Context Source Book on Conflict

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Exploring and Defining Conflict

It seems humanity has always encountered conflict in all its many forms. Given the prevalence and types of conflict, it is worth investigating to see why this is the case and hopefully one day to make a change.

What is conflict?

On a personal level it is two individuals with opposing views who do not agree about something. Once this has been realised, different pathways appear. People can agree to disagree; others can become challenging and confrontational whilst others may attempt to reach a peaceful resolution. This plays out on a larger scale when it involves groups or organisations.

Conflict does not have to be a negative reality. It can lead us to a better understanding of other people’s needs and realities. We may learn more about who we are and what drives us, when we are in a confronting situation. This can only happen if we are prepared and able to commit to nonviolence and search for a positive outcome for both sides. As history has shown us, this is not easy especially on a global level.

The nature of conflict

Conflict is rarely one dimensional or easy to understand. It is complex and hard to avoid in some form or other. Most conflicts involve at least some of these elements:

- Groups or persons feeling they have been wronged and treated unjustly by another
- Both sides in a conflict believe they are right and the other side is wrong
- There is a power struggle between the opposing forces
- Many power struggles leading to conflict involve the powerful versus the powerless
- Conflict can easily descend into acts of violence and war.

Conflict is part of life and does not necessarily need to be avoided. Some conflicts come from ignoring smaller conflicts along the way in the past. Working through conflict enables us to figure out what matters to us in our lives. Learning to effectively manage and face conflict is an essential part of life.
Conflict Glossary - Shades of Meaning

In pairs discuss the following words as they relate to conflict. Then, individually write your definitions in your book.

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Conflict - Quotable Quotes

“An eye for an eye will only make the whole world blind.” Mahatma Gandhi

“First they ignore you, then they ridicule you, then they fight you, and then you win.” Mahatma Gandhi

“All war is a symptom of man’s failure as a thinking animal.” John Steinbeck, Novelist

“I wish I could tell you how lonely I am. How cold and harsh it is here. Everywhere there is conflict and unkindness. I think God has forsaken this place. It believe I have seen hell and it’s white, snow-white.” Elizabeth Gaskell, North and South novel

“A revolution is not a bed of roses. A revolution is a struggle between the future and the past.” Fidel Castro

“I have a self- Celebrate diversity, practice acceptance and may we all choose peaceful options to conflict.” Donzella Michele Malone

"He who joyfully marches to music in rank and file has already earned my contempt. He has been given a large brain by mistake, since for him the spinal cord would fully suffice. This disgrace to civilization should be done away with at once. Heroism at command, senseless brutality, and all the loathsome nonsense that goes by the name of patriotism, how violently I hate all this, how despicable and ignoble war is; I would rather be torn to shreds than be part of so base an action! It is my conviction that killing under the cloak of war is nothing but an act of murder.” Albert Einstein

“Peace is always beautiful” -Walt Whitman

“If you want peace, you don’t talk to your friends. You talk to your enemies” -Archbishop Tutu

“I dream of an Africa which is in peace with itself” -Nelson Mandela

“Peace is not merely a distant goal we seek, but a means by which we arrive at that goal” Martin Luther King Jr

“If someone thinks that love and peace is a cliché that must have been left behind in the Sixties, that’s his problem. Love and peace are eternal” John Lennon
Causes of Conflict

Although conflict may look the same, there are many different causes of conflict. Factors in causing conflict may include:

- Clash of beliefs
- Power struggles
- Poor communication
- Fear and uncertainty about what may occur
- Poor judgement
- Pride and dominance of one person or group over another
- People taking a stand and refusing to continue putting up with the status quo
- Finding someone to blame (deserved or undeservedly), for a problem or situation
- Hatred, prejudice, reaction to oppression etc.
- The need for revenge

Consequences of Conflict

On the positive side, conflicts may force people to take a stand for what they believe in and fight for those beliefs. Some people have displayed remarkable heroism and courage under horrendous conditions. We see time after time, those who have risen above remarkable adversities to stand up for others even at the risk of their own lives.

On the negative side, conflict can be overwhelming and catastrophic. We can see:

- Loss of friendships and love
- Disturbed work place harmony
- Great physical and emotional suffering
- Destruction of places, homes and businesses – even whole societies
- Injuries and heath crises
- Death of those in battle, as well as civilians, including children
- Disastrous long term consequences on the economy, lifestyles and infrastructures of cities
- The display of the evil side of humanity
- The creation of victims
- And more problems
Responding to Conflict

How we respond when we encounter conflict may vary and will influence outcome and consequences.

In encountering potential or actual conflict we may have a choice in how we enter into the experience.

Options may include:

- Stepping back for a time to consider the situation
- Resorting to physical violence in some form or another
- Trying to engage with the other side to discuss the problems
- Agreeing to enter a conflict resolution process with or without a third party involved
- Withdrawing and keeping the problem/feelings within – passively
- Verbal argument
- Written communication
- Other

Resolving Conflict

It is very challenging to resolve conflict. Even in the Primary school yard we see the littlest children having arguments, fights and some are even subjected to bullying. In a way when we retreat into conflict, we become very emotional and irrational, like eight year olds again.

Conflict resolution is a challenge even in domestic or work situations. Depending on the pre-existing problems and the complexity of the conflict – even seemingly resolved problems can rise up again. Compromise and resolutions will be short term if they were reached in hast and without genuine understanding and fairness. Emotions such as pride, anger, resentment, hurt and others are often lying just beneath the surface, and painful memories are not easily forgotten or forgiven.

Negotiating through conflict is challenging yet essential. There are many barriers in the way and sometimes a satisfactory resolution is not possible. It can often be a case of two steps forward and one step back. This is an ongoing and time consuming problem. Sometimes the resolution itself becomes an even bigger problem itself...leading to further resentment on one side and possibly more conflict. There are many ways conflict can be resolved but often one part may not uphold their side of an agreement. In other words, conflict resolution can sometimes make things worse.

Task: Group Discussion

1. What other options are there during conflicts?
2. When might some of the above options be used?
3. Look up ‘conflict resolution’. What types of processes exist or are recommended to ‘fix’ conflicts? In what situations would some of these processes be successful?
4. In which situations do you think physical force, violence, armed combat etc. is justifiable, if ever?
Types of Conflict

Conflict is everywhere and is related to the human condition. We are all individual and autonomous to some degree and this means that there will be disagreements and many ways of viewing the same issues.

Conflict between Cultures

The news is filled with the ongoing conflicts between countries, cultures, regions, villages etc. and most acts of war on a national or international level are politically and culturally based. Especially with countries that have a long history of fighting over land ownership, resources – this type of conflict seems never ending. The roots of the conflict are deep and not easily overcome.

Personal Conflict –

There are many everyday conflicts of varying depth in most families. Living with others involves patience, cooperation and compromise. Over half of marriages in Australia end in divorce. Clearly relationships and friendships are not easy. Even the ‘best’ families have their tiffs; however some families may be very dysfunctional and destructive. Many children experience verbal, physical, emotional or sexual abuse at the hand of their ‘loved ones’. This has tragic overtures for the rest of that child’s life.

Political and Community Conflict –

With this common type of conflict there is a difference of opinion in political and other structures which causes fear and distrust of others. It is common to fear and mistrust those who are different. Most wars involve these elements. The Cold War, which lasted many decades, is another example of there being a lack of trust and paranoid fear between communism and democracy.

Religious Conflict –

Many wars have begun due to the apparent incompatibility of religious groups and their beliefs. Not just today in the Middle East but going back since the early human years. Think of the Holy Wars; a time when the conflict was driven by strong and uncompromising religious beliefs and the desire to serve God. In the world today, there are many fundamentalist groups causing conflict within their own countries.

Group/Pair Task:

Armed with a copy of any newspaper, look for the various reports etc. about various types of conflict presented. Discuss what type of conflict it is. What is the underlying motivation for the conflicts? Are there any suggestions you can think of to resolve this problem?
Photographing Conflict

Above: September 1944; US Marine in combat, running across a beach

Afghanistan soldier with poppy for remembrance of those who gave their lives in war
Women who have just been rescued from a Warsaw Concentration camp by American troops.
Inner Conflict

We have all experienced inner conflict at some time or another. Sometimes inner conflicts revolve around trivial matters however other times it is as though we experience an internal war, where there is a clash between aspects of ourselves.

