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On the Clash of Martyrological Memories

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What happens when students holding rival though indirect memories of past conflicts confront each other in the same classroom? What are the kinds of political and pedagogical approaches necessary for mediating such “clashes of martyrological memories” in the same educational space? And why is critical theory inept at offering resolutions for the kinds of conflict that emerge in societies where the children of the oppressed and those of the oppressor learn together in the aftermath of cataclysm? Using the example of post-apartheid South Africa, I draw on empirical research conducted at a former white university campus to lay the theoretical ground-work for what I call a post-conflict pedagogy.