

**Study Guide to**

**FACES  
OF  
THE  
ENEMY**

**Reflections  
of  
the  
Hostile  
Imagination**

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## **INTRODUCTION**

*Faces of the Enemy* presents new ways of thinking about violence and war.

- It addresses the neglected perspective—the psychology of hatred and war—and probes the mind, imagination, and emotions to discover what allows individuals and nations to kill without remorse.
- Instead of focusing on weapons and strategies, it looks directly at our ideas about enemies—how we see enemies, why we dehumanize them, what happens to “us” when we portray ourselves as heroes and them as monstrous, subhuman and evil beings.
- It shows how loaded words, slanted news, twisted images, and propaganda create a climate of fear and hatred that leads us into war.
- It offers a new hope of escaping from the downward spiral of violence by pointing out a more humane and compassionate way of thinking about enemies and resolving conflict.
- It won’t give you *the* answers, but it will turn your head around, give you new ideas to play with, and raise some questions about this most important issue of our time.

This study guide may be used in connection with the book *Faces of the Enemy* (San Francisco: Harper & Row, 1986) and the PBS documentary film *Faces of the Enemy* produced by Bill Jersey and Sam Keen (available in 16 mm film or VHS videocassette from the Catticus Corporation, 2600 Tenth Street, Berkeley, CA 94710, [415] 548-0854) as the basis for a curriculum unit on war and peace for high schools, colleges, churches, and other groups.

## **HOW TO USE THIS STUDY GUIDE**

The easiest way to begin is by viewing the film *Faces of the Enemy*. Discuss any questions that arise.

After viewing the film, study the materials in the book section by section and discuss the questions in the corresponding part of the study guide.

Next, try some of the suggested “Experiments, Explorations, Activities,” on pages 4, 10, and 13 of this study guide. Split into subgroups of three or four persons and later discuss the results with the entire group. If you want to pursue any topic further, you will find suggested books, films and organizations dealing with these issues listed in “Resources.”

Finally, when you have looked, read, thought, experimented, and discussed, return to the original questions and consider whether your mind has changed. You might want to add questions that have occurred to you or suggest that some of the original questions were misleading. As the poet Rainer Maria Rilke said in *Letters to a Young Poet*: “Try to love the questions themselves like locked rooms and like books that are written in a foreign tongue. . . Live the questions.”

## **1. INTRODUCTION: HOMO HOSTILIS, THE ENEMY-MAKER (PAGES 9–14)**

### Opening Discussion Questions

1. Do we create enemies or find them?
2. Do we need enemies? If we didn't have them would we have to invent them to have somebody to blame for our problems?
3. To what degree do we talk ourselves into war? Which comes first, propaganda or warfare?
4. Do we need to see life as a struggle between good and evil?
5. Do we need to be heroic?
6. Can we have heroes without having villains?
7. Are human beings by nature warlike or peaceable? Are we territorial, aggressive animals? Selfish apes? Does the problem lie in our animal heritage, in our

genes? Have we progressed only because the most aggressive survived?

8. What is peace?
9. Is the idea of peace threatening? Boring? Static?
10. Why is there evil in the world? Enmity?
11. Each tribe and nation claims: "Our side is right."  
Can we love our country, our traditions and our values without falling into blind patriotism and ethnocentrism? Without making foreigners our enemies?

## **II. ARCHETYPES OF THE ENEMY: APPARITIONS OF THE HOSTILE IMAGINATION**

**(PAGES 15–88)**

This section considers the external political realm. It will identify the various images of the enemy commonly used by most every nation to dehumanize its enemies and justify warfare.

### Discussion Questions

1. Why do we automatically suspect people who are different from us? Is the unknown always evil, dangerous, fearful?
2. What kinds of words, images, and metaphors do we use to characterize those we fear and hate? By contrast, what kinds of words, images, and metaphors do we use to describe those we love and cherish?
3. Could soldiers kill without considering the enemy an atheist barbarian, sadist rat, or some lower form of life? Could we bring ourselves to kill people we considered as valuable as ourselves? Could we go to war without blaming the enemy for evil?
4. If every nation claims "God is on our side," how are we to know who is right?

