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Justice in Post-Conflict Societies - Comparing Bosnia & Herzegovina, Guatemala, and Argentina: College Spanish curriculum

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Fulbright-Hays Group Project Abroad:
Bosnia & Herzegovina

Lesson Title	Justice in Post-Conflict Societies - Comparing Bosnia & Herzegovina, Guatemala, and Argentina.
Lesson Author(s)	Eleonora Bertranou and Isabel Kurpiers as a part of the CSB/SJU Bosnia & Herzegovina Fullbright-Hayes Group Trip, 2023.
Subject	Upper-Division Spanish Course
Grade Level	College/University
Unit Description	Students will explore opportunities for justice in the aftermath of crimes against humanity. The primary focus is on the impact of genocide in Guatemala, Bosnia, and Argentina, and opportunities for healing and preventing similar tragedies in the future. This unit is intended for a post-secondary college Spanish course.



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University Learning Goals	Objectives
<p>GOAL 1 Acquire communicative proficiency in Spanish at the appropriate level according to the ACTFL.</p> <p>GOAL 2 Develop an understanding of the diversity of the Hispanic world and apply that cultural awareness across the curriculum, in Spanish, at the appropriate level.</p> <p>GOAL 3 Develop and apply analytical and critical skills across the language, literature, linguistics, and culture areas of the curriculum, in Spanish, at the appropriate level.</p> <p>GOAL 4 Demonstrate, in Spanish, an understanding of Hispanic Studies as an interdisciplinary field in the Humanities at the appropriate level.</p> <p>Thematic Focus: Justice: historical and contemporary social change, whether forms of oppression or advocacy for human dignity and inclusion.</p>	<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Compare the post-genocide context and trials in Guatemala, Bosnia and Herzegovina (BiH), and Argentina. • Analyze the genocides in Guatemala, BiH, and Argentina using the ten stages of genocide. • In Spanish, write five ways their community can prevent any of the stages that lead to genocide. • In Spanish, students will write a synthesis of their key take-aways from the unit. • Answer the question, “Can post-genocide trials lead to justice?”

DAY ONE: Unit Introduction

Introduce the unit by explaining that in the coming lessons the class will investigate opportunities for justice in the aftermath of crimes against humanity. Emphasize that the primary focus is on the impact of genocide in Guatemala, Bosnia, and Argentina, and opportunities for healing and preventing similar tragedies in the future.

Students work in groups to complete a [handout](#) that allows them to build the vocabulary needed to speak, write and discuss genocide in Spanish.

View [short video](#) about the Holocaust and the Nuremberg trials.

Read [The Ten Stages of Genocide](#) and discuss the in small groups. Provide time for students to ask clarifying questions.

In small groups, identify examples of the stages of genocide evident in the video about the Holocaust and Nuremberg trials. Discuss as a class. Address student questions.

Explain that in the coming lessons, the class will analyze the context and post-genocide trials in three countries (i.e., Guatemala, Bosnia and Herzegovina, and Argentina) and will ultimately consider the question, “Can post-genocide trials lead to justice?”

DAY TWO: Genocide in Guatemala – Trial of former president Efraín Ríos Montt

For homework, students read, [Guatemala « World Without Genocide - Making It Our Legacy](#) and answered [questions](#) about the Guatemalan Civil War (1965-1996).

Review key vocabulary and concepts from lesson one.

In small groups, discuss the answers to the homework questions.

Whole class discussion of major points, with opportunities to clarify complex ideas and consider questions that arose from small group discussions.

Distribute [packet with instructions and activities](#) for pre and post video viewing of a Guatemalan song by Rebeca Lane titled “Cumbia de la Memoria” about the genocide of indigenous peoples and trial of Ríos Montt. https://www.youtube.com/watch?v=7bw_0e_U6k

Pre-viewing activity is done individually. Post-viewing activity is completed in small groups.

Class discussion of key ideas and questions emphasized in the activity packet.

Close with preview of next lesson on genocide in Bosnia & Herzegovina.

DAY THREE: Genocide in Bosnia & Herzegovina

For homework, students read, [Bosnia « World Without Genocide - Making It Our Legacy](#) and answered [questions](#) about the context of the 1990’s war in Bosnia- Herzegovina and the International Criminal Tribunal for the former Yugoslavia.

Review key concepts from lesson two.

In small groups, students discuss answers to the homework questions.

Whole class discussion of major points, with opportunities to clarify complex ideas and consider questions that arose from small group discussions.

Explain that in the next activity, students will work in small groups to complete a [graphic organizer](#) comparing the context and trials of the genocides in Guatemala and Bosnia & Herzegovina. For each country, students will identify the national, religious, racial or ethnic group targeted; the stages of genocide identified in the historical context material, and if justice prevailed and how.

