

Notes for Teachers on Adrian d'Hagé's Novels

These notes are an aid for teachers using these novels as study texts.

Teachers should note that all of the texts written by Adrian d'Hagé contain occasional use of explicit language that is in context with the context of operatives in the military or law enforcement or the criminal world. It is not gratuitous, nor is it unfamiliar to older students in their vernacular. If swearing is a problem in your school, all these texts offer ways in which to understand and analyse how language choices can have inclusive and exclusive social effects and can empower or disempower people in particular contexts. Boys in particular, who are not willing readers will find these texts gripping and thought provoking.

Teachers with Jewish Muslim and/or Christian students who may be marginalised in their school communities will find all these texts provocative and they challenge media and politically driven stereotypes.

Useful activities at the End of Year/Semester when assessment is completed include:

- Use of website and hyperlinks to additional reading for a webquest
- Based on suggested readings, research the veracity or evidence further
- Complete the Word Power quizzes
- Read, Reflect and Write
- Group Discussions based on an excerpt
- Class Debates integrating cross curriculum knowledge – parliamentary or formal

If reading for pleasure is an anathema for your student and you have a time for silent, sustained reading, then these novels are fast paced, engage with current national and international issues and offer scope for students of Politics, History, Psychology, Sociology, Economics, Business, the Sciences, Mathematics and Religion to engage in robust discussion, share their knowledge and give purpose and application to their studies or areas of interest.

Suggestions:

- Include the readability indices using the Word Analysis
- Multiple Choice Word Power Quiz like that in the Readers' Digest which offers alternative meanings for each of the words in the list of choices as well as the correct answer - appeals to avid readers especially in the online environment as well as teachers – a great and easy diversion for when teachers are absent

The Russian Affair (2018)

Questions

- 1) The threat of nuclear destruction pervades The Russian Affair. What does MAD stand for?
 - a) Why has MAD been a deterrent until this point in history.
 - b) What has changed to made it less effective now?
- 2) Compare/contrast the leadership styles/qualities of Dmitry Petrov and Bedford Travers.
 - a) Who is the more dangerous and why?
 - b) What motivates each of these men?
- 3) Ilana Rabinovich plays an integral role in The Russian Affair. What drives Ilana and why?
 - a) Consider her history, personality and roles.
- 4) What is the significance of Denis Bartok's discovery?
 - a) What is this discovery worth a Nobel Prize?
- 5) How might Denis Bartok have been managed differently to make him less vulnerable to Lisa Cohen's charms?
- 6) What is the relationship between the media and the truth in The Russian Affair?
- 7) What would be the results or impact of a nuclear war on:
 - a) People
 - b) Environment
 - c) Planet Earth
- 8) What is meant by the reference to Snowden on page 227?
- 9) Why are terrorists, malcontents, freedom fighters and/or mercenaries drawn to places like Afghanistan, Pakistan and Georgia?
- 10) What is Dragonov's secret and how has he managed to conceal it for so long?
- 11) With a US President, like Bedford Travers, what sort of people are best suited to hold positions on the National Security Council or in key roles like the Secretary of State or Secretary of Defence?
 - a) Which characters best exemplify these qualities and why?
- 12) What makes the Dark Web so sinister and difficult to monitor?
- 13) There are a number of women in The Russian Affair who propel the plot. Each of these women wield power to some extent. What makes them admirable, powerful and/or dangerous?
 - a) Who is your view, is the most influential and why? Consider:
 - i) Ilana Rabinovich/Lisa Cohen
 - ii) Barbara Murray
 - iii) Tatiana Brezhnev
 - iv) Sarah Whitfield
 - v) Darlene Bartok
- 14) Suggest two tried and tested means to escape surveillance/monitoring when trying to avoid discovery?
- 15) What does DEFCON indicate?
 - a) What do the ranks DEFCON 1 to 5 mean?
 - b) Who decides on the level?
 - c) Why could this responsibility be problematic?
- 16) What makes Curtis O'Connor so worthy of the Distinguished Intelligence Cross? Consider his character traits, feats and relationships.