5. Is there any such thing as a “just” war? Why or why not?
6. How and under what circumstances can you reconcile the religious commandment “Thou shall not kill” with the political commandment “You must kill the enemies of our nation?”
7. What distinguishes murder from warfare? (In the film *Faces of the Enemy*, what are the similarities and differences between David Lee Rice and the soldiers, such as Lieutenant Calley, who killed civilians in Vietnam?)
8. If you had been at My Lai and had been ordered to shoot Vietnamese women, children, and old people do you think you would have obeyed? Why? Why not?
9. Should we value our personal conscience more highly than our duty to our country?
10. Has there ever been a case in which our country was the aggressor in war? Is it always true that “we” are innocent and “they” are guilty?
11. Should you defend your country, right or wrong? Should a Soviet or Nicaraguan citizen do the same?
12. What stereotypes do the Soviets have of Americans? How does their propaganda dehumanize us? (See pp. 97–107.) How do we stereotype and vilify the Soviets? What is it about each other we most hate and fear?
13. Why are we now engaged in an arms race?

#### EXPERIMENTS, EXPLORATIONS, ACTIVITIES

- **The Prejudice-Enmity Index.** To construct a prejudice-enmity index, first conduct a series of on-the-street interviews to determine which groups and peoples are considered the “best” and “worst.” Ask people to tell you the first words that come to mind when you say: “the Russians are. . . . Americans are. . . .”

Chinese are. . . . Germans are. . . . Japanese are. . . .  
Nicaraguans are. . . . Mexicans are. . . . Haitians are. . . .  
Irish are. . . . English are. . . . Puerto Ricans are. . . . Arabs  
are. . . . Indians are. . . . blacks are. . . .” Rank in order from  
the most favored to the most despised peoples according to  
the prejudices of your community. Who are the best and  
worst people in our unofficial but very real system of  
esteem and prejudice? Does the index shift? One clue is  
ethnic jokes. What, for instance, do Polish jokes tell us  
about stereotypes?

- **The Scapegoat Game.** To get some idea of what minorities and other disfavored groups experience, establish a Discrimination Day. During this day one group, the Chosen Ones—chosen for some arbitrary characteristic such as the color of eyes or hair—will be designated as good, smart, and heroic. The other groups, the Scapegoats, will be designated as bad, dumb, cowardly, and so forth. The Chosen Ones will have all the privileges, and the Scapegoats will be assigned all the dirty work. A Leaders Committee should set the rules for how the “good” people should be distinguished from the “bad” and how these standards are to be reinforced. On the second day of the game the roles are reversed: the Chosen Ones become the Scapegoats and vice versa. On the third day, talk about the experience of being Scapegoats, or the “enemy.”

- **Which Is Which?** Identify which descriptive phrases apply to the U.S. and which to the USSR:

The free world

The evil empire

Ruled by a government

Ruled by a regime

Has consummate politicians

Has wily, cunning leaders

Has security organizations

Has secret police

Has allies

Has satellites

Subverts defenseless countries

Aids neighbors in distress

Destabilized unfriendly regimes

Supports wars of liberation

Has recently engaged in a long overdue  
modernization of defenses

Has recently engaged in an unparalleled  
military buildup

Has increased offensive weapons

Has increased defensive weapons

Has worldwide spy network

Has far-flung intelligence gathering agency

Disseminates information

Spreads propaganda

On what basis did you make your choices? When do these  
distinctions represent real differences between U.S.  
and Soviet society and when propaganda?

- **The Newspaper Game.** To practice identifying the kinds of words that increase enmity—war-words hate-words, fear-words—go through the daily paper and circle in red all the words that suggest you should mistrust, disdain, judge, dehumanize, hate, or feel superior to another person or group. Circle in blue all the words that invite understanding, compassion, sympathy. Circle villains in black, heroes in yellow.

- **Portraits of the Enemy.** One of the best ways to identify stereotypes of the enemy is to study editorial cartoons in newspapers. Who are the enemies? How are they portrayed? How are events involving conflict with the USSR, Libya, and Nicaragua presented?

When is the editorial cartoonist acting as an unofficial propagandist, creating a stereotype of the enemy that does not increase our understanding of the conflict? And when is the cartoonist trying to make us conscious of our mistakes and prejudices. Take a cartoon clearly presenting the U.S. side and redraw it as if you were a Soviet, Syrian, Sandinista, Libyan, or Iranian cartoonist. Also try taking a cartoon presenting a side other than the United States' and redrawing it from the U.S.'s perspective.