An example of a simple inner conflict could be that we may have chosen to set healthy goals for ourselves that involve an exercise routine or avoiding certain foods. When we do not succeed in reaching the expectations we have set for ourselves we experience guilt, anger over our laziness, depression etc., but live still goes on.

Depending on our circumstances, we may experience great emotional and mental trauma that affects our relationships and the way we behave in the world. A woman who was sexually abused as a child may develop an obsessive compulsive disorder (OCD) leading to a compromised live as she has to wash her hands 300 times a day. All aspects of her life will be affected by her inner conflict.

Even if we do not demonstrate abnormal behaviour, inner conflict can be painful and all absorbing. It can lead to low self-esteem or over rated self-esteem and make life miserable. Inner conflicts may challenge our sense of identity and make us feel we do not belong anywhere. Inner conflict can be so strong it may even push us to external conflict in various forms. For this reason many people seek counselling and/or medication for psychological problems.

Types of Inner conflict:

- The struggle between wanting to do something against your values and beliefs
- Feeling depressed and being unable to motivate yourself
- Living in denial about an aspect of yourself
- Believing that you should be a certain type of person when that is not really you
- A sense of inner failure at the end of a relationship or friendship
- Not living up to the expectations of those you respect
- Inner conflict caused by a distorted sense of reality as in mental illness
- Living a lie – not being able to show your real self because of fear of disapproval
- Conflict between your adapted self and your real self

Typical illustration in a 19th century book about Physiognomy (on the left: "Utter despair", and on the right: "Rage mixed with fear"
INNER CONFLICT: A SHORT STORY

The Tell Tale Heart By Edgar Allan Poe (Abridged)

TRUE! - nervous - very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses - not destroyed - not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily - how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture - a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees - very gradually - I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded - with what caution - with what foresight - with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it - oh so gently! … I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights - every night just at midnight - but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he has passed the night.

Upon the eighth night I was more than usually cautious in opening the door. I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in bed, crying out - "Who's there?"

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening; - just as I have done, night after night, hearkening to the death watches in the wall.

...When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little - a very, very little crevice in the lantern. So I opened it - you cannot imagine how stealthily, stealthily - until, at length a simple dim ray, like the thread of the spider, shot from out the crevice and fell full upon the vulture eye.

It was open - wide, wide open - and I grew furious as I gazed upon it. I saw it with perfect distinctness - all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but I could see nothing else of the old man's face or person: for I had directed the ray as if by instinct, precisely upon the damned spot.

And have I not told you that what you mistake for madness is but over-acuteness of the sense? - now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew that sound well, too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man's terror must have been extreme! It grew louder, I say, louder every moment! - do you mark me well I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me - the sound would be heard by a neighbour! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once - once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so
far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye - not even his - could have detected anything wrong. There was nothing to wash out - no stain of any kind - no blood-spot whatever. I had been too wary for that. A tub had caught all - ha! ha!

When I had made an end of these labors, it was four o'clock - still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart, - for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled, - for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search - search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct: - it continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definiteness - until, at length, I found that the noise was not within my ears.

No doubt I now grew very pale; - but I talked more fluently, and with a heightened voice. Yet the sound increased - and what could I do? It was a low, dull, quick sound - much such a sound as a watch makes when enveloped in cotton. I gasped for breath - and yet the officers heard it not. I talked more quickly - more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men - but the noise steadily increased. It grew louder - louder - louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God! - no, no! They heard! - they suspected! - they knew! - they were making a mockery of my horror!-this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! and now - again! - hark! louder! louder! louder! louder!

"Villains!" I shrieked, "dissemble no more! I admit the deed! - tear up the planks! here, here! - It is the beating of his hideous heart!"
Conflict between Cultures: European Settlers vs. Indigenous Australians

Governor Davey’s Proclamation To the Aborigines – 1816

The White Settlers and the Communication ‘problem’ with the Aborigines...
This poster was created by the new white Government as a pictorial and simple way to communicate with the ‘natives’, who clearly did not understand English. C1820

The image depicts four scenes:

1. Peaceful intermingling of white settlers and Aborigines, all dressed in European clothing

2. An Aboriginal group shake hands with Governor Arthur watched on by peaceful white soldiers/settlers

3. An Aboriginal man spears a white settler, and is consequently hanged by the military under the watch of Governor Arthur

4. A white settler shoots an Aboriginal man and is consequently hanged by the military under the watch of Governor Arthur
The Horror of Conflict - The Holocaust

The word Holocaust literally means to burn a sacrifice and it has now become known as a period of time in World War II when the German Nazis performed the mass murder of Jews and some other groups from 1939 – 1945, as they did not fit in with the ideals of Hitler’s Germany.

During World War II 1939-1945, the anti-Jewish attitudes of the German government under Adolf Hitler, reached an all-time high, with a clear focus on exterminating as many of the Jewish people as possible. There were many Jewish people living in Germany, Poland and other nearby countries in Europe. Hostilities towards the Jewish people revolved around racist issues, economic challenges, cultural differences and jealousy.

At first the Jewish people were forced to live in ghettos where they had limited opportunities to work, run businesses, participate in school and the rest of society. This then led to the establishment of work camps or concentration camps where 6 million Jews were directly exterminated or died as a result of the concentration camps. As Germany was beginning to lose the war, Adolf Hitler declared the ‘final solution’ where efforts to wipe out Jewish people were steeply increased. Other groups also sent to these camps because they were deemed inferior by the Germans were gypsies, homosexuals, political/religious thinkers. A great deal of evidence from the camps exists, highlighting the tortuous conditions within. The victims in the camps were made to work as slaves, with very little food, water and hygiene. Families were immediately separated and the vulnerable – sick, aged, babies and others who could not work - were exterminated and then burned or sent to mass graves. Men and women were stripped naked, were sent to what they believed to be a room to have showers but instead they were gassed to death. Other prisoners were used for cruel medical experiments and there was no level of humanity in the way the victims were treated. Many people of Jewish descent, and others, feel it is imperative that the Holocaust continues to be studied and understood, lest we forget. After the war there was an attempt to find the worst offenders/ war criminals and put them on trial for their crimes against humanity/ genocide. Unfortunately, many such offenders were not found.

This famous picture above highlights the cruelty of conflict in war. Look at the little boy and the fully grown soldier with his gun pointed at the boy. How can we possibly explain such actions?
The Cold War 1947-1991 (approximately)

The Cold War refers to the tension and stockpiling of weapons between Stalinist Russia and America. Communism (Russia) and Democracy (America) were seen as opposing ideologies and both feared the other. Spying and weapons were common on both sides. In the United States the fear of anything Communist grew to paranoid proportions.

Basic Cold War Facts...

- After World War Two, the United States began to focus on the differences between itself and the Soviet Union (Russia)
- Russia was a Communist country (since 1917)
- USA was capitalist and democratic
- Tensions began to rise in what was known as The Cold War
- In 1948 all non-communists were expelled from Czechoslovakia (Communist)
- Soviet Union was becoming stronger and stronger
- China became Communist in 1949; perceived as another huge threat
- By 1950 fear of communism was rife in America, Britain and Australia
- Senator Joseph McCarthy, under the House of Un-American activities was key in spreading paranoia regarding communist infiltrators
- He had a pattern of putting people on trial without any evidence; just rumours and suspicions were enough
- People were ‘grilled’ to ‘name names’
- People were blacklisted from getting jobs or other benefits, or imprisoned /deported
- Many directors, artists, musicians were spied on and called up to ‘trials’.
- After many years people realized how inappropriate and unfounded the HUAC was.
Wars and Disputes during the Cold War Period