Word Power – What do these words mean?

- 1) Clandestine (p1)
- 2) Depravity (p2)
 - a) Who would you regard as depraved in The Russian Affair?
- 3) Infidel (p19)
- 4) Waterboarding (p33)
 - a) What does this entail?
- 5) Invective (p35)
- 6) Cavalier (p41)
- 7) Nemesis (p246)
- 8) Persona (p206)
- 9) Wistful (p194)
- 10) Nondescript (p127)
- 11) Firewall (p203)
 - a) How are these constructed and what might make them flawed?
- 12) Compartment (p218) – what does this mean in the spy world?
 - a) Why are things compartmentalized?
- 13) Fathom (p 235)
- 14) Proclivity (p278)
- 15) Paradoxical (p369)
- 16) Tirade (p373)
- 17) Avail (p382)
- 18) Irascible (p394)
- 19) Histrionic (p395)
- 20) Avuncular (p450)

The Alexandria Connection (2014)

1. What is the actual Alexandria Connection – i.e. identify the threads and what motivates the different parties both ideologically and historically.
2. Pakistan features in both *The Alexandria Connection* and *The Beijing Conspiracy*.
 - a. To what extent does Pakistan represent a threat to the West? Consider, geopolitical, economic, historical and religious factors? What of Pakistan's proximity to the opium fields of Afghanistan? Is Peshawar and the North-West Frontier Province still essentially lawless?
 - b. What is Nobel Prize winner, Malala Yousafzai's connection to this area and what would she have to say about current circumstances?
 - c. What role do drugs play in funding terrorism and organised crime?
 - d. Is Lt General Khan a stereotypical Muslim character? Why/why not? Is he plausible?
3. One World Power – that is the motivation of Pharos. What is the symbolism of the name, 'Pharos'?
4. Does the Bilderberg Group really exist? What can you discover about them? The group's purpose?
5. What would need to occur for one world power to manifest? Whose interests would need to be served?
 - a. Did the outcomes of the recent G20 meeting in Brisbane give any hope that national sovereignty and democracy might still have a place in the future?
6. If you have read Aldous Huxley's *Brave New World* or George Orwell's *Animal Farm* or *1984*, how does a one world order manifest?
 - a. Who are the winners and losers?
 - b. What ideology underpins such an order?
 - c. How might Machiavelli account for this outcome?
7. Al-Qaeda, the Taliban and a Jihadist threat or extremism – are they all the same? Justify your response.
8. Why is there an inherent conflict of interest in the manufacture of weapons of war?
9. In what way does Australia's domestic and foreign policy make Australia a threat? Refer back also to *The Beijing Conspiracy*.
10. Based on *The Alexandria Connection*, in what way is there a conflict of interest between the world/Australia's energy supply and climate change? Climate change also features in *The Maya Codex*. Is there evidence to suggest that ancient civilisations were concerned about climate or energy sources or the earth's destruction? Consider also *The Inca Prophecy*.
11. The quotes attributed to Mayer Amschel Rothschild (1744-1812): "Let me issue and control a nation's money and I care not who writes the laws." And that of US President, Theodore Roosevelt: "Behind the ostensible government sits enthroned an Invisible Government owing no allegiance and acknowledging no responsibility to the people."
12. Given that both these statements were made by supporters of democracy, does this suggest a weakness in the notion that this is the ideal political framework?
13. Can you verify these quotes? What was the context? Does the context alter the interpretation of the quote?
14. How do these quotes apply in *The Alexandria Connection*, *The Omega Scroll* and *The Beijing Conspiracy*? Do these quotes effectively, still hold true? What implications does this situation have for ordinary citizens?