- **Stopping Moving Pictures.** What do television and films teach us about the enemy? Watch the evening news for a week and catalog the references to those nations that are identified as our enemies. What do you find out about the USSR, Syria, Nicaragua, Iran, Libya? Do you ever see anything good about any of these countries? Are all Arabs terrorists, all Iranians fanatics, all Sandinistas communists? What do popular movies—*Rambo*, *Top Gun*, *Red Dawn*, *White Nights*, and *Moscow on the Hudson*—tell us about heroes and villains?

- **The Canada Game: A Practicum in Creating Propaganda.** By now you should be ready to put your knowledge of the techniques of propaganda and enemy-making into practice. Pretend that your group is the newly appointed United States Ministry of Propaganda. For reasons that are top secret and not explained to you, it has become necessary to change the way we feel about and act toward our formerly friendly neighbor, Canada. The president of the United States has assigned your Ministry of Propaganda the task of preparing a newspaper, television and media campaign that will turn Canada into the enemy of all loyal Americans. How would you go about it?



## RESOURCES

### **Games**

*Brain-Wash* is a simulation game by George Mairs in which students set up an Academy of Language whose task is creating propaganda by censorship, slanted language, slogan making, and so forth. Instructions are available from SimEd, College of Education, The University of Arizona, Tucson, AZ 85721.

*The Propaganda Game* by Robert Men and Lorne Greene (of *Ponderosa* fame) provides a guidebook illustrating the most common types of crooked thinking. The game also includes a set of example cards and instructions for increasing awareness of the techniques of propaganda. \$6.00. Available from Maple Packers, 1111 Maple Ave., Turtle Creek, PA 15145.

### **Films**

*A Class Divided* is a PBS documentary about a class of Iowa third graders in 1968 whose teacher conducted a daring experiment in discrimination by assigning relative worth to students based solely on whether they had blue or brown eyes. In 1984 the class returned to talk with their teacher about the lasting effects the experiment had on their lives. This film is available through your local PBS station.

*War. Peace. Film Guide*, by John Downing, is an excellent annotated guide to the best films on war and peace. World Without War Publications: 67 E. Madison, Suite 1417, Chicago, IL 60603.

### **Books**

Ernest Becker, *Escape from Evil* (The Free Press, NY, 1975). Perhaps the most profound treatment of the need for heroics and scapegoating. A disturbing book.

John Dower, *War Without Mercy* (New York; Pantheon Books, 1986). A fascinating account of the racist propaganda used by Japan and America in World War II and its effect in prolonging the war and increasing the brutality on both sides.

Jacques Ellul, *Propaganda*. (New York: Vintage Books, Random House, 1973). Shows that democracies as well as totalitarian governments create propaganda and that it is the most serious threat we face today.

Eric Fromm, *The Anatomy of Human Destructiveness* (Greenwich, CT: Fawcett Publications, 1973). A far-reaching discussion of the sources of human destructiveness and aggression.

### **III. THE PSYCHOLOGY OF ENMITY (PAGES 89–144)**

This section turns inward to what is personal and intimate.

It will address the psychological roots of enmity; our private enemies and everyday prejudices; the dark emotions of paranoia and rage; how we perpetuate warfare in its many modes—the civil war within the self, the war between the sexes, the political war between Us and Them.

#### Discussion Questions

1. In what degree is your life a struggle against other people? Against yourself? Against the system? Against an enemy? Are you more of a fighter or a lover?
2. Do you tend to trust or suspect people you do not know?
3. How much do you need to protect and defend yourself?
4. How much do you need a feeling of competition, conflict, conquest, triumph over situations, other people, yourself? Do you consider yourself skilled in the game of one-upsmanship? How much are you out for Number One? Are you motivated by the quest for power?
5. When you feel empty, bored, or frustrated, do you welcome violence? How much vicarious violence through sports, TV, movies, or murder mysteries do you consume weekly?

6. Are you ever your own worst enemy? How?
7. Is war always caused by bad leaders and fought or suffered by innocent individuals? Who is to blame? Is there any way in which you are responsible for the current state of warfare?
8. Do men and women differ in their needs for power and triumph? Or only in the weapons they use in the battle of life?
9. Is there a battle between the sexes? To what degree do your relationships with the opposite sex conflict? Harmonious? Competitive? Cooperative?