- 1944 - 1949 Greek Civil War
- 1945 - 1949 Chinese Civil War
- 1946 - 1954 First Indochina War
- 1947 - 1949 First Kashmir War between India and Pakistan
- 1948 - 1949 First Arab-Israeli War
- 1948 - 1960 Malayan Emergency
- 1950 - 1953 Korean War (UN-led coalition vs. North Korea)
- 1954 - 1962 Algerian War of Independence
- 1954 - 1964 Vietnamese Civil War
- 1955 - 1972 First Sudanese Civil War
- 1956 - 1959 Cuban Revolution
- 1960 - 1996 Guatemalan Civil War
- 1961 Bay of Pigs Invasion (CIA-sponsored invasion attempt by Cuban Nationals)
- 1961 - 1975 Angolan War of Independence
- 1962 - 1963 Sino-Indian War
- 1964 - 1973 Vietnam War between the U.S.-led coalition (including the government of South Vietnam) and the National Liberation Front (NLF), backed by North Vietnam
- 1964 - 1975 Mozambique's War of Independence
- 1965 Second Kashmir War (Second Indo-Pakistani War)
- 1965 - 1996 Chad Civil War
- 1966 - 1988 Namibian War of Independence
- 1967 Six-Day War (Third Arab-Israeli War)
- 1967 - 1970 Biafra War in Nigeria
- 1967 - 1975 Cambodian Civil War
- 1969 Football War between Honduras and El Salvador.
- 1971 The Pakistani Civil War that becomes the Third Indo-Pakistani War
- 1973 Yom Kippur War (Fourth Arab-Israeli War)
- 1974 - 1991 Ethiopian Civil War
- 1975 - 1989 Angolan Civil War
- 1975 - 1991 Lebanese Civil War
- 1975 - 1998 War of Independence in East Timor
- 1979 Sino-Vietnamese War
- 1979 - 1992 El Salvador Civil War
- 1980 - 1988 Iran-Iraq War
- 1981 Border war between Ecuador and Peru
- 1982 Falklands War between United Kingdom and Argentina
- 1982 Lebanon War
- 1982 - 1984 Mozambique's Civil War
- 1983 - 2000 Civil War in Sri Lanka

Berlin Wall 1985. Photograph by Thierry Noir
AMERICANS.....
DON’T PATRONIZE RE DS!!!!

YOU CAN DRIVE THE RE DS OUT OF TELEVISION, RADIO AND HOLLYWOOD.....
THIS TRACT WILL TELL YOU HOW.

WHY WE MUST DRIVE THEM OUT:

1) The REDS have made our Screen, Radio and TV Moscow’s most effective Fifth Column in America . . .
2) The REDS of Hollywood and Broadway have always been the chief financial support of Communist propaganda in America . . .
3) OUR OWN FILMS, made by RED Producers, Directors, Writers and STARS, are being used by Moscow in ASIA, Africa, the Balkans and throughout Europe to create hatred of America . . .
4) RIGHT NOW films are being made to craftily glorify MARXISM, UNESCO and ONE-WORLDISM . . . and via your TV Set they are being piped into your Living Room—and are poisoning the minds of your children under your very eyes ! ! !

So REMEMBER — If you patronize a Film made by RED Producers, Writers, Stars and STUDIOS you are aiding and abetting COMMUNISM . . . every time you permit REDS to come into your Living Room VIA YOUR TV SET you are helping MOSCOW and the INTERNATIONALISTS to destroy America ! ! !
Fear and Conflict: Propaganda

IS THIS TOMORROW

AMERICA UNDER COMMUNISM!

This man is your FRIEND

Englishman

He fights for FREEDOM

HE’S WATCHING YOU

KEEP CALM AND CARRY ON
War Films Genre

A genre is a type of film or literary work with particular characteristics in common. Common genres are comedy, horror, science fiction, romance, drama, fantasy and most films include a blend of these genres. Another genre is war films which were first made during Second World War to spread propaganda and interest in the war. Some war films focus on the historical representation, others on the action and conflict and others on presenting a particular view or bias. Most war films push an antiwar message.

Some famous war films:
- Gallipoli
- Saving Private Ryan
- Black Hawk Down
- Zulu
- All Quiet on the Western Front
- Das Boot
- Breaker Morant
- Apocalypse Now
- The Killing Fields
- Platoon
- Born on the Fourth of July
- Full Metal Jacket
- Pearl Harbour
- Schindler’s List
- Voices of Iraq
- We Were Soldiers
- Flags of Our Fathers
- The Hurt Locker
- Inglorious Basterds
- Hotel Rwanda
- Life is Beautiful
- The Boy in the Striped Pyjamas
- Anne Frank- Diary of a Young Girl
- Dr Strangelove
- The Deer Hunter
- Casualties of War
- The Pianist

Features of the war film genre...
- Concerned with warfare, victims of war, conflict, effects of war on people and society
- May be fiction or based on true life history
- Have been used as propaganda in the past and can be biased
- Feature much action, conflict and battles
- Themes are sacrifice, courage, futility of war, mateship and humanity in the face of struggle
- Usually features other genres such as romance to add more human interest
- Historical representation of the era and costumes people wore at the time of the war
- Heroism
- Characters – few main characters and a large number of supporting /minor characters
- Plot clear and the story is driven by the war or conflict being portrayed
- Often feature epic battle / war scenes with thousands fighting
Conflict in ... Paradise Road

Bruce Beresford’s film ‘Paradise Road’ was released in 1997 and is based on a true story of Australians in World War II. Unlike other war films, ‘Paradise Road’ focuses on the almost forgotten experiences of women prisoners of war. As such, Beresford turned the tide which led to many people seriously researching the role women played in the war and gave voice to their untold experiences. The film is based on the real life events during World War II when the Japanese attached Singapore and other parts of Asia, taking many people prisoners, including women and children. Ultimately the film reminds us that women have been part of history all along including War, and that women have been basically written out of history due to the attitude towards women during the past.

BASIC TIMELINE OF EVENTS

1941: Singapore and Malaya are under British control as part of the British Empire; however there are fears that the Japanese were planning an invasion. These fears and warnings were ignored by the British.

December 1941: Japan invaded Singapore and in 70 days captured Singapore and Malaya. The British Government did not evacuate British Nationals as it would reflect negatively upon the Commonwealth and ships were returned from Singapore Harbour empty. When the Japanese bombed the Island, thousands of people died.

February 13, 1942: British Government allows the evacuation of surveillance. Thirty-three ships heavily loaded with thousands of women and children departed, but were attacked by the Japanese Navy resulting in hundreds of deaths. Survivors were taken prisoners by the Japanese. These survivors included Australian nurses who kept the hospitals running during the war.

Although it all occurred during World War II, the war in the Pacific or far East was more the result of Japanese invasion and their attempt at expanding their Empire, including trying to take over large portions of China. This resulted from the fear of Communist China.

Japan was expelled from the League of Nations in 1933 due to this activity.

Although at first the Americans and Russians supported the Japanese Army because they too were afraid of China and the spread of communism, in 1941 the Japanese made a surprise attack on America at Pearl Harbour and were then declared enemies of the Western allies.

Thousands of people died as a result of Japanese brutality during World War II. When captured prisoners of War were treated brutally and cruelly and this extended to women and children. Prisoners were used as slave labour and many were starved to death. Beresford was criticised for bringing out a film showing the Japanese in such a hostile manner, but he was careful not to exploit the violence.

http://www.nationalarchives.gov.uk/education/worldwar2/
Conflict in ... Paradise Road

Although the War ended in 1945 the Japanese refused to stop fighting until two atomic bombs were dropped on the 6th and 9th August, 1945 on Hiroshima and Nagasaki. On the 14th August the Japanese surrendered and as the prisoners were released more became known of the cruel experiences at their hands.

It is important to understand the rarity of women and children being on the front-line during war-time and the significance of the Japanese not distinguishing the children and women, from male prisoners. It is not acceptable even in war terms.

It is also important to note the British arrogance in not wanting to show that they were weak and evacuating the British citizens from Singapore, resulting in many unnecessary deaths. At one stage, the British Government thought that it might be best to shoot all the women rather than have them fall into the barbaric hands of the Japanese, and this shows fierce racism towards the Japanese. Clearly the British thought they were superior to the Asians. Also the vehicles used to transport the women and children at the last minute were not enough and were hopelessly overcrowded, despite earlier ships having been previously turned away empty.

The whole experience resulted from the belief that the Far East would never fall- reflecting on the superiority of the British Empire throughout history. Known as the Fall of Singapore, this event in history is seen as one of the greatest moments of defeat in British military history.

