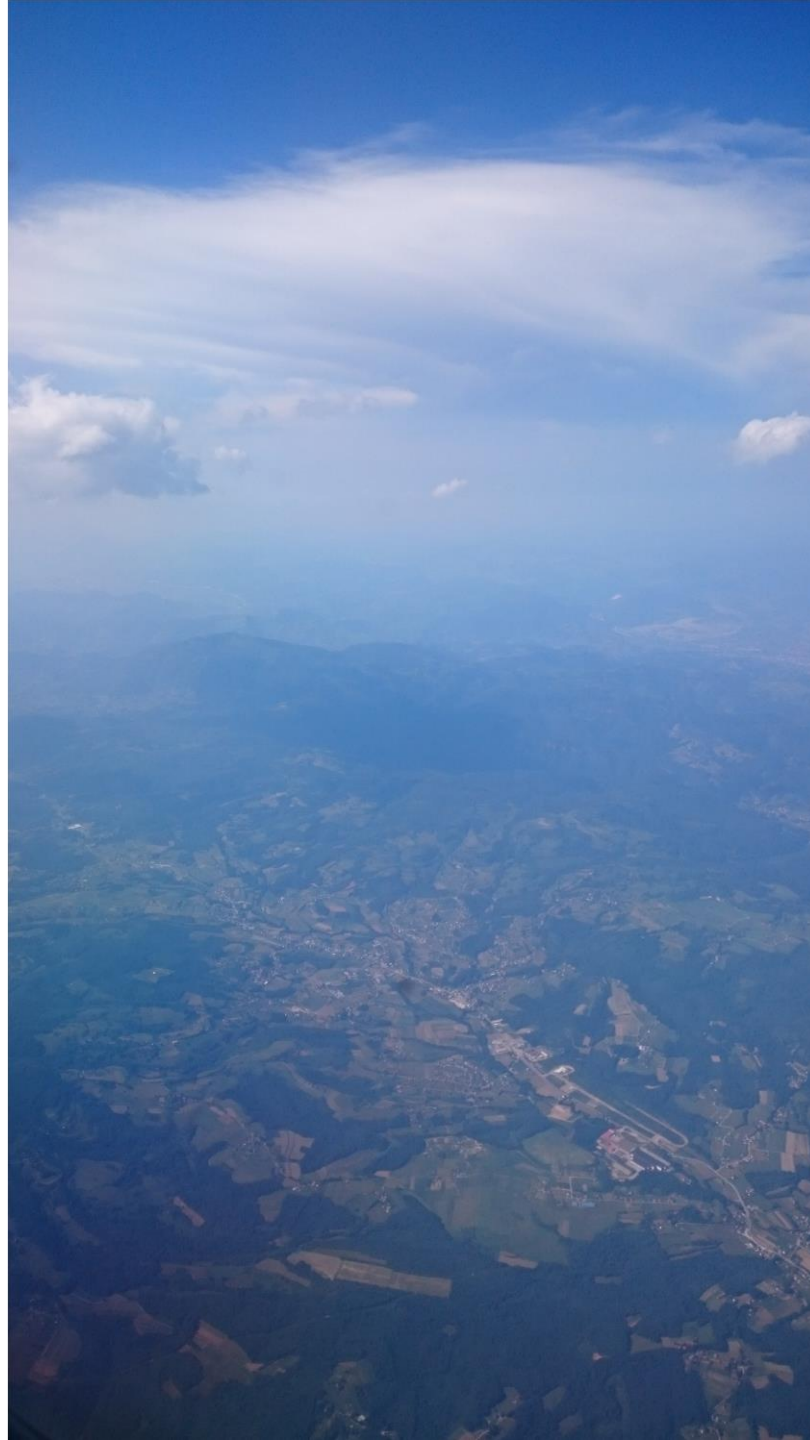
WHERE TO START?

- Jewish story didn't begin jumping off the wagon
- Bosnian story didn't start with Kallay or Tito (the usual suspects)
- tip: if you're going to teach about Holocaust, start teaching about Jews – if you're going to teach about war in Bosnia, start teaching about Bosnia

WHOSE BOSNIA?