#### EXPERIMENTS, EXPLORATIONS, ACTIVITIES

- **Personal Enemies and Private Wars.** Recall and share with a friend or group the history of your own personal enemies and private wars. Against what or whom have you struggled? What has been the central conflict in your life? Whom have you hated? Whom have you injured or killed? Trace the history of your fights, both physical and verbal. What weapons have you used in the struggle? What are your typical defense mechanisms? Guns? Physical strength? Verbal intimidation? Wiles? Subversion? Sarcasm? Passive resistance? Withholding affection? Overt anger? Hidden resentment? When have you been the innocent victim of the aggression, prejudice, or violence of others? How did you defend yourself? When were you victorious and when were you defeated? Who has considered you an enemy?

- **Public Relations and Propaganda.** We all run our own personal public relations and propaganda office that shapes the image of the self we want others to see. We continually present our self in the best possible light and others in often less-than-flattering shadows. On what do you base your claim to superiority, to being better than others? Be honest. How do you create your heroic self-image? Are you more beautiful, sexy, hip, wealthy, sincere,

honest, powerful, intelligent, hard-working, cultured, than others? Do you suffer and serve more? Is your claim to superiority based on class, race, color, or religion? In order for you to be heroic, what kinds of villains do you need? Take construction paper and crayons or paint and make a mask that represents your own unique claim to heroic status and act out the role before the group.

- **Designing Hell.** Hell is the imaginary place to which we consign villains and enemies. The way we organize our private vision of hell reflects our understanding of the nature of evil. Design your own private hell into which you place your personal enemies, minor sinners, and truly evil men and women. How would you organize hell? Who belongs where? How do you separate the various categories of wrongdoers?

- **Developing your E.Q.—Empathy Quotient.** To increase our E.Q. and decrease the amount of fear, hatred, and enmity we feel, we must develop the capacity to see and understand the world from the perspective of our personal and public enemies.

*Personal enemies.* Choose a friend or partner from your group. First, describe to your partner the personal enemy you dislike most. What is it about that person you hate and fear? Next, try to convince your partner that everything you have said about your enemy is equally true about yourself. How are you like your worst enemy? Finally, remember the worst things that your enemy has said about you and convince your partner that they are true. Be sure to check with your partner to see if you are convincing.

*Public enemies.* Have your group or class form an Anti-American Propaganda Bureau. Study the examples of anti-American propaganda in *Faces of the Enemy* and the texts of some of the speeches given by leaders of nations we now consider our enemies—USSR, Cuba, Nicaragua, Libya,

Iran. The task of your Propaganda Bureau is to create the best possible anti-American propaganda. Put yourselves inside the mind of a Soviet editorial cartoonist or newspaper editor. How would you portray America in the worst light and the USSR in the most favorable way? Remember, your propaganda campaign must be believable. You must be able to convince nonaligned nations. What lies would you tell? What half-lies? When would you use the truth?

After you have tried to put yourself inside the mind of your personal enemy and your public enemy discuss the results of your experiment. Has your E.Q. increased? Are you able to understand why your enemies think, feel, and act the way they do?

#### RESOURCES

##### ***Books***

William Broyles, *Brothers in Arms* (New York: Alfred Knopf, 1986). The report of a Vietnam veteran who returned to Vietnam after the war in order to understand himself through knowledge of the enemy he fought.

J. Glenn Gray, *The Warriors: Reflections on Men in Battle* 2nd ed. (New York: Harper & Row 1970). Still the best account of the lasting appeals of battle and the love-hate relationship we have with our enemy.

Sue Mansfield, *The Gestalts of War* (New York: Dial Press, 1982). A military historian, Mansfield traces the history of warfare showing its relationship to child rearing, guilt, and greed.

#### **IV. THE FUTURE OF ENMITY: A POTPOURRI OF POSSIBILITIES (PAGES 145–189)**

In this section we will see how to change: what we might do to reduce the enmity between people and nations; how we might change the warrior psyche and the habit of violence; how we might end the war games and learn the arts of conflict resolution and peacemaking.