The Nature of Conflict in ‘Paradise Road’

- Set in a war, this is obviously a military conflict on a global scale
- The woman were nurses and sent off to care for wounded soldiers; thus where they end up is contrary to where they expected to be.
- The location of the prison camp is on the island of Sumatra, a hot, tropical and challenging physical environment.
- At the time, people did not travel freely as they do today, so there were much stronger racial prejudices towards those from other nations. In particularly, Asians and Europeans were seen as polar opposites and there was much fear and loathing on both sides.
- Being kept under such harsh and cruel conditions as prisoners of war, the women and others would have experienced extreme inner conflict and suffering. Being totally powerless and at the hands of an enemy is enough to break people.
- Given the conditions and lack of freedom, such situations often lead to conflict between even friends.
- In the end, for many women the conflict also served as reason for the women to show support and kindness to each other which may have enhanced the chances of survival.
- We know that such an intense experience of conflict would have scarred the women for life and this was compounded by the fact that it took over fifty years for people to learn about the truth and what these women went through. Only recenctly have monuments been erected to honour the bravery and tragedy of the conflict experienced by these women.
- We also see how different women respond to conflict in their own ways.
- Women were put in the gruelling position of having to sell their body for basic comforts which put them at great personal and interpersonal conflict.
Conflict in ... Paradise Road

<table>
<thead>
<tr>
<th>THEME</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage in times of Adversity</td>
<td>It is in the darkest moments of suffering that people have found an inner strength to rise above the tragedy. It is the will to survive and the human spirit shines through, sometimes via religious faith and other times through personal courage or drawing on the support of others.</td>
</tr>
<tr>
<td>The indomitable human Spirit.</td>
<td>This is clear in “Paradise Road” with the formation of the choir. It does not change their harsh reality but it gives their spirit a voice and for a moment they have joy and something else to look forward to.</td>
</tr>
<tr>
<td>The inhumanity and evil of war</td>
<td>So many killings and atrocities have been committed in the name of wars, and in “Paradise Road” we see that women and children are brutalised.</td>
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<td></td>
<td>This forces us to consider the nature of evil and conflict. Is humanity prone to evil? Why do these wars keep recurring?</td>
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<td></td>
<td>There is a sense of absurdity in the final moments of the film when it is announced. “The war is over! We can now be friends”.</td>
</tr>
<tr>
<td></td>
<td>How can innocent people and children suddenly become ‘enemies’ that need to be punished and tortured?</td>
</tr>
<tr>
<td>The power of music and the arts in society</td>
<td>War is one of the lowest acts of humanity. It is evil.</td>
</tr>
<tr>
<td></td>
<td>In contrast, music and the arts come from a higher plane of humanity. Music expresses the soul, feeds us spiritually and is a joy to be part of. It can have a transcendent effect on our lives – lifting us up, out of our mundane, pain filled lives, into a higher realm.</td>
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<tr>
<td></td>
<td>It is extraordinary that the women in a prisoner of war camp were able to tap into this higher power. Music and the arts are noble and humane, contrasting with the bleak reality of conflict and war.</td>
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<tr>
<td></td>
<td>In “Paradise Road” the moments where the choir performs is emotional and beautiful to behold. Beresford chose to make this the central focus of the film, leading him to re arrange many details and alter the facts in some places.</td>
</tr>
<tr>
<td></td>
<td>In their singing, the women become one with each other and are united, regardless of their culture, breeding, education, appearances and individual talents.</td>
</tr>
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</table>
Conflict in ... Bertolt Brecht’s Life of Galileo

Synopsis

The play is based on historical ‘fact’ and centres on the Italian scientist Galileo Galilei who lived in 1564-1642. Using and improving the newly invented telescope, Galileo finds proof of the Copernican system which goes against the teachings of the Catholic Church.

Despite warnings of the possible ramifications, Galileo decides to share his findings with others and goes to Florence to try to obtain further finding for research.

At first the Church representatives agree with Galileo’s findings but advise him not to publicise his research and focus on other science work. At the time the Catholic Church was very powerful and the Pope had supreme power. Galileo decides to publish his findings because there is a new Pope who is a mathematician and he hopes this new Pope is more scientifically open minded. Thus he publishes ‘Dialogue Concerning the two Chief World Systems’ and he is reprimanded by the Church. Galileo is forced to either be tortured or recant and take back what he has said.

Galileo recants and is placed under house arrest. However he painstakingly hand copies his research and secretly has it distributed amongst the scientists at the time.

Above: Brecht

Bertolt Brecht is seen as one of the most influential play writers and innovators of the twentieth century. His work was both challenging and unique and has shaped modern theatre ever since it was first performed.

Born in Germany in 1898 Eugene Berthold Friedrich Brecht attended the Augsburg Grammar School.  Brecht stood out at times for challenging authority.

Brecht lived through many tumultuous experiences including the Russian Revolution and two world wars. In 1918 Brecht was a medical student but was then conscripted to serve as a medical orderly in World War I.

Already interested in philosophy and himself an original thinker, Brecht was drawn to the ideas of Karl Marx. Combined with his theatrical genius and passion for Marxism, his plays were often about politics. In 1933, Brecht was forced to flee from Germany as the Nazis gained power. He lived as a political exile in Denmark, Sweden and Finland – and most of his plays became allegorical but relevant.

Life of Galileo was written in 1938 and like many of his other plays was revised several times. In 1941 Brecht moved to the United States and Galileo was changed to reflect the torment of World War II and the Holocaust.

Brecht’s life also reflected Galileo’s inquisition as he himself was called to appear before the House of Un American Activities due to his Marxist empathy. As a result of this American paranoia towards Communism, Brecht returned to East Berlin in 1948 and established the Berliner Ensemble with his wife Helene Weige. Brecht died in 1957.
## Conflict in ... Bertolt Brecht’s *Life of Galileo*

<table>
<thead>
<tr>
<th><strong>The Church vs. Science</strong></th>
<th><strong>Faith vs. Scientific Proof</strong></th>
<th><strong>Truth vs. Deception</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• In this era the Church was the law and controlled all.</td>
<td>• Faith implies believing without seeing or needing proof; it was a measure of true devotion.</td>
<td>• The truth is all for Galileo as science seeks the truth however the Church only wants the truth it has already approved.</td>
</tr>
<tr>
<td>• Disapproval from the Church was serious and there were dire consequences</td>
<td>• Science works on needing evidence which is a direct contradiction to Religion.</td>
<td>• Anything new and seen as dangerous was denied or stomped on by punishing scientists like Galileo.</td>
</tr>
<tr>
<td>• Everything came second to Church law, which is why theories like Galileo’s were considered dangerous and threatening.</td>
<td>• Scientific method as this is called is akin to heresy</td>
<td>• There are big and small lies and Galileo himself plays around with the truth to suit his work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Emotions vs. Reason</strong></th>
<th><strong>Change vs. No change</strong></th>
<th><strong>Old vs. New</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science deals with rationality, logic and proof.</td>
<td>• Change or moving forward is seen as quite threatening, especially if there is a chance that the Church will lose its grip on society and truth.</td>
<td>• Galileo’s work is moving forward towards the new and this needs to replace the old.</td>
</tr>
<tr>
<td>• The behaviour of the Church is irrational even in the face of evidence.</td>
<td>• The key thing is to ensure that the status quo stays.</td>
<td>• This was a great conflict for the Church as they saw any acceptance of new astronomical beliefs as challenging their authority.</td>
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</table>

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<thead>
<tr>
<th><strong>Freedom vs. Authority</strong></th>
<th><strong>Conflict with others</strong></th>
<th><strong>Inner conflict</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Galileo’s personal freedom was a threat to the authority and in such cases, individuals are punished.</td>
<td>• We see much arguing and debate between characters, highlighting how heated discussions become if there are differences in beliefs and backgrounds.</td>
<td>• Given the pressures placed on Galileo and others, there is much soul searching to be done.</td>
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<tr>
<td>• This reflected what happened at the time to Galileo and others</td>
<td>• As a member of society we need to be able to get along with others, even if we do not agree with them.</td>
<td>• What is the right thing to do here?</td>
</tr>
<tr>
<td>• More importantly it highlighted the Nazi Regime and the attempt to exterminate individuality and freedom without respect of the individual’s freedom.</td>
<td></td>
<td>• How do I maintain my personal freedom and beliefs without problems?</td>
</tr>
</tbody>
</table>
Conflict in ... Grahame Greene’s ‘The Quiet American’

Clearly conflict is a key theme in The Quiet American, so what does this novel tell us about the nature of conflict? It appears that conflict is caused by different groups wanting different outcomes, not being prepared to compromise, putting their own political and ideological desires before the needs of living and innocent human beings. It stems from an arrogant and racist view of the world, where power for the sake of power was all important, and wealthier countries felt it was their right to just invade countries, take over and colonise them. This is what the French did to the Vietnamese, and only once the Vietnamese started to fight for their independence did the French move on and out, but not without a struggle and much resistance.