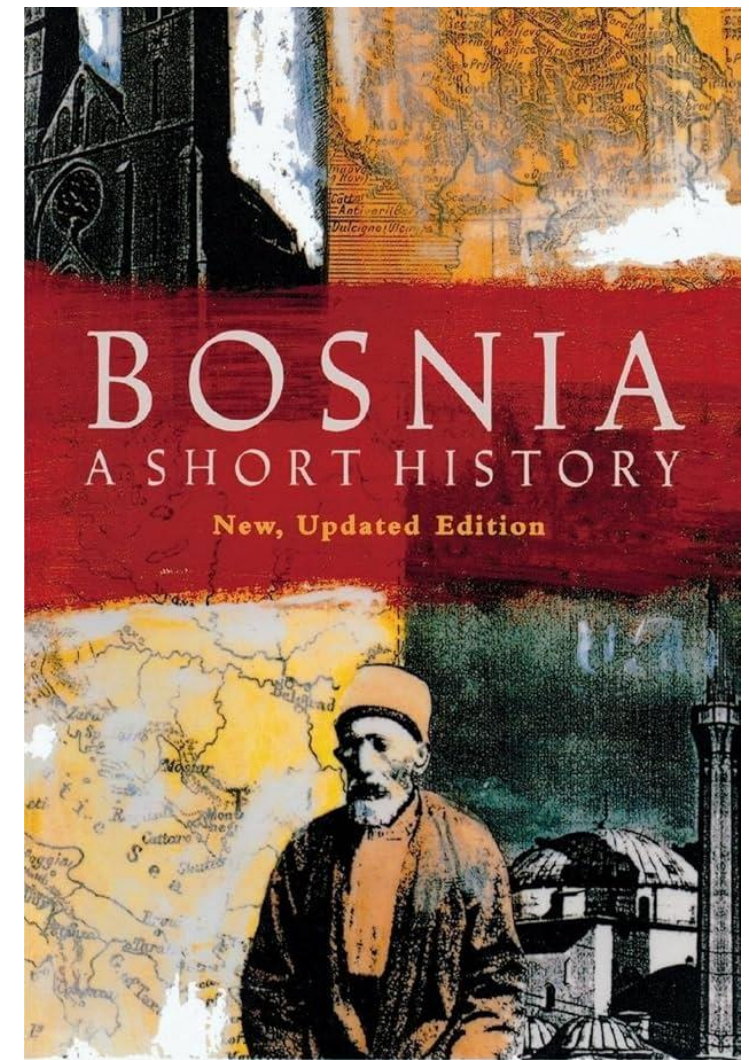
- „a lost Croatian/Serbian territory” – Bosnia is naturally, geographically a separate territory
- e.g. when Mongols loot Croatia they don't enter Bosnia, which is highland (like Scotland #peter): old hills, full of ore
- natural isolation was good for keeping different traditions or accepting Spanish Jews (16th c.) or Ashkenazi Jews (after 1878)
- note for students: it was not „holding hands” tolerance, but „the greater good” tolerance (I have my interest, you have yours)
- natural isolation is bad because it slows down progress, it became a remote province of Ottoman Empire

Aerial view of Bosnia



TWO BOOKS

- among many nationalistic propaganda, two books stand out:
1. Nada Klaić, *Srednjovjekovna Bosna* (Medieval Bosnia, especially the Introduction)
 2. Noel Malcolm, *Bosnia: A Short History* (published in 1994, short after the outbreak of war in 1992)



NOEL MALCOLM

WORDS MATTER

- studying philosophy will not teach you to earn money, but to pay attention to words (read that twice if you're thinking about PhD in Philosophy)
- e.g. in (old) BBC's documentary *The Death of Yugoslavia* when addressing the blocking of the amendments to fix Yugoslavia in the last 14th Extraordinary Congress the League of Communists of Yugoslavia (SKJ, 1990), two politicians of the same side speak very differently about it:

Bulatović (chairman): ...we voted and waved with those cards, red and green ones...

Jović (Milošević right hand): ...(it) voted, we had red and green cards. It so happened that many of their amendments were rejected.

- can you spot the difference?



(BBC) Smrt Jugoslavije (1od6) Uvod u nacionalizam

*Bulatović (chairman): ...**we voted** and **waved** with those cards, red and green ones...*

Active speech, subject in the sentence is clear (we).



(BBC) Smrt Jugoslavije (1od6) Uvod u nacionalizam

*Jović (Milošević right hand): ...**(it) voted**, we had red and green cards. It so happened that many of their amandmans **were rejected**.*

Passive speech, subject is lost, as well as responsibility.

CENTROPA'S VIDEO

- the war is starting in Bosnia, between Serbs, Croats and Muslims (Tito's name for Bosniaks, not necessarily religious term)
- a small domicile Jewish community is starting to help everyone in Sarajevo under siege
- however, while watching, students are instructed to also keep track of forms of verbs that are used

Between 1992 and 1995 during the siege, Sarajevo was cut off from the world, its great buildings went up in flames...

Where is the subject? Where is the perpetrator? Where lies the responsibility?



Survival In Sarajevo - Friendship in a Time of War



Centropa Cinema: digital story telling ...
3,54 tis. pretplatnika

Pretplati me

98



Podijelite

Spremi



*More than 12 000
people were killed...*

Why use passive form
when we know who is
responsible?
Isn't this irresponsible?



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Pretplati me

👍 98



➦ Podijelite

🔖 Spremi



1. The passive voice is used when the focus is on the action or the object being acted upon rather than the actor performing the action.
2. It's also used when the actor is unknown, unimportant, or when the speaker chooses not to name the actor.

*e.g. Relations between Ukraine and Russia **have deteriorated** significantly, marked **by Russia's annexation** of Crimea in 2014 and the ongoing war in eastern Ukraine, which escalated into a full-scale invasion in 2022. Currently, diplomatic and bilateral relations **are severed**, with both countries having withdrawn their respective embassies.*

„Teacher, the window is broken!”
„Ok, go get the broom, I’ll pick
up the glass.”

You don’t waste time with who
did it. (You do it slowly and
meticulously.)



TASK

- students answer questions for homework:
 - *What other passive forms can you hear in the video?*
 - *Do you think responsibility is being hidden or the emphasis is on the victims? Explain, give an example from the video.*
 - *Give an example from your life, your environment, the daily news.*
- later, they can write an essay in school of their version of a video, not altering facts (without AI)

CONCLUSION

- students focus not just on the content, but on words by which it was told
- **pros:** awareness of the language we use
- **cons:** you have to be prepared, slowly go through each sentence

THANK YOU!

If you want to discuss this more,
coffee/beer or josipnaglic@gmail.com

P.S. currently reading this book, it's good