Whole class discussion and closure that includes a preview of the next lesson on the trial of the Junta in Argentina.

DAY FOUR: Outline of Instructional Procedures

Argentina - Trial of the Junta

*For homework, students read, [Bosnia « World Without Genocide - Making It Our Legacy](#) and [answered questions](#) about the context of State Terrorism in Argentina (1975-1983) and watched the film **Argentina, 1985** (dir. Santiago Mitre, 2022) to learn about the trial of former dictators and members of the governing Junta responsible for the killing thousands of dissidents.*

In class, watch highlights of the film and discuss their significance as well as introduce facts about the post-war changes enacted by the supreme court of Argentina.

In small groups, compare the trial of the Junta in Argentina with the trials of the genocide perpetrators in Guatemala and Bosnia-Herzegovina. Students write questions to further evaluate the challenges of achieving justice for all in the context of crimes against humanity.

Preview lesson on opportunities for justice after genocide and ways to prevent future genocides.

DAY Five: Outline of Instructional Procedures

Justice after Genocide and Prevention

Review the key concepts and facts learned about genocide in Guatemala, Bosnia & Herzegovina, and Argentina. Discuss ways genocide in each of these countries reflected the Ten Stages of Genocide.

Lead a whole class discussion of the guiding inquiry question, "Can post-genocide trials lead to justice?"

In small groups, students create a list of 5 ways their community can prevent any of the stages that can lead to Genocide.

Students share their ideas with the rest of the class.

For homework: Students write a synthesis of at least 200 words on the topic of the unit and highlight their answer to the unit inquiry question.

Lección 1 Vocabulario (Lesson One)

A. En grupos de 3 o 4 estudiantes hablen sobre las preguntas siguientes y generen una lista de palabras necesarias para debatir el tema.

1. ¿Qué sabes o recuerdas de lo que fue el Holocausto?
2. ¿Cuándo ocurrió? ¿Cómo pasó?
3. ¿Hubo justicia?
4. Escribe el vocabulario necesario (sin límites):

- _____
- _____
- _____
- _____
- _____
- _____

B. Video: https://www.youtube.com/watch?v=dpwF_zSyRW8

C. **Las diez etapas del genocidio** (The Ten Stages of Genocide): Lee la copia (handout) y trabaja en grupos para decidir: ¿Cuáles de las diez etapas del genocidio aparecen en el video? Luego compara con otro grupo de la clase.

Lesson 2: Guatemala: Genocidio y Justicia

(<http://worldwithoutgenocide.org/genocides-and-conflicts/guatemala>)

Responde las preguntas después de leer la lectura que sigue:

1. ¿Cuándo y cómo comenzó la Guerra Civil en Guatemala?
2. ¿Por qué hubo un golpe de estado contra el presidente de Guatemala Jacobo Arbenz en 1954 y quiénes participaron?
3. ¿Qué gobierno military se caracterizó por ser el más violento de la Guerra y por qué?
4. ¿Cuál fue el rol de la United Fruit y de los EE.UU. en este tiempo?
5. En el proceso de justicia, ¿por qué crímenes fue acusado el General Ríos Montt?

Lesson 3: Bosnia: Genocidio y Justicia

[<https://worldwithoutgenocide.org/genocides-and-conflicts/bosnia>]

Responde las preguntas después de leer la lectura que sigue:

1. ¿Cuáles fueron las causas de la guerra en Bosnia?
2. ¿Qué fue el asedio de Sarajevo?
3. ¿Qué pasó en los campamentos de Foca?
4. ¿Quiénes perpetraron el genocidio de Srebrenica?
5. ¿Qué proceso judicial inició el Tribunal Penal Internacional para la ex-Yugoslavia?
6. ¿Qué líderes fueron procesados y de qué crímenes?

	Guatemala	Bosnia
Contexto histórico		
Grupo nacional, étnico, racial o religioso		
Etapas de genocidio		
Justicia		

Lesson 4: Argentina: Genocidio y Justicia

[<https://worldwithoutgenocide.org/genocides-and-conflicts/Argentina>]

Responde las preguntas después de leer la lectura que sigue:

1. ¿Quiénes fueron las víctimas y los perpetradores del genocidio en Argentina?
2. ¿Cuáles fueron algunas de las causas de la caída del gobierno militar?
3. ¿Quiénes fueron las Madres de Plaza de Mayo?
4. ¿Cómo se inició el Proceso de justicia en 1985?
5. ¿Qué impidió el progreso de la justicia sobre los crímenes del gobierno militar?
6. ¿Qué logró que se pudieran reanudar los juicios por violaciones a los derechos humanos de la dictadura?