Conflict exists because of the factions in political ideology, with supporters of communism wanting to dominate and take over their country; opposed by the supporters of democracy. Then there is the question of what were the Americans doing there? To what extent can a country interfere with what is going on in another country? The Americans were there to initially support the French to remain strong and resist the ultimate threat – communism. The American presence grew larger and larger, calling themselves ‘military advisors’, before all-out war was declared some years later. Pyle is part of this valour to defend democracy; York Harding’s philosophy became more important than all the innocent lives that would be lost.

Lack of flexibility and give and take are key factors in creating conflict.

Published in 1955, Graham Greene’s novel The Quiet American is a fictionalised account inspired by his research into the bombing and subsequent deaths and injuries in Vietnam at Rue Catinat. Of course it is much more than that, as there is a central love story and conflict around this.

What type of novel is this? There are several genres present in The Quiet American – political thriller, mystery, love story as well as a philosophical book. It is this variety that adds to its unique appeal.

Written during the Cold War, when American fear of the spreading communism was very high, some say the text flaunts anti American views. Ultimately the book does show us the state of disaster that was 1950s Vietnam and the start of the US military presence/involvement there – which would later become the long and bloody drawn out Vietnam War, with millions of casualties.

The French in Vietnam Vietnam has experienced much instability at the hands of invaders and other countries taking over, throughout their long history. In 1802, the French invaded and took over Vietnam (colonised it), renaming it Indochina, and they stayed for 150 years. By the 1950s, there was much political turmoil as the Vietnamese sought to gain their own freedom. There were also other countries in Asia interested in taking it over. Since the war had ended, guerrilla, communist activist Ho Chi Minh, took over Hanoi and the rest of North Vietnam, removed the French and declared himself the President. However the French then went to South Vietnam, making Saigon the capital, creating increasing tension. War had not been declared but there was constant fighting and terrorist attacks on both sides. The United States supported the French with money, forces and information as they did not want Ho Chi Minh’s communism to expand. On the 12 January 1952, a bomb exploded in rue Catinat, Saigon killing twelve people and injuring over 30. This is the incident we read about in the novel, The Quiet American. Many people, including Greene suspected American involvement in this incident, although proof is limited. In 1954, the French moved out of Vietnam but not before a treaty was signed dividing Vietnam into North and South, which the Viet Cong (communists) refused to obey as they continually sought to push into and take over the South. This led to the Americans sending ‘military advisers’ to protect the South, until gradually a fully blown war developed.
**Conflict in ... The Quiet American**

<table>
<thead>
<tr>
<th>Themes</th>
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<tbody>
<tr>
<td><strong>Love</strong></td>
<td>Although the novel is set amidst turmoil and conflict, this only emphasizes the tragedy of</td>
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<td>hatred and violence. Love is also important to Fowler as he is insecure about being left</td>
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<td>alone, and this is played out with the possible loss of Phuong. Whilst the love in the novel</td>
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<td>is hardly the traditional, romantic one of convention, it highlights that we all need to</td>
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<td>belong and to feel loved. Phuong is playing out a role to some extent, but also looking for</td>
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<td>security and love – marriage will provide this for her as her anxious sister knows.</td>
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<td>In some ways, we see that the pursuit of love can also involve pain as there is also the risk</td>
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<td>of losing love or unrequited love. Love in <em>The Quiet American</em> is linked to the characters’</td>
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<td>needs – Phuong’s need for security; Pyle’s idealistic American dream and Fowler’s insecure</td>
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<td></td>
<td>possessiveness, which seems very selfish. Love can humanise people and redeem them, or</td>
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<td></td>
<td>set them free. Although Fowler comes across as very cynical, we see him break as he realises</td>
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<td>he may have truly lost Phuong for good. This moment of pain transforms him into someone</td>
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<td>more open and humane. Perhaps Fowler has become the cynic because of his failed</td>
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<td></td>
<td>relationship with his wife Helen, but her eventual agreement to divorce him fills Fowler</td>
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<tr>
<td></td>
<td>with new hope and almost a new beginning. Love is important for all of us and perhaps it is</td>
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<td></td>
<td>what Fowler needs most, to clear away his constant sense of gloom and obsession with death.</td>
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<tr>
<td><strong>Foreign Policy</strong></td>
<td>The <em>Quiet American</em> begs the question- ‘To what extent do countries have the right to</td>
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<td>interfere in the business of other countries?’ For centuries, colonialisation was seen as</td>
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<td>merely an expression of power. To take over a ‘poorer’ or weaker country was seen as</td>
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<td>almost a right and it certainly happened a great deal. Indigenous people were displaced,</td>
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<td>killed, overruled and enslaved by God fearing people – often in the name of religion, with no</td>
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<td></td>
<td>moral scruples. It took the uprising and protestations of a few brave people to finally bring</td>
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<td>home the reality that what had happened was barbaric and unethical.</td>
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<td></td>
<td>Leaving a country that has been colonized was complex and often filled with violent</td>
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<td>confrontations. There was the fact that the country would be left in a weakened, vulnerable</td>
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<td>state, ready to be attacked and taken over again. Furthermore was the complication that</td>
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<td>there were many foreign settlers and their offspring who may have lived there for a hundred</td>
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<td>years or more. We see this mess in Vietnam, and it was one that happened all over the</td>
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<tr>
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<td>world throughout history.</td>
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<td>Ultimately, the question is again – To what extent does one country have the right to</td>
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<td>interfere in another county’s affairs? It is this question that is at the core of many of the</td>
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<td>ongoing conflicts in the world today. Certainly, in <em>The Quiet American</em>, we see America in</td>
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<td></td>
<td>there protecting their own needs at any cost.</td>
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<tr>
<td><strong>Good and Evil</strong></td>
<td>Life is made up of good and evil and there is a sense that the sins must be atoned for before</td>
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<td>all is right again. The evil, or sins in the novel is the treatment of human beings as</td>
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<td>disposable, but in reality every life is worthy, which is why Pyle must be punished. It seems</td>
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<td>that Thé and the others do not care about the human cost of pursuing their ideals, but the</td>
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<td>question that must be faced is does the ends justify the means? Fowler suggests in Vietnam,</td>
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<td>it certainly did not.</td>
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<td></td>
<td>Wars are begun suggesting that a leader must follow through and achieve success at</td>
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<td></td>
<td>whatever cost – be it human or other destruction. How else can wars be justified?</td>
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</tbody>
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Conflict in ... Every Man in this Village is a Liar

Every Man in This Village is a Liar: An Education in War is a memoir by journalist Megan Stack. It covers her travels and experiences as a foreign correspondent for the Los Angeles Times newspaper in the post terrorist attacks on U.S soil. Stack was stationed in various war torn countries in the Middle East – Afghanistan, Yemen, Iraq, Pakistan, Saudi Arabia and Libya.

Stack’s memoir is filled with the horrors of war, the lies and excuses we make in and for war as well as the horrific conditions many people live in. Stark controversially contends that “only after covering it for years did I understand that the war on terror never really existed.”

Stark is both critical of all those factions participating in wars in the Middle East as well as the United States involvement. She points out that the United States and its allies are in the Middle East for their own purposes – often economic.

About the Author Megan Stack

Megan K Stack was a 25 year old journalist for the Los Angeles Times when the planes crashed into the World Trade Centre on September 11, 2001. She has won many awards for her journalism and in 2007 she was a finalist for the Publisher Prize in International reporting. Stack is currently based in Moscow as The Los Angeles Times Bureau Chief.

What happened on 9/11?

On September 11, 2001 terrorists attacked America by hijacking four airplanes in mid-flight.