The Inca Prophecy (2012)

1. What is the prophecy of the Inca's?
2. On the front cover is the question: "Are we headed for destruction?" Irrespective of the date, is this a realistic warning? Why?
3. Consider *The Alexandria Connection* and *The Maya Codex*. Do the ancient civilisations have a message that we, in our know-it all arrogance, choose to overlook? What does Ancient History have to offer the present?
4. Consider page 147. Is there "no such thing as a Palestinian people"? Whose interests does this serve if this idea is perpetuated?
5. Is there any relevance in the number of times something is mentioned in a text, even a holy text? Or does the context have more importance. See the arguments on pages 126-128. Why the statistics are invoked and are they valid?
6. Did Jerry Buffet really hold such sway with the President of the United States? Apart from the evangelical movement and Born Again Christians, whose other interests were at stake which preserved this relationship?
 - a. In what way do the Republican politicians and Republican ideology attempt to shape US Foreign Policy and the operations of the Secret Service community?
 - b. How do ideological differences play out in the CIA?
7. "Hot extractions" and "Black Operations". Is there a link and does one justify the other? See pp 163-168
8. To what extent does shamanism still exist in religious practice and what is the appeal?
9. Crystal Skulls may seem fanciful, but what is the history behind these artefacts and is their inclusion plausible in terms of the narrative?
10. Iran's nuclear program continues to make headlines. Why does the enrichment of uranium to weapon's grade pose a geo-political threat? In what way is this still relevant? Consider
 - a. Zionism
 - b. The current Supreme Leader of the Guardian Council in Iran and his role in internal politics
 - c. The reasons why Iran is strategically important – look at the surrounding countries and their allegiances to the US, Russia or China.
11. In your opinion, is Ancient History still relevant? Use the *Inca Prophecy* and any other of the novels by Adrian d'Hagé to justify your response.
12. 'Black Operations' (p.33) funded and run without the knowledge of the President of the United States or the Congress, or in Australia's case, without the knowledge of the Prime Minister or Parliament should be banned. If they were, the world would be a more peaceful place. Discuss
 - a. Consider the recent Australian involvement with the surveillance of the mobile phone belonging the First Lady of Indonesia – was this justified in light of what the intelligence reveals in *The Inca Prophecy*?
13. How does O'Connor establish the trust and cooperation of the Inca?
 - a. Is this what is needed on a global scale? Why?

The Maya Codex (2010)

1. The Maya Codex was written with the prophecy that 2012 would mark the end of the world as we know it. When you examine world events of 2012, is there any suggestion that this was a significant turning point?
 - a. Is this a reason to dismiss ancient prophecies? Are they simply myths?
 - b. What of current evangelical Christian beliefs about the End Times as they appear in Revelations. Check out the Rapture Index to which evangelical Christians frequently refer. <http://www.raptureready.com/rap2.html>
 - c. How accurate do you think that this index is as an indicator of calamity?
2. What is the Fibonacci sequence and the Golden Mean? Do they exist in Mathematics and Nature? Anywhere else? (See *The Alexandria Connection*) Explain the significance of the sequence – is it merely a sequence or pattern of numbers?
3. What is Craniometry and how does it connect to Hitler’s notion of a Supreme Race? How could the Medieval sociologist and philosopher account for the choice of Levi Weizman secondment to Nazi research in South America
4. Why would the Catholic Church be compromised or threatened by proof that the Mayans predicted the Marian appearance at Fatima, a thousand years beforehand? (p. 69)?
 - a. Is there valid historical evidence of this?
 - b. Is there any reason to see links between the Abrahamic and ancient faiths? Why would the Abrahamic faiths view this as heresy? Who or what is behind this position and what is to be gained?
5. Mauthausen was a notorious death camp. What were the other camps and how do the statistics at Mauthausen compare?
6. Was the treatment of the Jewish prisoners as depicted at Mauthausen, historically representative of historical records?
 - a. What would prompt this horror?
 - b. View the film *The Wave*, the work of Jane Elliott or the documentary *The Third Wave* to see how teacher Ron James replicated conditions in Nazi Germany in his classroom to shape group behaviour. Would this be possible today? Can you identify any examples?
 - c. What conditions would need to prevail and what is the role of the Ron James? Of Hitler?
 - d. What techniques were used?
 - e. Why and how were the Jews disempowered? Take a trip to Sydney’s Jewish Museum with students to see first-hand evidence and give your students a glimpse into a minority group’s perspective. Guided tours, presentations by Holocaust survivors, members of Sydney’s Jewish community and access to primary sources of a dark period in modern history are an invaluable experience for Australian students. <http://sydneyjewishmuseum.com.au/>
 - f. This is also a perfect link to the Year 10 National History Curriculum and other classic texts such as *The Diary of Anne Frank*.
7. In what way could the Catholic Church be regarded as culpable in the Holocaust and the survival of its perpetrators?
8. It would be entirely false to stereotype the Catholic Church for the “rotten” element. In what way has the Church been, in part, responsible for this “rotten” public image?
9. Is the character of Roncalli an historical figure? Did he really save numbers of Jewish children? What became of this person?
10. The Maya Codex is confronting in terms of its representation of the Catholic Church and priests such as Felici and Jennings. To what extent is the author justified in representing such reprehensible characters as Catholics?

