

Global Issue Area – Politics, Power, Justice, Beliefs, value and Education**Global Issue** - War and its impact on young minds.

- **Introduction – 200 words**

- Hello, _Greetings_! We are all aware that wars are not permanent; they never last forever, and the only thing they leave behind are terrible memories. These memories are not only confined to an individual who participates in the war but is also handed on to all their near and dear ones, such as their family and friends, and they are even passed on to future generations. Today, I'll speak about the global issue area of 'Politics, Power, Justice,' for which I've selected 'War and its Impact on Young Minds' as my global issue. I have my literary text as Persepolis and my non-literary text as the Napalm girl Photograph.
- Because of war stress a person's mental and emotional capabilities can get impaired also education can also be disrupted by the demolition of schools during wars. Children are killed during conflicts and are directly exposed to violence such as bombings and battles. This is a global issue that is currently being faced in countries such as Syria and 'Afghanistan.'

- **Literary Text – Persepolis 'The Key' – 693 words**

- I would now like to connect my literary text 'Persepolis' written by #MarjaneSatrapi to my global issue. The semi-autobiographical novel speaks about her daily existence in Iraq during the conflict. People faced a lot of tortured and you can see the horrific effect of war. All of this is portrayed through the eyes of a child and her experiences growing up in this atmosphere. Despite being a graphic novel, the author's writing style has a unique quality, especially with witty dialogues. As far as the language is concerned, it suits the graphic novel of this type having black and white drawings. Appropriate titles, dialogues, and simple vocabulary become the hallmark of its effectiveness in communicating the political upheavals of a third-world country like Iran. To stress her feelings, Marjane often turns to metaphors and similes more than any other literary device.
- Although the novel is promoted as an autobiography, yet deep down it has a political theme that is when revolutions and changes occur in the political administration, it does not mean that they would be beneficial for all. For example, the image on page 98 show that parents are quite angry and fighting with the school principal about the change they have brought to the school curriculum like mourning the war dead by listening to a song and pounding their chests, wearing the veil and get suspended from school if they become quite the pranksters. This shows that everyone was upset of the war and parents were not happy with the state of education in Iran which can affect the future of their children. Also, this shows that the school were also not allowed to make decision, the curriculum was decided by the political power which help them create a false image of themselves in front of the future generations. The author uses ever simple language and uses the literary device as rhetorical question. The images or the drawing used in book

clearly shows the anger on the face of parents and how frustrated they were because of the on-going crises.

- Moreover, the education system for boys and girls was quite different during that time. During that time the girls had to make winter hoodies of the soldiers who are going on the war whereas for boys they were being trained to become soldiers. Later in pg. 99 we can see that their maid Ms. Nasrine is upset because the school gave her son a plastic key painted gold. They told her boy that if he was lucky enough to die in the war this key would get him into the heaven. Its propaganda used by the government to recruit child soldiers, also it shows how young children were brainwashed and were given false hopes so that they can fight the war. The literary device used in here is symbolism, the key symbolizes hopes, the emotion of the parents who were going to send their kids to war. The main focus of the image is on the key in that picture. The fact that Marjane had a maid at her house shows that she belongs to a modern family and they were quite rich.
- Later in the chapter we can see Marjane's cousin Shahab shows up in the house—he is on leave from the army—and he tells how in the army he sees groups of young boys from the poorer regions who have been convinced “that the afterlife is even better than Disneyland.” He expresses how the army leaders “hypnotize them and just toss them into battle.” It also turns out that the keys that Mrs. Nasrine described are only given to poorer boys. The type of teachings that the upper-class people and the lower classes go through in school are not corresponding to each other. The poor get exploited and are given the keys that promise them that dying for Iran will bring them afterlife glory. The image shows some children pounding their chests with their eyes close this shows how the children were following the Shah's commands blindly. This shows how the war has affected the children also had different effects depending on their backgrounds.