- Two planes were flown into the two skyscrapers at the World Trade Centre, New York
- These buildings caught fire and collapsed
- A third plane destroyed part of the Pentagon in Arlington, Virginia
- The fourth plane did not reach the hijackers intended destination (White House) because passengers on the flight fought with the terrorists and it landed in Shanks Ville, Pennsylvania
- About 3000 people were killed
- 19 terrorists from the Middle East belonging in a terrorist group called Al Qaeda
- The leader of Al Qaeda was Osama Bin Laden and this group follow an extreme form of the Islam religion.
- Al Qaeda was protesting about U.S involvement in Arab Nations and the values of democratic countries
- In response to the attacks, the U.S and its allies invaded Afghanistan which was run by the Taliban
- The Taliban’s rule was brought done by the U.S and other troops
- On May 1, 2011 U.S troops killed Osama Bin Laden who was hiding in Pakistan
- In 2003 the U.S invaded Iraq due to the threat of war at the hands of the leader Saddam Hussein who was later executed
- Since the 9/11 attacks, security, especially at airports was tightened and the Department of Homeland security was created.
Conflict in ... The Rugmaker of Mazar E Shariff

The Rugmaker of Mazar-E-Sharif is the memoir of Najaf Mazari, co-written with biographer Robert Hillman.

Najaf was born in 1971 in a village in Afghanistan. At the age of 12, Najaf’s family moved to Mazar-E-Sharif where he became an apprentice Rugmaker. As the Taliban were involved in the mass killing of men, Najaf was smuggled out of the country to Australia, where he was given refugee status. In Melbourne, he opened a rug shop, and was joined by his wife and daughter in 2006. He is now an Australian citizen.

Robert Hillman has spent time in the Middle East himself, and has authored other works about people who have suffered, been tortured and managed to flee.

Encountering Conflict

Civilians in Afghanistan have war and conflict forced upon them. The wars are long term and the conflict destroys cities, towns and people - physically and emotionally. It tears apart families.

People experience ongoing anxiety/fearfulness. Due to the mess of war, education and other opportunities are denied to children. The memoir highlights to us that war is useless - what is gained?

In Afghanistan it appears that only the two opposing ruling groups want the war and the war is never-ending.

War does certainly not achieve changes or development; war is not God’s way - it is destructive not life giving.

Violence, aggression, cruelty and other dehumanising behaviour is encouraged in times of conflict. Where is kindness, love, mercy, understanding?

The Taliban are depicted as fanatical with a very narrow world of war and life.

Surviving Conflict

It is human nature to survive and to keep the life force going regardless of adverse conditions. People in parts of the Middle East live with a constant background of war, seeing no end to war - but they still try to live ordinary lives. Life does not stop - it continues as long as the sun still shines. Najaf is able to develop incredible reserves of compassion and kindness towards others. Hope is essential to keep people going. Najaf steels himself to be strong and not give up. Gratefulness for any good in his life is second nature to Najaf. It is incredible that Najaf shows joy and delight in simple pleasures that many take for granted. That people go into exile, and escape as refugees shows great courage.

Najaf has great integrity in his identity and what is right or wrong. He will not put up with being treated like a slave by an employer. We can also see his humbleness - a sense of humanity is key to Najaf’s survival. Hard work is second nature to Najaf - it does not make him flinch. Furthermore he is not arrogant and sees people as equally worthy.
 Conflict in ... ‘The Rugmaker of Mazar E Shariff’ Writing Ideas

1. Write an editorial about asylum seekers in Australia - or a newspaper article.
2. Keep Robin’s or Colin’s diary as they encounter Najaf.
3. Write a letter from the point of view of someone living in a war torn country.
4. Create a series of poems inspired by the text.
5. Imagine Maria (Najaf’s daughter) is now 21. Write a letter or speech about life in the past and in Australia today.
6. Dramatise a scene from the text.
7. Write an article for a psychological magazine about mentally surviving conflict.
8. Explore conflict, fear, powerlessness or some other related theme. Write some poetry.
9. Take a section of the text and write a short story.
10. Imagine you are interviewing Najaf today. Write that interview.

**Conflict Prompts**

1. It is remarkable that individuals and communities can keep day to day life going in the midst of wars and conflict.
2. Hope, faith and courage are the only ways we can cope with and try to rise above conflict.
3. Conflict never achieves long lasting and positive change.
4. The consequences of conflict are tragic and long-lasting.
5. Conflict destroys life - it can never solve problems or bring life.
6. It is the sense of community that conflict destroys first of all.
7. Religion or strong faith are keys to coping with conflict.
8. Conflict and war are a global problem. We need to unite to support those fleeing war torn countries, rather than shutting our ‘borders’. 
Encountering Conflict in Songs

- Listen to at least three to five of these songs and in groups discuss their messages. Focus on the conflict elements.

<table>
<thead>
<tr>
<th>Song Title</th>
<th>Artist/s</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, Bloody Sunday</td>
<td>U2</td>
<td>IRA Terrorism/ Northern Ireland</td>
</tr>
<tr>
<td>Free Nelson Mandela</td>
<td>The Special A-K-A</td>
<td>Ending Apartheid/promoting peace</td>
</tr>
<tr>
<td>Peace Train</td>
<td>Cat Stevens</td>
<td>Promoting peace</td>
</tr>
<tr>
<td>Silent Night 1969</td>
<td>Simon and Garfunkel</td>
<td>Tragedy of war and conflict</td>
</tr>
<tr>
<td>Imagine</td>
<td>John Lennon</td>
<td>Peace</td>
</tr>
<tr>
<td>War! What is it Good For?</td>
<td>Edwin Starr</td>
<td>Anti War</td>
</tr>
<tr>
<td>Dark Side of the Moon</td>
<td>Pink Floyd</td>
<td>Inner Conflict – Mental illness/Insanity</td>
</tr>
<tr>
<td>Mad World</td>
<td>Tears for Fears</td>
<td>Inner Conflict</td>
</tr>
<tr>
<td>Civil War</td>
<td>Guns N Roses</td>
<td>Civil War US</td>
</tr>
<tr>
<td>Rachel’s Coming Home</td>
<td>Russell Morris</td>
<td>Breakdown/ War</td>
</tr>
<tr>
<td>The Killing of Georgie</td>
<td>Rod Stewart</td>
<td>Gay killing</td>
</tr>
<tr>
<td>Power and the Passion</td>
<td>Midnight Oil</td>
<td>Corporate corruption</td>
</tr>
<tr>
<td>Ballad of Lucy Jordan</td>
<td>Marianne Faithful</td>
<td>Inner conflict/ breakdown</td>
</tr>
<tr>
<td>19th Nervous Breakdown</td>
<td>Rolling Stones</td>
<td>Inner conflict/breakdown</td>
</tr>
<tr>
<td>Gangster’s Paradise</td>
<td>Coolio</td>
<td>Social and personal conflict</td>
</tr>
<tr>
<td>Luka</td>
<td>Suzanne Vega</td>
<td>Child abuse/ family conflict</td>
</tr>
<tr>
<td>Oh Father</td>
<td>Madonna</td>
<td>Family conflict</td>
</tr>
<tr>
<td>Paradise</td>
<td>Janis Joplan</td>
<td>Environmental/ community conflict</td>
</tr>
<tr>
<td>Cats in the Cradle</td>
<td>Harry Chapin/Ugly Kid Joe</td>
<td>Father/son/ family conflict</td>
</tr>
<tr>
<td>Only 19</td>
<td>Paul Hardcastle</td>
<td>Vietnam War</td>
</tr>
<tr>
<td>One</td>
<td>Metallica</td>
<td>Effects of war</td>
</tr>
<tr>
<td>If you tolerate this your children will be next</td>
<td>Manic Street Preachers</td>
<td>War</td>
</tr>
</tbody>
</table>
Conflict

Student Response Workbook

Name ______________________
Encountering Conflict – General Questions and Tasks

Conflict in the Media

Conflict seems to dominate the media, especially the news. Discuss the types of news stories that have dominated the recent media – including newspapers, radio, television and online.

1. List the types of conflicts that have been reported in the media recently.
2. What has been the cause of these conflicts?
3. Why do you think they have been reported?

Types of Conflict:

1. List the various types of conflicts you are aware of.
2. For each one write your own short definition.
3. What reasons may have caused each of these conflicts?

Personal Reflection:

In what ways have you encountered conflict in your life time? Describe what your response to conflict was. Discuss the consequences and possible resolutions available.

Conflict in Music:

There are many songs about conflict. Songwriters express important sentiments and raise awareness of serious issues in their song lyrics. Find the following songs online and discuss the message the songwriter is trying to communicate.