- a. How does the battle for power manifest in the actions of religious groups. See also *The Omega Scroll* (Jewish/Christian/Islamic tensions) as well as *The Beijing Conspiracy*, *The Inca Prophecy* and *The Alexandria Connection* (Evangelical Christian, Jewish and Islamic extremes) for representations of religious conflict and/or tension and its role in the halls of power.

***The Beijing Conspiracy (2007)* Do you have the review by Lon Bram which appeared in the Courier Mail? – I have a hard copy if you need it.**

1. Locate the Xinjiang Province of Western China on a map. Consider its size, population, religious demographic and proximity to other Muslim/Non-Muslim countries. Is China right to be concerned about social tensions in this part of China? Why?
2. Given the current outbreak of Ebola in Africa and the World Health Organisation declaring this a major priority for the world, how prescient was d'Hagé in considering the potential role of Ebola in biological terrorism?
3. What are weapon's grade biological weapons? Refer to pp 169-170.
 - a. Why would they be a preferred weapon? Would Australia or the USA ever consider using them? Why/why not?
 - b. Have there been any examples of their deployment?
4. In Karen Armstrong's latest book, *Fields of Blood* (2014) she argues that it is the rise in secularism which is more important in explaining the history of war. Based on *The Beijing Conspiracy* and all the other novels by this author, how strong is Armstrong's argument?
 - a. What is your opinion about the role of religion in war?
 - b. Are there any other factors which contribute to the conflict in *The Beijing Conspiracy* or current world conflicts?
5. What is the conspiracy surrounding the Beijing Olympics and what are the ideological drivers behind the various interest groups?
6. Allegations and studies concerning the stereotyping of Muslims in Western literature and the media are well documented. How true are these claims of stereotyping?
 - a. What is the stereotype? How many Australian Muslims do you think fit this stereotype? Give reasons for your answer.
 - b. Is the character of Professor Sayed plausible and why would the author have created such a character?
 - c. Does the media have a case to answer in terms of fuelling the "fear of difference"? pp 116-117 Are these actions justified?
 - d. What role does language like "Axis of Evil" and "War on Terror" have on the general public? In your view – it is this deliberate? Explain your reasons.
7. The US Presidential campaign features in both *The Beijing Conspiracy* and *The Alexandria Connection* (2014). What are the major foreign policy issues facing the President of the United States in *The Beijing Conspiracy*?
 - a. Why is this campaign and the final candidate so important?
 - b. What competing ideological factors drive the selection of the successful candidate in the United States, both in this novel and the recent/forthcoming election?
 - c. How influential are the various public and private interest groups and whose votes are they seeking?