##### Discussion Questions

1. Is war inevitable? If so, and if weapons become progressively more deadly, is there any hope for human survival?
2. What would have to happen to end warfare as a method of settling conflicts? Must we change human nature or only our institutions?
3. Could we change human nature and become a gentle and cooperative species if we had to in order to survive? What steps might we take towards securing a more peaceable future?
4. How would you change the family, education, government, economics, and the relations between the sexes in order to create people who were less willing to resort to violence as a way of settling problems?
5. Do we need a centralized world government to ensure peace? A world army? A world court? A single world economy? How much national sovereignty is compatible with world peace?
6. Without war or world government how could nations solve their conflicts?

##### EXPERIMENTS, EXPLORATIONS, ACTIVITIES

- **Worthy Opponents and Heroic Enemies.** How should we speak about our enemies? Is there a way to honor the conflicts between nations without resorting to propaganda, without dehumanizing the enemy? Take a sample press release that vilifies the USSR, Nicaragua, or

the enemy of the moment and rewrite it to give understanding of the conflict without casting all the blame on the enemy.

- **The Unmaking of Enemies.** Think about some personal enemy you have good reason to dislike, someone you usually speak about in a less-than-respectful manner. Undertake a secret campaign to change your relationship with that person. First, find out enough about your enemy's life to discover something of beauty and value worth celebrating. Next, change the way you speak. Pay your enemy a hidden compliment by telling friends something about your enemy that will increase their understanding and sympathy. Finally, select a gift you imagine would delight your enemy and send it in secret. You are not to tell anyone about the gift. See what happens.

- **Revisoning the Enemy.** Begin replacing the abstract face of the enemy with concrete images. The Fellowship of Reconciliation has a U.S.–USSR Reconciliation program featuring a series of twelve posters of Soviet people, a slide show, and an accompanying tape. They also sponsor a program in which Soviets and Americans exchange photographs and send each other packets of seeds. U.S.–USSR Reconciliation Program. Fellowship of Reconciliation, Box 271, Nyack, NY 10960.

- **The China Game.** Review the years of Richard Nixon's ping-pong diplomacy in which China ceased being the enemy—the villain behind the Vietnam War—and became a tentative friend and partner in trade. What happened? Create a campaign based upon similar principles that would lessen the enmity between the U.S. and the USSR. What kind of press releases would you issue that would accentuate the positive without overlooking the negative? If we wanted to turn the USSR into a friend, how would we do it?

- **The Peaceful Utopia.** Design the best of all possible worlds. Would there be nations? Would there be conflict? How would it be resolved? What would be done with violent people, criminals, tribes, nations, or other groups that were aggressive toward others? How would you design an equivalent of war that would provide some of its excitement, adventure, release of pent-up frustration and rage, and need for competition? Design a moral equivalent of war. How could nations compete in a way that would enhance security and make each stronger? Can we get out of the win-lose mentality into a win-win situation? In what kinds of games can everybody win?

## RESOURCES

### **Books**

Educators for Social Responsibility, *Perspectives: A Teaching Guide to Concepts of Peace* (E.S.R., 23 Garden St., Cambridge, MA 02138). An excellent workbook with a sampling of articles and activities dealing with different concepts of peace, imagining the future, conflict resolution, and peacemaking. Especially for grades 6-12.

Penny Kome and Patrick Crean, eds., *Peace: A Dream Unfolding* (San Francisco: Sierra Club Books, 1986). A beautifully illustrated sampler of nightmares of war and visions of peace.

Robert Woito, *To End War* (New York: Pilgrim Press, 1982). A scholarly summary of the various views about the causes of and cures for war and an exhaustive annotated bibliography.

To order further copies of this study guide, please send \$1.00 per copy ordered for postage and handling to: Harper & Row, Publishers, P.O. Box 1630, Hagerstown, MD 21741. Please use order number #25-04736.

For copies of the book *Faces of the Enemy* and other books by Sam Keen, contact your local bookseller or order directly by calling Harper & Row's customer service department at 1-800-638-3030. In Maryland call (301) 824-7300.



*Faces of the Enemy* is also a provocative documentary from Quest Productions. Through propaganda images and interviews the film creates a vivid picture of the ways in which people become obsessed with concepts of enemies. For purchase and rental information contact the Caticus Corporation, 2600 Tenth Street, Berkeley CA 94710, (415) 548-0854.