- U2 ‘Sunday, Bloody Sunday’
- Simon & Garfunkel ‘Silent Night, 1969’

Then find another song of your choice and discuss the message being conveyed regarding conflict.

Conflict Mind Map

Think about the following concepts and then create a visual diagram or mind map on a separate page.

- The nature of conflict
- The causes of conflict
- The consequences of conflict
- The resolution of conflict

Conflict Collage

In response to your reading and discussion, create a collage/artistic response on the theme of conflict.
Conflict Word Bank

Write your own definition of each of the words on the list below.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Revenge</th>
<th>Aggression</th>
<th>Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retaliation</td>
<td>Justice</td>
<td>Injustice</td>
<td>Passive aggressive</td>
</tr>
<tr>
<td>Passive</td>
<td>Non violence</td>
<td>Victim</td>
<td>Force</td>
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<tr>
<td>Bullying</td>
<td>War</td>
<td>Clash</td>
<td>Revolution</td>
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<tr>
<td>Fear</td>
<td>Prejudice</td>
<td>Racism</td>
<td>Hate</td>
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<tr>
<td>Misunderstanding</td>
<td>Powerless</td>
<td>Powerful</td>
<td>Heroes</td>
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<tr>
<td>Villains</td>
<td>Resolution</td>
<td>Compromise</td>
<td>Allies</td>
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<tr>
<td>Enemies</td>
<td>Inner struggle</td>
<td>Resentment</td>
<td>Hostility</td>
</tr>
<tr>
<td>Peace</td>
<td>Negotiation</td>
<td>Terrorism</td>
<td>Forgiveness</td>
</tr>
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<td>Truce</td>
<td>Acceptance</td>
<td>Argument</td>
<td>Tension</td>
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<tr>
<td>Opposition</td>
<td>Rebellion</td>
<td>Uprising</td>
<td>Torture</td>
</tr>
<tr>
<td>Oppression</td>
<td>Suppression</td>
<td>Refugees</td>
<td>Resistance</td>
</tr>
<tr>
<td>Sanctions</td>
<td>Punishment</td>
<td>Confusion</td>
<td>Stalemate</td>
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</table>
Textual Quotes about Conflict

Find quotes from the text/s you are studying that encapsulate the conflict that is encountered.

<table>
<thead>
<tr>
<th>Text</th>
<th>Quote</th>
<th>Comment about conflict</th>
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</table>
Encountering Conflict Short Oral Presentations

In pairs, choose one of the following conflicts/ wars and find out:

- The cause of the conflict
- The nature of the conflict
- The consequences of the conflict
- The resolution of the conflict

Give a quick two minute talk to the class. If you would like to research a war not listed below, ask your teacher.

1. American Civil War 1860-65
2. Mexican Revolution 1910-20
3. World War I 1914-1918
4. Soviet Revolution 1917-1921
5. Greece vs. Turkey 1917-1919
6. Chinese Civil War 1928-1937
7. Japanese Manchurian War 1931
8. Stalin’s ‘Purges’ 1936-1937
9. Spanish Civil War 1936-39
10. World War II 1939-1945
11. Greek Civil War 1946-49
12. Partition of India and Pakistan
15. Mao’s ‘Cultural Revolution’ 1966-69
16. Idi Amin’s Uganda 1969-79
17. Northern Ireland’s Civil War 1969 onwards
18. OR find another conflict and check with your teacher
Glorifying Conflict?

- What message are these posters making about the war effort?
- How are they attempting to be persuasive?
This poster was created by the new white Government as a pictorial and simple way to communicate with the ‘natives’, who clearly did not understand English.

**Governor Davey’s Proclamation to the Aboriginals.**

**Questions:**

1. What is the poster promising the Aborigines?

2. How are the aborigines being encouraged to behave?

3. Look at the first picture – what changes do the aborigines have to make to peacefully mingle with white settlers?

4. If you were an Aboriginal at the time, how would you feel regarding this poster?

5. The last image seems to suggest equal justice for all settlers – how do we know that this did not really happen. White men were often not punished for killing aborigines.

6. Find and read an example of a ‘Dreamtime’ story and write a short summary of it. What can it say about the importance of the landscape to the aborigines?
In what way does this poster represent America under a communist system?

How does this work to create fear in the reader?

What is the ultimate focus and goal of propaganda posters like this?

How effective would such posters be in promoting and justifying the use of conflict?

Find other propaganda images that would have been used to encourage war and fighting. Print, paste and annotate below.
Oral Film Review on a War or Other Film about Conflict

- Check film reviews online and in magazines/newspapers to pick up ideas.
- Create and present a 3-5 minute presentation to the class, using technology
- Choose from list provided or from your choice approved by the teacher
- Your focus needs to be on Conflict and some basic areas to cover include:

Basic Plot of the film?

What is the nature of the conflict?

What are the consequences of the conflict?

How is it resolved? (or not)

What does the film say about Conflict?
Is PEACE possible?

Peace

‘Peace, like charity, begins at home’. ~ Franklin D. Roosevelt

‘Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal’. ~ Dr. Martin Luther King Jr.

‘All we are saying is: give peace a chance’. ~ John Lennon

‘Imagine all the people living life in peace. You may say I’m a dreamer, but I’m not the only one. I hope someday you’ll join us, and the world will live as one’. ~ John Lennon

"Peace is our gift to each other." ~ Elie Wiesel

"Peace starts with a smile" ~ Mother Teresa

For everything there is a season,
And a time for every matter under heaven:
A time to be born, and a time to die;
A time to plant, and a time to pluck up what is planted;
A time to kill, and a time to heal;
A time to break down, and a time to build up;
A time to weep, and a time to laugh;
A time to mourn, and a time to dance;
A time to throw away stones, And a time to gather stones together;
A time to embrace, And a time to refrain from embracing;
A time to seek, and a time to lose;
A time to tear, and a time to sew;
A time to keep silence, and a time to speak;
A time to love, and a time to hate,
A time for war, and a time for peace. - Ecclesiastes 3: 1-8 (Bible)

• Task: Create your own PEACE posters and hang them in a public place OR write a personal response about peace.
### Gallipoli – A Peter Weir Film
after viewing the film **GALLIPOLI**, answer the following questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. For what different reasons did the soldiers enlist?</td>
<td></td>
</tr>
<tr>
<td>2. How did the British soldiers view the Australian soldiers? Explain</td>
<td></td>
</tr>
<tr>
<td>3. How did the Australian soldiers view the British soldiers? Explain</td>
<td></td>
</tr>
<tr>
<td>4. In what ways does Guy Nightingale change during the war?</td>
<td></td>
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<tr>
<td>5. The men seem to accept that they will die in battle – how can you explain this?</td>
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<tr>
<td>6. What do you think about the portrayal of leadership in this film?</td>
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<tr>
<td>7. Why do you think Gallipoli has become an integral part of Australia’s history and present day culture?</td>
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<tr>
<td>8. After watching this film, how would you define bravery and courage?</td>
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<tr>
<td>9. What are the key themes in this film?</td>
<td></td>
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<tr>
<td>10. Research the ANZAC legend. What does it mean today?</td>
<td></td>
</tr>
</tbody>
</table>
‘Paradise Road’ Worksheet: Quote Study

<table>
<thead>
<tr>
<th>Action or Quote</th>
<th>What this reveals about conflict and/or the women?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Look girls, we’re just going to have to get along...” (on the overcrowded ship)</td>
<td></td>
</tr>
<tr>
<td>“…could be worse – I suppose…” (as three of the women drift on the sea)</td>
<td></td>
</tr>
<tr>
<td>“She’d gone to get quinine for you...”</td>
<td></td>
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<tr>
<td>“God...what else could they do to us?”</td>
<td></td>
</tr>
<tr>
<td>“The will to survive is very strong.”</td>
<td></td>
</tr>
<tr>
<td>“I told a lie but God will forgive me...”</td>
<td></td>
</tr>
<tr>
<td>“Sometimes God reaches down and pulls the wings off his butterflies.”</td>
<td></td>
</tr>
<tr>
<td>“Whisky...I love whisky!”</td>
<td></td>
</tr>
<tr>
<td>“Faith...You can do very little with it and nought without it.”</td>
<td></td>
</tr>
<tr>
<td>“We won’t stay here – one day we shall all go home.”</td>
<td></td>
</tr>
<tr>
<td>“Fancy having a flag with a poached egg on it!”</td>
<td></td>
</tr>
<tr>
<td>“I just can’t bring myself to hate people. The worse they behave, the sorrier I feel for them.”</td>
<td></td>
</tr>
<tr>
<td>“The war is over. Once more we can be friends.”</td>
<td></td>
</tr>
</tbody>
</table>
‘Paradise Road’ Worksheet - Encountering Conflict –

Some creative ideas for writing about Conflict...