- d. Did George Bush and Jerry Buffet really have a connection during his presidency? Do you believe that God directly George Bush's decision making? Justify/Explain your answer. Was this a political ploy?
- e. In what way does religion play a role in US and Australian politics?
8. Corruption is a major concern surrounding the selection of the host country, the building of Olympic infrastructure and the security during the Games. What are the potential threats to the Beijing Olympics?
 - a. Who and what is behind these threats?
 - b. The theme of the Beijing Olympics was "One World – One Dream". What dream and whose dream? Is there a touch of irony in this slogan? Explain
9. Human and Animal Rights are key themes of this novel.
 - a. What sort of human rights are depicted?
 - b. Which particular animals are highlighted and why are these animals in particular the object of human interest (malicious or otherwise)
10. Three cities beyond Beijing are at risk in this novel. Name the cities and explain why these cities were and remain potential targets.
11. Like all of Adrian d'Hagé's novels, prejudice and bigotry fuel considerable hatred and trigger extreme behaviours.
 - a. In what way do these qualities impact on the action in *The Beijing Conspiracy*?
 - b. Are there personality types which are more likely to be prejudiced?
 - c. Do you think, that as Senator George Brandis has suggested (2014) that people/Australians are naturally prejudiced and have a right to express their mindsets?

The Omega Scroll (2005)

1. As the first of the novels by Adrian d'Hagé, this text poses an interesting study of gender. Analyse the character of Allegra and her relationships with men. What are her programmed and innate reactions? Is there a difference? Why? What has caused this?
2. How does power relate to patriarchy?
 - a. What social patterns endorse this source of power? Consider what these examples perpetuate and in what context do they still apply?
 - b. Is it only within the Judaeo-Christian context? Justify your response.
3. Why do Jews believe that Israel is the "Promised Land" and which political party is most closely aligned with this ideology?
 - a. In what way is this ideology linked to the current Israeli Prime Minister?
 - b. Why are there tensions in the Israeli parliament (pp 86-87)?
 - c. Is the anti-Palestinian mindset entrenched among Jewish citizens?
 - d. Refer to the following link <http://wasns.org/>. What are Palestinian Muslims and Jews doing to reconcile their differences within the context of Arab-Israeli politics?
 - e. Is there the glimmer of a solution? How do you think that this might be played out?
 - f. Why is it so important to participate in political discussion?
4. In what way does the thirst for power corrupt Petroni's faith?
 - a. How does this thirst for power extend to other aspects of corruption within the Catholic Church?

- b. Is it only the Catholic Church which is undermined by this thirst?
 - c. Is it possible that a pope was murdered for political gain? i.e. power within the Vatican and control of the faithful? To what effect?
 - d. Why do you think that the Church has been so reluctant to save lives and endorse condoms in Africa to prevent the spread of the HIV epidemic?
 - e. How could women be regarded as victims in this decision? Does this implicate the patriarchal views of the Church?
5. Why does Israel have the sense that it is a nation state that is besieged? Locate Israel on a map. What are the ideological differences which characterise the surrounding countries? How does the United States offer protection and support for Israel?
 6. Which groups within the United States seek to ensure that this protection is preserved? (See also *The Alexandria Connection*, *The Beijing Theory* and *The Maya Codex*)
 - a. Is this activity covert or explicit?
 - b. Is the activity of these groups acceptable?
 - c. Does it happen in Australia? Provide evidence.
 7. What is the Omega Scroll and what is the significance of scrolls in terms of Judaism and Christianity?
 8. Why does the character of David hold such promise in terms of uniting the disparate views of the people of Israel?
 9. Why would the assassination of a person like David be a good thing? Which groups would endorse this view? How does the novel convey this vexed position?
 10. In what way does the past link with the present? Is it possible to ignore history if we are to solve the contemporary problems?
 11. What evidence exists to suggest that there are activities within the Catholic Church, about which the Pope has no knowledge? (See pp 54-55)
 - b. How does this scenario relate to the "Black Operations" in *The Alexandria Connection* and are they justified?