• **Non-literary Text – The Terror of War – 670 words**

- A picture is worth a thousand words. I would now like to connect my non-literary text ‘The terror of war’ to my global issue. The photograph was taken by photojournalist Nick Ut on June 7, 1972. Nick Ut is a Vietnamese American photographer who was working for the Associated Press at that time. The Terror of War (1972)—as one of the most symbolic photographs of the most controversial war. He photographed the refugees and planes dropping bombs. The civilians were caught in between North Vietnamese soldiers and South Vietnamese troops fight. One of the planes dropped a napalm bomb on North Vietnamese positions. However, the bomb mistakenly hit civilian's locality and created a corpse in the area.
- Color saturated pictures can confuse the eye black and white images on the other hand can seem refreshingly simple and it's often easier to see and interpret the main focus of the picture. Also, the black and white image makes the audience more connected to the picture as they give the effect of horror and realism of the story. The black and white effect in the picture creates a sense of a moment of time captured and gives a timeless quality.

- Looking at the image with a gender and age lens, we see that the victims (those running away in terror) are both female and male children. This is in contrast to the soldiers and photographers who are all adult males (those walking away in seemingly indifference). This juxtaposition between terrified children and indifferent soldiers implies that this violence is not extraordinary to the adult soldiers and photographers, presumably because they are accustomed to the violence and terror of war. These children represent the next generation who will have experienced war in their youth and will participate in or become indifferent to war as adults. From the expression of the children running away from the smoke we can make out them shouting and screaming. The soldiers are supposed to be protecting the children, but they are merely herding them down the road. The soldiers' actions create a notion that they are herding the children, and that the Vietnamese are animals that need to be tamed and controlled by the Americans.
- The focus of this photo is the little girl who is undressed in the center of the photo. She is screaming in pain and her arms are stretched out from her body. The photo provides no details of why she is in pain or why she is undressed. The caption that accompanied the photo said that she was burned by napalm and ripped her clothes off of her because they were burning. Her uncovered body represents innocence, an innocence that has been taken away from her by the war. The children are running right at the camera, creating an intensity and haste. The photographer who took the photo was taller than the children, therefore shooting from above the subjects and deeming them powerless.
- The boy who is in the foreground of the photo has a look of terror on his face. He is also closest to the camera of all of the characters so the viewer is more emotionally connected to him. He is also depicted as innocent because of the shorts he is wearing. The shorts indicate youth where pants would have indicated maturity. In the background of the photo, the smoke from the fire can be seen. The dark smoke represents the dark, ominous, and dangerous situation that is occurring in Vietnam.

• **Conclusion – 145 words**

- Early childhood experience accounts for a large part of human brain development. Therefore, the brain can be readily changed by surrounding environments of children. In that sense, children in armed conflict zones may be more susceptible to mental problems such as anxiety and depression, as well as physiological problems in the immune system and central nervous systems. Therefore, when we see both the literary and the non-literary text can make out that the War disrupts the supply of necessities to children and their families. Children in war-zones witness and experience as variety of violent activities which may lead to development of psychological disorders such as posttraumatic stress disorder (PTSD). This also shows that the wars are doing worse than good for the young generations.

Links –

- https://en.wikipedia.org/wiki/Impact_of_war_on_children#Death_and_injury
- <https://www.litcharts.com/lit/persepolis/the-key>
- <https://literarydevices.net/persepolis/>

- <https://www.shmoop.com/study-guides/literature/persepolis/summary/chapter-13>
- https://en.wikipedia.org/wiki/Children_in_the_military
- https://en.wikipedia.org/wiki/Impact_of_war_on_children#Death_and_injury
- <https://www.nbcnews.com/news/us-news/nick-ut-photojournalist-who-made-famed-vietnam-war-napalm-girl-n1254517>
- <https://thewire.in/culture/nick-ut-napalm-girl-photograph>
- <https://thefuture409.wordpress.com/2016/09/29/the-terror-of-war/>
- <https://confluence.gallatin.nyu.edu/sections/research/war-images-napalm-girl>
- <https://www.elon.edu/u/academics/communications/journal/wp-content/uploads/sites/153/2017/06/04LovelaceEJSpring10.pdf>