- In the persona of one of the women in “Paradise Road”, write a letter or keep a diary.

- Other outcomes? Create a piece of writing with an alternative ending, assuming that one of the soldiers dared to say no to orders.

- The choir formed by the women is a way of rising above their victimhood and clinging to their spirit and will to survive. Explore other victims of conflict, who have chosen to survive.

- What are the essential ingredients for conflict to exist and take over a community or group of people? Create a recipe.

- It is years later. You are the soldier that set fire to Wing’s body in the middle of the camp. How do you feel about what you did? Why did you do it? Write a diary entry.

- You are the director of the film, “Paradise Road”- Bruce Beresford. Explain the choices you made in the film and what you wanted to achieve.

- Why is humanity always at war? Write an essay exploring the nature of conflict between countries.

- “The war is over. Once more we can be friends.” Discuss the absurdity and pointlessness of war.

- Create a dialogue between two of the women from the film, as they look back on their lives and the war.

- Choose one of the women or the Japanese men and explore how conflicted you feel about what is happening as you go to the Officers’ Camp for better conditions as a trade off for prostitution.

Other ideas...
‘Life of Galileo’ Worksheet –

Conflict Prompts

1. A clash of ideas will inevitably lead to conflict.
2. Our need to hold onto the status quo and our fear of change is so powerful that we will even fight for it.
3. The lack of equality in our society is the injustice that leads people to war and struggle.
4. Underneath every conflict is the refusal to honour the right every individual has to equality and freedom.
5. Compromise is when one side agrees to sell out most of its principles. It rarely lasts long.
6. Institutions are all about self-preservation and anyone who threatens this must be punished or silenced.
7. We all want the truth as long as it is our truth and does not make us uncomfortable.

Extended Responses

1. “Character is destiny”. How true is this for Galileo?
2. Galileo attacks the church for insisting that people place all their trust and faith in them. Why then is it all right for Galileo to place all his faith in science? Discuss.
3. “The truth is out there…” “The truth will set us free…” Discuss Galileo’s ideas about truth.
4. Lack of conformity and change – not science – are the real threats to the Church and Establishment. Discuss in relation to Life of Galileo.
5. By his actions, Galileo proved that change can be created from within. Discuss.
6. At the end of Brecht’s play is Galileo a hero? Discuss.
7. How does Brecht’s Epic Theatre style serve and promote the ideas of his plays? Discuss.
8. They’re beheading the truth of the play. Discuss the role of truth and lies in the text.

Galileo on trial
Bertolt Brecht’s ‘Life of Galileo’  Quotes Worksheet

<table>
<thead>
<tr>
<th>Conflict Type</th>
<th>Faith vs. Scientific Proof</th>
<th>Truth vs. Deception</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Church vs. Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotions vs. Reason</td>
<td>Change vs. No change</td>
<td>Old vs. New</td>
</tr>
<tr>
<td>Freedom vs. Authority</td>
<td>Conflict with others</td>
<td>Inner conflict</td>
</tr>
</tbody>
</table>

*Find quotes to support the above conflicts in the play*
# ‘The Quiet American’ – Conflict Worksheet

<table>
<thead>
<tr>
<th>What types of conflict do we find in <em>The Quiet American</em>?</th>
<th>Why do these conflicts occur?</th>
<th>Were there alternatives to conflict?</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>What role does culture play in the conflict in the novel?</th>
<th>Is the conflict resolved? Can it be resolved?</th>
<th>Quotes about conflict...</th>
</tr>
</thead>
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</table>
‘The Quiet American’ Worksheet

Discussion Questions:

1. Can change be achieved without violence, wars and suffering?
2. Compare Pyle’s view of love for Phuong with Fowler’s love for her.
3. Make a grid or visual diagram of the good and evil in the novel.
4. To what extent do you think a country should involve itself in the affairs of another?
5. Why do you think conflict is so prevalent in the world?

‘The Quiet American’ – Encountering Conflict Writing Prompts

1. It is remarkable that individuals and communities can keep day to day life going in the midst of wars and conflict.
2. Hope, faith and courage are the only ways we can cope with and try to rise above conflict.
3. Conflict never achieves long lasting and positive change.
4. The consequences of conflict are tragic and long-lasting.
5. Conflict destroys life - it can never solve problems or bring life.
6. It is the sense of community that conflict destroys first of all.
7. It is times of conflict that we really discover who we are.
8. A passive approach to injustices is almost as bad as being the perpetrators of the injustice.
9. When times are great everyone is good, but only a great person is good in times of conflict.
10. All conflict stems from ineffective communication.
11. Even if we are pacifists we are not protected from conflict being thrust upon us.
12. If we could understand and respect that we are all unique and worthy, there would be no conflict.
13. We all dislike conflicts, yet we seem to have no alternative way of being.
14. Most conflict boils down to those with power abusing those who are powerless.
15. We cannot hurt another human being without leaving a scar on ourselves.
‘Every Man in this Village is a Liar’ Worksheet

Reviews – what they said

Write your response to the review extracts underneath the quote.

‘We were all stripped of technology. Megan Stack writes, reduced to our ancient selves, to faces found and words spoken in person” and that is the secret of this extraordinary book: Stack removes all the usual nonsense from war reporting. What you read here is the truth, gorgeously rendered in shimmering sentences, but unrelenting all the same. The honesty of her reporting, the clarity of her vision is breath-taking. It is a remarkable piece of work.’ – Joe Klein

‘Stack’s profound compassion leads her to hold a mirror to all those complicit, from American and Aran leaders to the foreign correspondents who have flocked to the conflict. Her keen eye for contradiction and for the human implications of policy brings her to an unsettling conclusion: there is no truth to this hologram of a war on terror – not for us and not for them.’ – Marla Stone, Los Angeles Times

‘Stack has soul. Stack gets it. She feels it in her gut and has clarity of thought and boldness of expression that is rare, and delicious.’ – The Times of London

Extension Questions

1. Who was lying? Why? What were the repercussions?
2. Choose 3 memorable personal stripes told by Stack. What do these contribute to the reading of the text?
3. Why does religious fundamentalism so often lead to violence? Has America been guilty of the same kind of self-righteous extremism in its opposing of the Middle East?
4. Discuss 6 incidents highlighting the role of women.
5. It is a problem for the reader. That Stack does not go into too much detail about political and historical background? Discuss.
6. How successful is the book as a memoir?
7. The subtitle for this book is ‘an educational in war?’ what did Stack learn about war? What did you learn about war?
8. How do you think Stack’s voice and choices have shaped and influenced your conclusions about:
   - America involvement in Middle East and Crisis and wars in the Middle East
Locations – ‘Every Man in this Village is a Liar’

- On the map below, locate the places Stack mentions and writes about by drawing a black circle
- Or draw in the steps taken in her travels

Questions:

1. Is Egypt considered a Middle Eastern or African country? Why?
2. On the right border of Pakistan is India. India is an Asian country – is Pakistan a Middle Eastern country or Asian country?
3. What problems and conflicts has Pakistan been involved in over the last decade?
4. Using an Atlas – book or online – find out the population, natural resources and dominant religions of the following 6 countries: Yemen, Libya, Syria, Saudi Arabia, Iran and Iraq. Create a list under each country in your book.
5. Look up some African countries – Sudan, Nigeria, Kenya, Uganda...what characterises these countries?
6. What is the religious significance of Jerusalem?
7. Where is Palestine? Historically, how has Palestine been divided up and why has this been controversial?
8. Why do you think Australia has had a comparatively quiet history with regard to being invaded by other countries?
9. Discuss the impact living in this zone would have on you.
‘The Rugmaker of Mazar E Shariff’ Worksheet

- Explore some of the above elements of conflict as presented in the book in the table below

<table>
<thead>
<tr>
<th>Encountering conflict Incident</th>
<th>Quote or action</th>
</tr>
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<tbody>
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