Year	Direct Links to of Australian Curriculum in English	Examples of Learning Activities Based on the Books by Adrian d’Hagé – See also the links to the specific texts – Hyperlink	Cross Curriculum Matches and Potential for Integration
10	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts	Competing moral, ethical and social positions arise in both the Ancient and Modern historical contexts and include those representing different religions (all the Abrahamic faiths as well as the ancient beliefs and wisdom of the Egyptians, Mayans and Incans), political views, gender orientations, notions of cultural or racial supremacy, Big Business,	<u>History</u> World War 2 The Holocaust
	Evaluate the social, moral and ethical positions represented in texts		The Environmental Movement
	Compare and evaluate how ‘voice’ as a literary device can be used to evoke particular emotional responses	Conversations between Evangelical Christians (<i>The Alexandria Connection</i>) Radical Muslims (<i>The Beijing Conspiracy, The Alexandria Connection, The Omega Scroll</i>) Devout Catholic Clergy (<i>The Maya Codex</i>) Corrupt Catholic Clergy (<i>The Maya Codex, The Inca Prophecy, The Omega Scroll</i>) Big Business (<i>The Alexandria Connection, The Beijing Conspiracy, The Maya Codex</i>)	Human Rights <u>Geography</u>
	Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience Create imaginative texts that make relevant thematic and intertextual connections with other texts.	All of d’Hagé’s books contain high energy action scenes, the planning and execution of criminal intentions, political intrigue and malice, ideologically motivated behaviour and there is ample inspiration or examples for students to create their own texts in response. See for example Chapter 1 in <i>The Alexandria Connection</i> for a ‘hot extraction’ from Afghanistan Intertextual links to other learnings, particularly Ancient History (<i>The Maya Codex, The Inca Prophecy</i> and <i>The Alexandria Connection</i>) Modern History (all titles, but <i>The Omega Scroll, The Maya Codex</i> are closely linked to Nazism and the Holocaust of WWII)	Human Geography – impact of economic, political and business decisions on different parts of the world Climate Change, Physical Geography – location of remote or obscure places, grid references
	Analyse and evaluate how people, cultures, places, events, objects, concepts are represented in texts		<u>Numeracy</u> Grid references
	Use organisational patterns, voice and language conventions to present a point of	The novels are replete with competing ideological perspectives on such topics as religion, biological warfare, climate change, terrorism, politics across the spectrum and cultural difference. Teachers are well placed to	Fibonacci Sequence Euclid

	view on a subject to persuade and engage	choose examples and challenge students to use the techniques of voice (marginalisation, gaps and silences, privilege) to position audiences and shape responses	Pythagoras
	Identify and analyse implicit or explicit beliefs and assumptions in texts and how these are influenced by purposes and likely audiences	Beliefs and ideological differences drive the narrative and characterisation of all the novels. Rich discussion can emerge from considering the implicit and explicit beliefs of characters and organisations, including rogue operatives as well as the author's possible intention for such representation	<u>Asia and Australia's engagement</u> <u>Sustainability</u> <u>Intercultural Understanding</u>
Year	Direct Links to of Australian Curriculum in English	Examples of Learning Activities Based on the Books by Adrian d'Hagé – See also the links to the specific texts – Hyperlink	Cross Curriculum Matches and Potential for Integration
11	Identification and Analysis of purpose, context and audience	Political Propaganda – both domestic and international features in all novels – Nazi Propaganda (<i>The Omega Scroll, The Maya Codex</i>) Political Propaganda (<i>The Beijing Conspiracy, The Alexandria Connection</i>) Ideological Propaganda e.g. Environmental, Religious, Left and Right Wing, (<i>The Alexandria Connection, The Inca Prophecy, The Maya Codex, The Beijing Conspiracy, The Omega Scroll</i>) Potential to analyse the motives of the author – what is the purpose of this text? Who is it aimed at? Justify your opinion. Gender Equality remains an important Millennium Goal for the United Nations. These novels are all placed within the Thriller genre which historically has been populated by male authors who adhere to outdated	<u>Sociology:</u> Race and Ethnicity Religion, Power, Gender Media, Crime & Deviance <u>Psychology:</u> Personality Abnormal Behaviour

		female stereotypes. Compare and contrast the female characters in any of d'Hagé's novels in terms of gender roles, identities and equality. Consider the significance of culture in the novel's representation. Research how many Muslim countries are signatories to the CEDAW (Convention for the End of Discrimination Against Women)	Motivation Social Psychology e.g. group behaviour, attitudes & prejudice
	Analysis of ideas and attitudes and construction of texts Construction of texts with a designated purpose, context and audience	The novels are fast paced and multi-faceted in that a range of threads are introduced and separated by time and chapter. Identify the threads. The blend of fact and fiction is extraordinary. How plausible are these links? Can you find further evidence to substantiate your claims – Argue! In a multi-cultural society such as Australia – are there people who might challenge the representations of particular issues, themes or characterizations? Why? On what would they base their argument? Construct such a text or argument. What is the purpose of the counter-argument in terms of social perspectives?	<u>Business & Economics:</u> Macro-economics Business Ethics Marketing Government Policy Trade – international, domestic, legal and illegal
			<u>Legal Studies</u>
12	Analysis of content, structure voice and perspective to shape responses and interpretations Creation of texts to position an audience	D'Hagé goes to great lengths to present competing ideologies and mindsets. Identify the perspectives and reflect on how you as the reader have been positioned to respond to these factors. Were you challenged and if so, what other socio-cultural, political or environmental factors impacted upon your response.	Human Rights, Torts, Criminal Law, International Law,
	Identification, analysis and creation of different interpretations of texts and Understanding how these interpretations resonate or challenge audience responses	Identify an aspect of the novel e.g. Big Business (The Halliwell Corporation in <i>The Beijing Conspiracy</i> , EVRAN in <i>The Alexandria Connection</i> or perhaps the Bilderberg Group (factual) or Pharos in <i>The Alexandria Connection</i>) – analyse to whom these groups would appeal and the role of the media and marketing in shaping public opinion. Are there examples of such behaviour in real life? – What can you discover about the Bilderberg Group and why would such a group exist? With which audiences would these representations resonate or challenge? Construct an alternative. Using characters like Lt Gen. Farid Khan and Jamal (<i>The Alexandria Connection</i>), Kadeer and al-Falid (<i>The Beijing Conspiracy</i>) or Yusef (<i>The Omega Scroll</i>), compare the reasons for their attitudes (i.e. they are either/or Muslim, Pakistani, Afghan or Palestinian) and consider whether these attitudes are justified and if so, by whom. What role have Western countries	<u>Modern History</u> Modern Middle East – Arab-Israeli conflict, Iran, War on Terror Nazism and the Holocaust China and Human Rights Australian & US Foreign Policy <u>Ancient History</u> Egypt – Roman Empire,

		<p>played in the shaping of these attitudes? Construct an argument as to how either the West (generally or with reference to specific countries or leaders) could/should respond to a given situation. Consider your audience.</p> <p>Consider the War on Terror and more recently The Islamic State (ISIS), and analyse the way in which language, media sources and modes of media have resonated with or challenged audience responses.</p>	<p>Alexander the Great, Pyramids</p> <p>Mayan Civilisation</p> <p>Incan Civilisation</p> <p><u>Geo-Physics</u></p> <p><u>Chemistry</u> – Biological and Nuclear, Organic and Inorganic</p> <p><u>Religion</u> – Islam, Judaism, Christianity (Catholicism, Evangelical Protestantism) Ancient Religions (Shamanism, Polytheism, Animism, Environmentalism)</p>
--	--	--	--